



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: Unit 2: Lesson 18

Using Multimedia in Presentations: Preparing to Present Claims



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

I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)

I can present claims and findings with descriptions, facts, details, and examples. (SL.7.4)

I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.7.4)

Supporting Learning Targets

- I can create a visual display to clarify the claim in my presentation.
- I can speak clearly, with appropriate eye contact and adequate volume.

Ongoing Assessment

- Visual display



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task (6 minutes)2. Work Time<ol style="list-style-type: none">A. Creating Visual Displays (25 minutes)B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Previewing Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Complete your visual display and practice your presentation.B. Continue independent reading (at least 20 minutes).	<ul style="list-style-type: none">• The entry task for this lesson is a recap of the communication skills assessed in the end of unit assessment. Encourage students to think critically about which skills they should highlight and demonstrate from the Fishbowl and which they should practice further before presenting the visual display they create in this lesson.• The visual display begun in this lesson serves several functions. First, it assesses how well the students achieve SL.7.5. To that end, you may wish to extend this assignment and give students more time to include technological options. Second, using the visual to give the presentation is an important step in the writing process. The more students can “talk through” their ideas, the clearer their writing will be. Be sure to emphasize that the visual should display their text-based evidence and not just personal preference. Third, it scaffolds the performance task in Unit 3. In the performance task, students represent their position visually and creatively. The visual they create in Unit 3 will stand alone and be displayed in a Gallery Walk. In contrast, this visual aid is to help them orally present their ideas and is not intended to stand alone.• The visual display for this lesson uses a blank 8.5- by 11-inch piece of paper as a base. Use your professional judgment as to whether to allow students access to other means of creating visuals, including technology. If technological tools are allowed, be vigilant that students are following the guidelines and focusing on the academic content of their presentations, not just on technological bells and whistles. Technology should enhance presentations, not take them over. Decide in advance the criteria (print or digital, size, number of images, color or black and white, etc) and communicate these requirements to the students in Work Time A. You may use the sample visual provided or create your own model that matches your specific expectations.• A sample Decision Statement graphic organizer has been provided in the supporting materials to assist in your sample presentation for the students. Note that an asterisk has been placed in parts of the text where it would be ideal to refer specifically and physically to the sample visual. Also note that this sample is based on reasoning and evidence that is not text-based. It is a model to show the <i>process</i> of using the visual during a presentation, not to model content.



Agenda	Teaching Notes
	<ul style="list-style-type: none"> • Depending on how well the students completed the researcher’s notebook at the check-in Lesson 8, consider collecting the researcher’s notebook in this lesson and giving the students feedback before they begin writing the position paper in Unit 3. Although the research standards (W.7.7 and W 7.8) were formally assessed in the Mid-Unit 2 Assessment, this would be an opportunity to assess how well the students’ research has prepared them to be successful with the position paper. This provides the opportunity to assess students formatively on W.7.9 and to identify those who may additional support in finding text-based evidence to support their claim. Be sure you have the researcher’s notebooks ready to return in Unit 3, Lesson 1. • Part II of the End of Unit Assessment is distributed to day for review and practice purposes only. You will not collect this until the end of Lesson 19. • In advance: Consider the sources and means by which students will access images while creating their visuals. Again, use your professional judgment to meet your students’ needs and make the best use of your specific resources. Art instructors in your building may be available for partnership; technology is also an option. • Post: Learning targets.

Lesson Vocabulary	Materials
visual display	<ul style="list-style-type: none"> • Entry task, Lesson 18 (one per student) • End of Unit 2 Assessment, Part 1 (from Lesson 16; returned with teacher feedback) • End of Unit 2 Assessment, Part 2 (one per student; see Teaching Notes) • Sample visual display (one for display) • Document camera • Sample Decision Statement graphic organizer (for teacher reference; see Teaching Notes) • Blank 8.5- by 11-inch paper (at least one sheet per student)



