

11.3.2 Lesson 13

Introduction

In this lesson, students begin to prepare oral presentations of their claims, evidence, and reasoning for an audience of peer researchers who have been investigating related topics. Students consider the audience's concerns, values, and potential biases, and develop their presentations with these considerations in mind using a Presentation Outline Tool. Students use the claims they developed in the last several lessons to draft a five-minute presentation of the claim and its most compelling supporting evidence. Students also craft an engaging introductory statement that uses rhetorical strategies and a concluding statement that summarizes their presentation. Student learning in this lesson is assessed via a Quick Write: Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.

For homework, students use the Presentation Checklist and their completed Presentation Outlines to prepare their presentation for their audience of peer researchers.

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Standards

Assessed Standard(s)	
W.11-12.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
Addressed Standard(s)	
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Assessment

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Assessment(s)

Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their Presentation Outline.

- Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.

High Performance Response(s)

Individual student responses will vary by the individual's problem-based question. A High Performance Response should:

- Explain how the outline addresses the audience's knowledge level, concerns, values, and possible biases (e.g., My audience of peer researchers is able to compare what happened in Rwanda and in Kosovo and to conclude that without swift military intervention, "carnage" can occur. My audience also understands that "ethnic cleansing and atrocities" are descriptions contained in a common definition of genocide. My audience of peer researchers shares the value that genocide is morally wrong. However, some will value nonviolent or non-invasive approaches to preventing genocide over those that include occupying the country or sending in military troops. I compared Kosovo to Rwanda to show the difference military intervention makes in terms of lives lost. Finally, my audience may be biased toward countries taking a larger role in preventing their own genocides. Therefore, I selected evidence that challenged assumptions about how effective an international group can be and how much an internal government can do about genocide that is already underway.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- None.*

Additional vocabulary to support English Language Learners (to provide directly)

- None.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.1.b, SL.11-12.4, W.11-12.7 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Audience Discussion Presentation Preparation Quick Write Closing 	<ol style="list-style-type: none"> 10% 15% 20% 35% 15% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Forming Counterclaims Tool (refer to 11.3.2 Lesson 12)
- Copies of the Presentation Outline Tool for each student
- Copies of the Presentation Checklist for each student

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Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.1.b and SL.11-12.4. Explain that in this lesson, students consider the knowledge level, concerns, values, and potential biases of their audience, and discuss these considerations and their implications with a peer. Then students prepare for a presentation in the next lesson by organizing their revised claim from the last lesson and the most relevant, compelling evidence to support the claim. Finally, students further prepare for their presentations by organizing their evidence according to the considerations of their audience and the items in the Presentation Checklist. Students also reflect how they organized their presentations with their audience in mind.

- Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: SL.11-12.4. Instruct students to individually read SL.11-12.4 on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard SL.11-12.4.

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Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
 - Organize a presentation so the audience can follow the reasoning and understand the content.
 - Offer a clear perspective on the issue, but back it up with evidence.
 - Include a clear line of reasoning as well as contrasting perspectives on the issue.
 - Develop the presentation with a specific purpose and audience in mind.

Activity 2: Homework Accountability and Research Check-In 15%

Instruct students to take out their homework from the previous lesson. (Review all of the Organizing Evidence-Based Claims Tools and draft another counterclaim using the Forming Counterclaims Tool. Based on the counterclaim work, evaluate an original claim to prepare for the End-of-Unit Assessment in 11.3.2 Lesson 15.)

- Students take out their homework.

Instruct students to discuss the following question in pairs:

How did your counterclaims affect the strength of your claims?

For example, the counterclaim may have exposed weaknesses in the claim, or may have been supported by evidence stronger than that of the original claim.

- Students work in pairs and discuss how their counterclaims affected their central claims.
- Student responses will vary based on their individual research, but should include the language of the Forming Counterclaims Tool:
 - I had to revise my claim because my counterclaim was more convincing. My original claim, “Direct military intervention is necessary in situations of genocide” was not well-defined because it is not clear what “situations of genocide” are. My counterclaim pointed out this weakness. My claim is much stronger now because I revised it to “Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.” There is evidence that more strongly supports that claim.

