

Build the Exhibit

Track how a team coordinates work, decisions, and revisions.

11.P.CP.1 "Collaboration: Collaborate with others to accomplish shared goals and projects."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions that help the team coordinate its work, circle decisions supported by a reason or evidence, and number the role assignments from 1 to 5. These marks will show how the group works toward one shared result.

An Exhibit Takes a Team

- ① When the city library announced a display on neighborhood change, five eleventh graders proposed an oral-history exhibit. At their first meeting, they agreed on a shared goal: create a six-panel display that combined interviews, photographs, and a map before the library's April deadline. Rather than divide the work immediately, they listed what the exhibit needed and identified skills within the group. Maya had experience editing audio, Luis could design clear layouts, Priya knew local history, Jordan organized schedules, and Tessa was comfortable contacting adults. They recorded these roles in a shared planning document that everyone could revise.
- ② During the next week, the team used the document to post progress, questions, and decisions. Jordan set two check-in dates and asked each member to report both completed work and obstacles. When Luis worried that too much text would crowd the panels, he explained his concern and offered a sketch with shorter captions. Priya compared the sketch to the interview transcripts, and the group decided to keep two longer quotations because they added essential context. Tessa then contacted the librarian to confirm display dimensions, while Maya tested whether visitors could hear the audio clips through headphones. Their choices connected each task to the exhibit's purpose, not simply to personal preference.
- ③ Two days before installation, Maya reported that one audio file contained background noise. Instead of blaming the interviewer, the team reviewed its options: clean the recording, replace it with a transcript, or use a different clip. Because the speaker's story filled a gap in the map, they chose to clean the recording and shorten a nearby caption to make room for a transcript backup. Luis updated the layout, Maya edited the file, and Priya checked the transcript against the recording. At the final check-in, Jordan verified that every panel had a source credit and that each person knew the installation plan.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What shared goal did the students establish, and how did they assign responsibilities for reaching it?

2 How did the shared planning document and Jordan's check-ins help the group collaborate?

3 Why did the group keep two longer quotations even though Luis wanted shorter captions?

4 How did the team respond to the noisy audio file, and how did members share the follow-up work?

3 YOUR TURN _____ Your own words

Write a four-sentence collaboration plan for a project your group could complete at school. Include a shared goal, at least three roles, a method for check-ins or decisions, and a response to one possible obstacle.

PART 1 • READ AND MARK

Underline actions that help the team coordinate its work, circle decisions supported by a reason or evidence, and number the role assignments from 1 to 5. These marks will show how the group works toward one shared result. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What shared goal did the students establish, and how did they assign responsibilities for reaching it?	They planned to create a six-panel oral-history exhibit before the April deadline. They identified the exhibit's needs and matched roles to members' skills.
2	How did the shared planning document and Jordan's check-ins help the group collaborate?	The document let members post progress, questions, decisions, and revisable roles. The check-ins required each person to report completed work and obstacles.
3	Why did the group keep two longer quotations even though Luis wanted shorter captions?	Priya compared the sketch with the interview transcripts, and the group decided the quotations added essential context.
4	How did the team respond to the noisy audio file, and how did members share the follow-up work?	They chose to clean the recording and create a transcript backup because the story filled a gap in the map. Luis changed the layout, Maya edited the audio, and Priya checked the transcript.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our group will create a five-minute podcast explaining how a local issue affects students by May 15. I will schedule interviews, Amina will research sources, Diego will edit audio, and Lin will write the script. We will update a shared checklist every Tuesday and use source evidence to settle disagreements about what belongs in the podcast. If an interview falls through, Lin and I will find a published local report, while Diego adjusts the audio plan.

Accept answers that identify specific evidence from the passage and explain how it supports coordinated work toward the exhibit. For Part 3, accept varied project ideas if all required plan elements are present and the roles and response are workable.