Opening	Meeting Students' Needs
<p>A. Entry Task (6 minutes)</p> <ul style="list-style-type: none">• Distribute the entry task, students' End of Unit 2 Assessment, Part 1 (from Lesson 16), and the End of Unit Assessment, Part 2. Point out that many of the speaking and listening skills that students were assessed on in the End of Unit 2 Assessment, Part 1 can help them figure out what they need to practice for Part 2. Using the End of Unit 2 Assessment, Part 2, ask students to reflect on which skills they might demonstrate in the presentation and which skills they might need to work on.• Read the learning targets aloud and ask students to follow along:<ul style="list-style-type: none">* "I can create a visual display to clarify the claim in my presentation."* "I can speak clearly, with appropriate eye contact and adequate volume."• Point out that the second learning target is something students have already practiced in the End of Unit 2 Assessment, Part 1. Remind them that they will need to use those skills again in their presentations for Part 2.• Explain that they will now learn more about the visual display mentioned in the first learning target.	
Work Time	Meeting Students' Needs
<p>A. Creating Visual Displays (25 minutes)</p> <ul style="list-style-type: none">• Ask students to infer what a visual display might be in a presentation and to raise their hand when they think they know. When most students have their hands up, call on someone with his or her hand raised. Listen for: "A visual display is something for the audience to look at to help them understand the presentation better."• Let students know that they are going to start drafting a visual display today and will practice using the draft as they practice their presentation.• Display the sample visual display using a document camera. Ask:<ul style="list-style-type: none">* "What on this visual display looks like something you have worked on?"• Cold call a student and listen for: "There's part of a Cascading Consequences chart." Point out that in addition to the Cascading Consequences chart, there is also an image.• Explain that you will do a sample presentation for students now. Encourage them to pay attention to how you use the visual display in the presentation.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Use the Sample Decision Statement graphic organizer to give a sample presentation for the students. Be sure to refer to the visual display. Refer also to the idea of “cascading consequences” as a means of determining the reasons and evidence in support of a claim.• When you’re done, cold call students to describe how you used the visual display. Listen for observations like: “You used it to support your point that getting an after-school job would give you more money” and “You used it to emphasize your ultimate goal, which is to be more responsible and independent.”• Emphasize that the visual display works only when it is in service of the content. The visuals must emphasize content, making it clearer, easier to understand, and so on. The content, in other words, is the first priority. Warn students that it will be tempting to get wrapped up in the presentation for presentation’s sake only.• Explain that they now have the opportunity to draft their own visual displays. Write these criteria on the board:<ul style="list-style-type: none">– Your visual display needs to include part of your Cascading Consequences chart or Comparing Risks and Benefits chart.– Your visual display needs to include another image.– Your visual display needs to identify your claim and important supporting reasons and evidence.• Distribute blank 8.5- by 11-inch paper and explain how students will access images for the visual display (see Teaching Note). Ask them to work individually on their visual display draft. Remind them that this is the time to sketch their drafts before working on the actual visual for homework.• Circulate, reminding students that it is important to take care when drafting so that their final product is high-quality.	



Work Time (continued)	Meeting Students' Needs
<p>B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes)</p> <ul style="list-style-type: none"> • Refocus the class. Explain that now they will have the opportunity to practice for their presentations in the End of Unit 2 Assessment, Part 2. • Set guidelines for this type of practice. Here are some suggested guidelines: <ul style="list-style-type: none"> – Practice speaking clearly and as loudly as you need to for your audience to hear you (but not more loudly than that). – Practice using your visual display draft. During the presentations in the next lesson, you'll use your final visual display. – Practice using the domain-specific words that are appropriate for your claim and evidence. – Keep in mind any challenges you identified in your entry task. – Take turns with your partner. Practice as many times as you can in the time you have; the more practice, the better your presentation will be in the next lesson. • Pair students and encourage pairs to spread out as much as possible. • Circulate as students practice. Listen for those who are having a particularly difficult time or who you know might need extra support. When possible, let pairs practice at least once all the way through before supporting them. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (2 minutes)</p> <ul style="list-style-type: none"> • Collect the researcher's notebooks, if you choose (see Teaching Note). • Explain that for homework tonight, students should use their draft visual display to create a final, polished display for their presentation in the next lesson. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete your visual display and practice your presentation. • Continue independent reading (at least 20 minutes). 	



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Supporting Materials



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End of Unit 2 Assessment, Part 2:
Present Your Claim

Name:

Date:

Long-Term Learning Targets:

- I can present claims and findings with descriptions, facts, details, and examples. (SL.4)
- I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.4)
- I can include multimedia components and visual displays in a presentation to clarify claims and to add emphasis. (SL.7.5)
- I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6)

Directions: For this part of the assessment, you will formally present your research-based claim to an audience using your choice of visual aid to explain your idea. Your visual aid can include a part of your Cascading Consequences chart or your Comparing Risks and Benefits chart. You will use it to help explain your response to the position paper focusing question: “Should the AAP raise the recommended daily entertainment screen time from two hours to four hours?”

Be sure to examine it from a neurobiological standpoint. Also be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

The checklist below is how the teacher will assess you. When preparing for and practicing your presentation, keep these criteria in mind.

