



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 3: Lesson 8**

## **Final Performance Task: Presentation of Photograph and Song Selections**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

**Supporting Learning Targets**

- I can describe the photographs and civil rights song I have chosen using evidence from *A Mighty Long Way*.
- I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from *A Mighty Long Way*.
- I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from *A Mighty Long Way*.
- I can present my ideas to an audience clearly.

**Ongoing Assessment**

- Self-assessment of Performance Task



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Prepare for Presentations (10 minutes)</li><li>Performance Task Presentations (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Self-Assessment of Performance Task (7 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>None</li></ol></li></ol>	<ul style="list-style-type: none"><li>This is the final lesson in the module. Students present the photographs and civil rights song they have chosen as key events for a film about the experiences of The Little Rock Nine as they went to Central High School.</li><li>Consider videotaping students' final presentations, so you can refer to the videotapes later for grading and share the videos with an outside audience.</li><li>Depending on the number of students in your class, this may take more than one lesson. If you have a large group, consider splitting it into two lessons for student enjoyment and engagement.</li><li>At the end of this lesson, students complete a self-assessment on their Film Presentation Rubric. Read and consider students' comments as you grade their final performance tasks. If a student's self-assessment does not align with your assessment of his or her progress, consider scheduling a time to talk one-on-one to help the student understand how to improve.</li><li>In advance:<ul style="list-style-type: none"><li>Determine an order for presentations and create a Presentation Schedule to post in the classroom.</li></ul></li><li>Post: Learning target, Presentation Schedule.</li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>Presentation Schedule (see Teaching Notes)</li><li>Film Presentation Rubric (distributed to students in Lesson 7, and one new copy per student for teacher assessment)</li><li><i>Little Rock Girl 1957</i> (book; one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can describe the photographs and civil rights song I have chosen using evidence from A Mighty Long Way."</li><li>* "I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from A Mighty Long Way."</li><li>* "I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from A Mighty Long Way."</li><li>* "I can present my ideas to an audience clearly."</li></ul></li></ul> <p>Remind students that in this lesson they will deliver their presentations about their photograph and song choices for a film about the experiences of The Little Rock Nine as they went to Central High School.</p>	<ul style="list-style-type: none"><li>•</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Preparation for Presentations (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to refer to the <b>Presentation Schedule</b> to know when they will be presenting.</li><li>• Focus students on the <b>Film Presentation Rubric</b>. Remind them of what you will be looking for as you assess their presentations.</li><li>• Give students 10 minutes to practice and prepare for their presentations.</li></ul>	<ul style="list-style-type: none"><li>• Consider working with students whom you have seen struggling during the preparation lessons, in order to coach them as they work to improve their presentations.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Performance Task Presentations (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out <i>Little Rock Girl 1957</i>, as they will need it to refer to the photographs students call out in their presentations.</li><li>• Follow the Presentation Schedule to run the presentations. Remind students to be respectful and to listen attentively as their classmates present.</li><li>• Set a 4-minute timer for each student to ensure students keep within the time frame and the schedule runs on time.</li><li>• Use a Film Presentation Rubric for each student to assess students as they present.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment of Performance Task (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a fresh copy of the Film Presentation Rubric to each student.</li><li>• Tell students that they are going to self-assess their presentations. Encourage them to use the notes column to write about what they think they did well, and what they could improve on.</li><li>• Collect the rubrics and use them in conjunction with the rubrics you completed for each student as you grade presentations.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul>	

There are no new supporting materials for this lesson.