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- My claim was not affected by the counterclaim because my claim was still stronger, even though the counterclaim is reasonable and appropriate.
 - My original claim was that international tribunals should be in charge of military intervention. I had to change my claim slightly because my counterclaim exposed a weakness in my claim, which is that tribunals have not proved effective in intervention. Now my claim is stronger: “International agencies need to be empowered to respond to genocide in the early stages” is stronger because “responding to genocide” is not as direct as “military intervention” and allows for a range of interventions.
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Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the research journal, based on the work completed in the previous lesson. Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson: developing a counterclaim. Instruct students to use the language of W.11-12.7 as it aligns to Part 3 of the Student Research Plan.

- Students journal about their research progress and next steps.
- Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Student Research Plan and evidence from their research process for research journal responses.
- The W.11-12.7 language that aligns to Part 3: Organizing and Synthesizing Research includes “narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”
- While students are journaling about their research progress and next steps, circulate around the room to assess students’ completion of the homework.
- The research journal was started in 11.3.2 Lesson 3 and is completed in this lesson.

Activity 3: Audience Discussion

20%

Remind students that their research-based argument papers will be written for a specific audience. Explain that different audiences have different knowledge levels about particular subjects, different concerns about how subjects are treated, different values that may inform their understanding of the topic, and possible biases about subjects. Explain that effective writers take these knowledge levels, concerns, values, and possible biases into account when they construct arguments. Inform students that they will apply these considerations in

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crafting their papers, as they prepare to present to an audience of peer researchers who have been investigating related topics.

- Students listen.
- Students learned the word *audience* in 11.3.2 Lesson 12. If necessary, remind students that an audience is comprised of people who are reading, viewing, or listening to a text.

Instruct students to form pairs to discuss the following question:

Why is it important to consider an audience before creating a writing product or a presentation?

- Student responses may include:
 - Presenters should know the audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
 - Presenters should know the audience so that they can approach a topic with an audience's preconceptions or beliefs in mind, and address these concerns in the presentation.

Lead a brief whole-class discussion of student responses.

Explain to students that they will now go through a model of how to take their audience's knowledge level, concerns, values, and potential biases into consideration when preparing a presentation. Model this process for students using the topic and research identified for "preventing genocide."

First explain that *knowledge level* refers to the background knowledge an audience already has about a topic, and the information the audience will need to understand the presentation. Explain that an audience of peer researchers who have been investigating related topics may already know the term *genocide*, although some peers studying slightly different topics may not. It is important to keep the audience in mind and define key terms in their presentations. However, because this is a very brief presentation, students should provide only critical background information and define only the most necessary terms.

- Students listen.

Students should consider what terms or ideas an audience of peer researchers who have been investigating related topics might not be familiar with and need explaining in the presentation. Instruct students to Turn-and-Talk in pairs to discuss the following question:

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What are the knowledge demands of your topic, the knowledge level of your audience, and terms that you should explain in your presentation?

Display and distribute the Presentation Checklist. Instruct students to write key terms and ideas down on a sheet of paper or on their Presentation Checklist in the Notes box next to the line “I have considered and addressed the knowledge level of my audience.”

- Students discuss terms and ideas that need to be explained and write these on the checklist.
 - Student responses may include:
 - My listeners may not know the term “apartheid” and they may not know that South Africa is an independent country in the continent of Africa, so I will make sure to define apartheid and mention “the country of South Africa” in my introduction.
 - For my topic, institutional racism, I will have to define several terms, including *stereotype*, *ethnicity*, and *institutional racism*.
 - My topic is “nuclear war,” and there are several concepts I will have to explain to help my listener make sense of how the evidence connects to my claim, including the *Cold War*, the *Arms Race*, and *Glasnost*.
-

Next, explain that *concerns* are matters that engage a person’s interest or care, or that affect a person’s welfare or happiness. Explain that within the topic of genocide, there are many things that the writer should consider when addressing potential audience concerns. For example, genocide can be a disturbing or emotionally charged topic since it includes issues of mass murder, prejudice, and extreme violence.

