



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Performance Task



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### Summary of Task

- This performance task gives students a chance to share their best reading, writing, and thinking about the question: “Which of Michael Pollan’s food supply chains would best feed the United States?” Students will use a powerful excerpt of their position paper, visual components, and text features to create a poster that shows their claim as well as the evidence they used to support their claim. These posters will be displayed around the classroom, with students having the opportunity to do a Gallery Walk of one another’s work. **This task addresses NYSP12 ELA Standards RI.8.1, W.8.1, W.8.9, and W.8.9b.**

### Format

A visual representation of position paper on large paper or poster board.  
Students will include their claim, reasons, and evidence from their position paper.  
Students will plan their visual representation using a template.  
Final visual presentations will be shared in a Gallery Walk.

### Standards Assessed through This Task

- R1.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).



### Student-Friendly Writing Invitation/Task Description

- Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim, your reasons, and at least three of your pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either chart paper and markers or a computer. You will share your performance task with the rest of the class in a classroom Gallery Walk at the end of this unit.

### Key Criteria for Success (Aligned with NYSP 12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the task, plan their visual representation, and share their final product.

#### **Your visual representation of the position paper will include:**

- Your claim that you made in your position paper
- The reasons you used to support your claim
- Evidence from your position paper that supports your reasons and claim
- Images to support your argument
- An organizational structure that is easy to read and makes it easy to follow your argument
- Domain-specific vocabulary



#### Options for Students

- Students will create their posters individually. They will primarily base their visual representation on their position paper; however, they may also look back at their researcher's notebooks, Cascading Consequences charts, and Stakeholder charts.
- Students might have a partner to assist as they work on their visual representations, but the final version will be an individual's product.
- Student visual representations might be laid out differently.
- Students may draw their images rather than use existing images.
- Students could participate in a Hosted Gallery Walk, in which they move around the room in a group and, when they come to their visual representation, explain it to other students in their group.

#### Options for Teachers

- Students may share their visual representations with their own class, with other classes in the school, or with parents or other adults in a community center or public library.
- Students may create a digital visual representation. These could be posted on an internal school Web site or, with parental permission, on a publicly accessible Web site.



**Resources and Links**

- <http://search.creativecommons.org/> (a site to search for images with licenses to reuse)

**Central Text and Informational Texts**

Michael Pollan, *The Omnivore's Dilemma*, Young Readers Edition (New York: The Penguin Group, 2009), ISBN: 978-0-8037-3500-2.

Various research sources.

**Note:** Additional informational texts listed in each separate Unit Overview document.