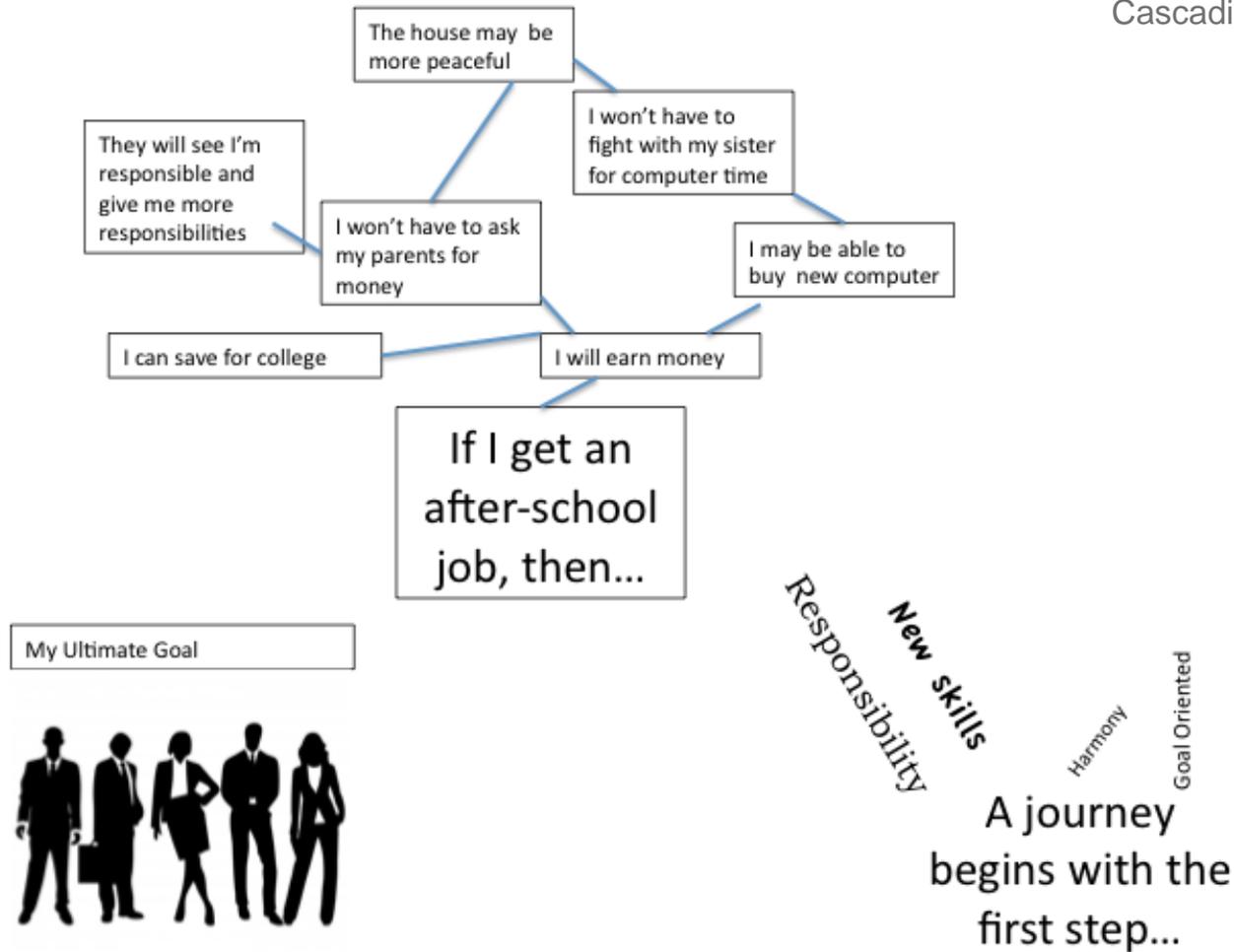


End of Unit 2 Assessment, Part 2:
Present Your Claim

In my presentation, I am expected to ...	✓
Present my claim in a focused, coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support the claim and reasons for the claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Clarify my claim and add emphasis by using a visual display	
Use formal English: <ul style="list-style-type: none">• Academic and domain-specific vocabulary• Language that expresses ideas precisely, eliminating wordiness and redundancy	



Sample Visual Display
Cascading Consequences



<http://www.publicdomainpictures.net/view-image.php?image=57465&picture=business-people-group>



Sample Decision Statement Graphic Organizer
(For Teacher Reference)

Name: _____

Date: _____

My Claim: It is a good idea for me to get an after-school job.		
Reason 1:	Reason 2:	Reason 3:
I can earn and save money.	It will ease tension in our house.	It will prepare me for the future.
Evidence:	Evidence:	Evidence:
<ul style="list-style-type: none"> • I have researched the jobs available to me, and they all pay minimum wage. If I factor in bus fare, I still will be taking home enough to save money. • If I work for six months, I should be able to save enough for an inexpensive computer. • If I work for a year, I will be able to put away some money for college. • In addition, I will get good experience with budgeting. 	<ul style="list-style-type: none"> • My sister and I fight a lot about who gets to use the computer when we get home. • If I can save up for a computer, we won't fight about that. • Also, I won't have to ask my parents for money to hang out with my friends as much. • My parents will feel proud of the way I am taking care of myself. • We will have more harmony in our home.* 	<ul style="list-style-type: none"> • Learning how to be on time and be responsible at work is an important life skill. • Colleges will be impressed at the way I can hold down a job and can focus on a goal. • My ultimate goal is to learn how to take care of myself and getting a job is a good first step.*