- Students follow along.

Explain that *values* are the moral principles and beliefs or accepted standards of a person or social group. Remind students that everyone has different values, and that the writer must anticipate the values of his or her audience. For this topic, genocide, many people may share the value that genocide is morally wrong. However, some may value nonviolent or non-invasive approaches to preventing genocide over those that include occupying the country or sending in military troops.

Some of the evidence about genocide may be graphic in nature, so students should consider what concerns might be upsetting or offensive to their audiences, or details that may be in conflict with the values of their audience. Students should be prepared to address these

concerns and values in their presentation, and avoiding graphic descriptions or too much information about particular examples may address the audience's concerns.

Instruct students to Turn-and-Talk to discuss the following question:

How will you anticipate and address your audience's concerns and values in your presentations?

- Students Turn-and-Talk to discuss their audience's concerns and values.
- Student responses may include:
 - When I mention my topic, nuclear war, my audience may be concerned about the likelihood of a nuclear attack, or even nuclear war, today and how it would affect them and their families. However, I must mention the bombing of Hiroshima and Nagasaki because without references to these events, my claim will not appear knowledgeable. Because of this, I will keep my language objective and avoid using any graphic scenarios that could unnecessarily frighten my audience.
 - My topic is memory, and some people would be disturbed to hear about how memory can be selectively erased. I plan to explain that these developments are only in the experimental stages and that they are supposed to be used to relieve traumatic memories.
 - Many people value patriotism and national pride, and my topic, nationalism, is an extreme form of this, marked by a feeling of superiority over other countries. I will need to describe the difference between national pride and nationalism, as it is expressed in my sources.
- Consider explaining to students that thinking about other people's values can help them anticipate strong counterclaims. It is also important to respect others' values when addressing the counterclaim in the argument. For example:
 - Less effective: "Some people may say that nonviolent approaches to preventing genocide should be considered, but these people do not understand how important it is to stop those who want to commit genocide."
 - More effective: "Some people may say that nonviolent approaches to preventing genocide should be considered, and they cite Martin Luther King, Jr. and Mahatma Gandhi as examples of nonviolent leaders. However, advocates of military intervention may argue that because of the violent nature of the crime, force is the only way to prevent genocide from occurring."
- Point out that the audience's values and concerns may be very similar. Students should be aware that these considerations may overlap.

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Explain that *biases* are particular tendencies or inclinations, especially those that prevent unprejudiced consideration of a question. Explain that biases may develop based on peoples' experiences. Instruct students to consider some of their own assumptions and biases about their own topics before they begin their research. For example, one example of a bias is that preventing genocide should be handled by the country's government.

- Students follow along.

Ask students to think about the potential biases their audience may have about their own topics. Explain to students it is important to address these biases by modifying the presentation. Explain that an effective presentation anticipates and addresses potential biases. For example, explaining some of the factors that can lead to genocide may address these biases.

Instruct students to Turn-and-Talk in their pairs to discuss the following question:

What potential biases may your audience have about your topic or claim, and how will you address them?

- Students discuss their audience's potential biases and discuss with a partner.
- Student responses may include:
 - Some people may hold biases based on religious beliefs, so I will need to demonstrate that religious intolerance has led to many wars and conflicts.
 - My topic is war, and some people are more biased toward engaging in conflict to solve problems, while others will be biased toward more peaceful solutions. I will also have to make sure I am objective in this situation because I tend to seek nonviolent solutions to conflicts and I have found plenty of evidence to support a more pro-war position.
 - A common bias is that only Western countries are equipped to prevent genocide, but Gregory Stanton mentions that grassroots movements in a country can be effective in preventing genocide.

Lead a share out of student responses about the knowledge level, concerns, values, and potential biases of their audience.

Activity 4: Presentation Preparation

35%

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Explain that in the next lesson, students will orally present one claim to an audience of peer researchers who have been investigating related topics. Instruct students to select the strongest claim for the presentation, considering their audience's knowledge level, concerns, values, and potential biases, and explain the claim using strong reasoning. The presentation will be five minutes long, timed.

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, presenting information, findings, and supporting evidence clearly and following a line of reasoning; addressing alternate or opposing perspectives; and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.
- Students listen.

Distribute the Presentation Outline Tool. Have students gather their revised claims from Homework Accountability and their Organizing Evidence-Based Claims Tools from 11.3.2 Lesson 11.

- Students gather the materials.

Draw students' attention to the Claim box on the tool. Explain that students should write their revised claim from Homework Accountability in this section. For example, the revised model claim for the topic Preventing Genocide is "Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide." Instruct students to write in their own revised claim in that section of the Presentation Outline tool.

- Students independently complete this section of the Presentation Outline Tool with their own revised claims.

Instruct students to look at their revised claims and determine if there are any audience considerations to note. For example, because the audience may not know the term "genocide," in this presentation, it should be defined before the speaker presents the claim. The audience may not know what "early stage execution" of genocide is, so that should also be directly explained in the presentation. Instruct students to write any audience considerations they have for the claim.

- Students independently fill in any audience considerations.

Direct students' attention to the Evidence boxes on the Presentation Outline Tool. Instruct students to select two or three pieces of evidence from the Organizing Evidence-Based Claims

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Tool from 11.3.2 Lesson 11. Remind students that they should select evidence that strongly supports their claim and meets their audience considerations. For example, the following examples are easy to understand and clearly related to the claim:

- “the world does nothing. Actually, perhaps worse than nothing. Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded. In the 100 days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost 1 million Tutsis and moderate Hutus--the fastest genocide in human history.” (Zakaria)
- “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, averting a potential genocide in close proximity to NATO territory. But in 2004, after the U.S. Secretary of State, Colin Powell, declared that atrocities in the Darfur region of Sudan amounted to genocide, the response of the United States and others was uncertain and halting at best. Hundreds of thousands of lives were lost and millions evacuated their homes for refugee and displaced-persons camps. There they remain.” (Lindberg)

Instruct students to look at their Organizing Evidence-Based Claims Tools, or, as needed, their Taking Notes Tools, and identify two to three compelling pieces of evidence that are appropriate for their audience.

- Students independently select two to three pieces of evidence from their research and fill them in on their Presentation Outline Tools.
- If students’ model claims were substantially revised and the evidence on the Organizing Evidence-Based Claims Tool no longer supports the claims effectively, students can draw supporting evidence from their Taking Notes Tool or from the sources themselves.

Instruct students to consider how the evidence will be used to support the claim. For example, in the model, the two pieces of evidence are contrasting examples of how military intervention can prevent genocide. The first is a description of how a lack of intervention allowed many people to be killed, and the second shows how intervention prevented greater loss of life. These two examples are appropriate to an audience of peer researchers who have been investigating related topics.

Instruct students to analyze their evidence and describe how their evidence will be presented so their audience will follow the reasoning.

- Students make notes about how the evidence fits together in a clear line of reasoning.

Explain that each presentation should begin with an engaging introductory statement or an opening that piques the listener’s attention. The introductory statement should also make the audience want to know more. Explain that an introductory statement should also give some information or context about the topic, and can be more than just one sentence. Ask students the following question:

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What kinds of introductions pique your attention?

- Student responses may include:
 - One attention-grabbing opening is to start with a controversial statement.
 - A smart, relevant quote by someone famous can be an engaging way to start a speech.
 - Elie Wiesel started his speech with the retelling of a legend and then connected that to his main point.
 - Varied syntax can be interesting and engaging.

Explain that an engaging introductory statement interests listeners in the topic. An introductory statement may contain rhetorical devices, such as varied syntax, figurative language, a rhetorical question, or parallel structure, or it can be a brief anecdote or quote. The point of the introductory statement is to engage the listener, and to briefly contextualize the presentation for the listener.

Post the following three examples of introductory statements for students to see. Instruct students to discuss in pairs which of these is the most engaging and why.

- “Germany, 1944. Death camps. Crematories. Starvation. Millions of people were killed at the hands of the Nazis. Why did so many people have to die? Why did no one step in for years to stop it?”
 - “You might never have heard of the word *genocide* before, but it is a terrible thing. Genocide includes the mass murder of a population of people. Even today, genocide continues.”
 - “The most evil of all evils in the world: genocide. Yet today it exists. This presentation will tell you why and what we can do to stop it in its tracks with military intervention that happens when signs of genocide, or its early stages, are just beginning.”
- Student responses may include:
 - The first and the third introductory statements are the most engaging because they include rhetoric. However, the third gives too much information and does not define terms necessary for the audience to understand the author’s point.
 - The first introductory statement starts with an engaging image and varied syntax, which are both rhetorical devices. The rhetorical questions force the listener to wonder how these could have been avoided.
 - The second example is uninteresting and assumes that the listener does not know what genocide is.

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Instruct students to draft their own introductory statements. They should write these in the “Engaging Introductory Statement” part of the Presentation Outline Tool.

- Students independently draft introductory statements and write them on their Presentation Outline Tools.
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Explain to students that their concluding statements should restate their claims in different language. It should not provide any new evidence, but should summarize the claim and evidence using strong language that provides a compelling case for why the audience should agree with the claim.

Post the following three examples of closing statements for students to see. Instruct students to Turn-and-Talk in pairs about which of these is the most engaging and why.

- “As you can see from my presentation, direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. I have proved this using evidence from sources that show that direct intervention is necessary when genocide is a threat.”
- “The only way to stop genocide is through direct military intervention. Without intervention, genocide can escalate quickly and millions of lives are unnecessarily lost. More power must be giving to preventing genocide in the early stages and before the rest of the world is left with no action left but regret. ”
- “Another case in which direct military intervention would have been necessary is the Holocaust. Think about it: if we had intervention back then, six million Jewish people would not have died. By the time persecution and extermination were evident, an intervention could have stopped Hitler and saved millions of people.”
- Student responses may include:
 - The second concluding statement restates the claim and provides a strong case about how the information in the presentation supports the claim. It contains strong language that is meant to be convincing to the listener.
 - The first concluding statement is boring and restates the claim word for word. It is also vague about how the evidence relates to the claim.
 - The third concluding statement provides new information about another genocide and does not really sum up the argument or convince the reader of the claim.

Instruct students to draft their own concluding statements and write them in the “Concluding Statement” part of the Presentation Outline Tool.

- Students independently draft concluding statements and write them on their Presentation Outline Tools.
 - Consider showing a short presentation, such as a three-minute TED talk or a brief lightning talk and identifying the engaging introductory statement, claim, evidence, and concluding statement.
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Distribute the Presentation Checklist. Explain that the Presentation Checklist is a guide for students to use to organize and develop their presentations. Remind students that they can refer to their Presentation Outline Tools as a resource for completing the checklist.

Instruct students to talk in pairs and discuss how the items on the checklist influence how they structure the presentation of their introductory statement, claim, evidence, and concluding statement.

- Students look at the checklist and discuss how the items on the checklist will affect the claims they choose to present and how they plan to organize their presentation.
- Student responses may include:
 - Given the length of the presentation (five minutes), I will not be able to include all the evidence. I will need to consider what the strongest evidence is and how it can be tied together in the short timeframe.
 - I have to think about my audience's knowledge level, so I will have to include information to help my audience understand some of the terms and issues involved.
 - My audience will be listening, so I should use keywords to clearly guide my audience through the ideas. My audience will not be able to "reread" if they miss something.
 - When I convey my own perspective, I must be clear and distinct so it does not sound like I am just reading from my sources.
 - I have to consider the knowledge level, concerns, values, and potential biases of an audience composed of peer researchers who have been investigating related topics and address them as necessary in the presentation.

Lead a brief share out of student responses.

Explain that there are many different ways to prepare for oral presentations. While some presenters like to jot down key talking points on notecards to serve as reminders, others prefer to work instead without notes and memorize their speeches or key parts of their speeches. Some important things to remember are to be comfortable and confident as a speaker, maintain eye contact, and know the content well.

Instruct students to begin independently preparing their presentations using the Presentation Outline and Presentation Checklist. Inform students that they have only five minutes to present, so they need to be clear and succinct in the information they present. Allow students to work independently to prepare their oral presentations.

- Students gather their information and begin preparing their presentations.

As students work independently, circulate and monitor student progress.

- Explain to students that they may use notecards to organize their ideas and the order of their points and evidence during their presentation.
- Remind students that they are expected to use appropriate eye contact, adequate volume, and clear pronunciation in their presentation. Encourage them to practice in front of a mirror or with another person before they present to their peers.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.

Instruct students to develop their written responses from the Presentation Outline Tool. Remind students to use the Presentation Checklist to guide their responses.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using the Presentation Outline and the Presentation Checklist to guide their responses.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to prepare for the oral presentation in the following lesson. Instruct them to use the Presentation Checklist and Presentation Outline to guide their preparation.

- Students follow along.

Homework

Prepare for the oral presentation in the following lesson using the Presentation Checklist and Presentation Outline as guides.

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Presentation Outline Tool

Name :		Class :		Date :	
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Section	Draft	Audience Considerations?
Engaging Introductory Statement		
Claim		
Evidence		
Closing Statement		

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Model Presentation Outline Tool

Name :		Class :		Date :	
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Section	Draft	Audience Considerations?
Engaging Introductory Statement	Germany, 1944. Death camps. Crematories. Starvation. Millions of people were killed at the hands of the Nazis. Why did so many people have to die such senseless deaths? Why did no one step in for years to stop it?	I needed to find a way to describe the brutality of genocide without including too many graphic details that might upset my audience.
Claim	Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.	Need to define stages of “persecution” and “extermination” in Stanton source.
Evidence	<p>“the world does nothing. Actually, perhaps worse than nothing. Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded. In the 100 days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost 1 million Tutsis and moderate Hutus--the fastest genocide in human history.” (Zakaria)</p> <p>“In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, averting a potential genocide in close proximity to NATO territory. But in 2004, after the U.S. Secretary of State, Colin Powell, declared that atrocities in the Darfur region of Sudan amounted to genocide, the response of the United States and others was uncertain and halting at best. Hundreds of thousands of lives were lost and millions evacuated their homes for refugee and displaced-persons camps. There they remain.” (Lindberg)</p>	Compare Rwanda and Kosovo because in Rwanda, the UN failed and in Kosovo, it stopped genocide as it was happening.

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Closing Statement	The only way to stop genocide is through direct military intervention. Without intervention, genocide can escalate quickly and millions of lives are unnecessarily lost. More power must be given to preventing genocide in the early stages and before the rest of the world is left with no action left but regret.	
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Presentation Checklist

Name :		Class :		Date :	
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Component	Yes/No	Notes
I have included information, findings, and supporting evidence to support my claim.		
I have included the most relevant evidence to support my claim.		
I convey a clear and distinct perspective on the topic.		
I have organized my information in a way that is logical and clear.		
I use clear transitions and links between ideas to help my listeners follow the lines of reasoning.		
I use a formal tone, appropriate to my purpose and audience.		
I have considered and addressed the knowledge level of my audience.		

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I have considered and addressed the concerns and values of my audience.		
I have considered and addressed the potential biases of my audience.		

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