

11.3.2 Lesson 14

Introduction

In this lesson, students present their research findings in small groups, articulating a perspective on their topic by sharing their claims, evidence, and reasoning. This presentation helps students prepare for the End-of-Unit Assessment in which they write an Evidence-Based Perspective that synthesizes the evidence collection and research work completed in this unit. Students crafted their presentations according to the Presentation Outline Tool and the Presentation Checklist introduced in the previous lesson.

In this lesson, students also listen to and evaluate their peers' presentations. Student use a Presentation Feedback Tool to provide feedback about the presenter's claim, evidence, reasoning, word choice and point of view. Student learning in this lesson is assessed via a Quick Write: Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.

For homework, students apply the feedback gathered from the Presentation Feedback Tools as they continue to revise claims, evidence, and reasoning as necessary to prepare for the End-of-Unit Assessment.

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Standards

Assessed Standard(s)	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1.d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

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Addressed Standard(s)	
W. 11-12.1.a, b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p>
SL.11-12.3	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
SL.11-12.4	<p>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.</p>

Assessment

Assessment(s)

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

- Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.

High Performance Response(s)

Individual student responses will vary by the individual's topic and presentation. A High Performance Response should :

- Identify specific feedback from a peer that will help strengthen the claims, evidence and reasoning (e.g., One of my peers wrote "I think she needs to explain 'direct military intervention' better because it could mean many things." This is helpful because understanding how the military might intervene in a situation of genocide is vaguer than I thought. Clarifying it to mean sending in troops to stop the people committing genocide will differentiate it from sanctions or humanitarian aid, which could also be provided by the military, but is not part of my claim. In addition, two of my peers stated that I did not connect the included evidence by reasoning. The third peer said I did use enough reasoning, but I want to ensure that my audience of peer researchers is able to understand how my evidence, reasoning, and claim are connected. I will make sure to use language that directly connects the evidence together, explains why I included it, and connects it to my claim).

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.11-12.9, SL.11-12.1.d, W.11-12.1.a, b, SL.11-12.3, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Peer Presentation Feedback 4. Small Group Presentation 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 45% 5. 15% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Presentation Checklist (refer to 11.3.2 Lesson 13)
- Copies of the Presentation Feedback Form for each student (3-4 copies per 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.
①	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.11-12.9 and SL.11-12.1.d. Explain that in this lesson, students orally present their claims, counterclaims, and supporting evidence. Students present and listen to peer presentations and provide feedback. Students help their peers improve their claims for their research papers and the End-of-Unit Assessment in the following lesson by closely listening to the claims presented by their peers and giving strong, specific comments and suggestions.

- 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 a new standard: W.11-12.1.a. Instruct students to individually read W.11-12.1.a on their tools and assess their familiarity with and mastery of this standard.

- Students read and assess their familiarity with standard W.11-12.1.a.

Instruct students to talk in pairs about what they think the standard W.11-12.1.a means. Lead a brief discussion about the standard.

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- Student responses should include:
 - Write arguments to analyze issues or texts.
 - Explain why a claim is important or significant to the argument.
 - Introduce precise, knowledgeable claims and clarify the difference between claims and counterclaims.
 - Support claims with evidence and reasoning to coherently link ideas.
 - Connect all of the parts of an argument logically.

Activity 2: Homework Accountability

10%

Instruct students to take out any resources they used to complete the homework. (Prepare for the oral presentation in Lesson 14 using the Presentation Checklist and Presentation Outline as guides.)

- Students take out their homework.
- Students may have used notecards, visual aids, pages of notes, or other supports for preparation. It is acceptable for students to use these, as long as they are not reading word-for-word from a paper during the presentation.

Instruct students to talk in pairs and discuss how they prepared for the presentation and share methods and strategies they used to support their preparation. Instruct student pairs to share out.

- Student pairs discuss their preparation for the presentation today.
- Student responses may vary with their claims and counterclaims, but may include:
 - I prepared notecards so I could remind myself of key ideas during my presentation.
 - I practiced in front of a mirror, first describing my claim and giving evidence, and then going into my counterclaim.
 - My parent listened to me give my presentation and she offered feedback. Together we made some additional notecards to fill in gaps where evidence and reasoning was needed.
 - I recorded myself on my cell phone and played it back, listening for where I said “um” a lot. I really tried to focus on remembering what I wanted to say in those sections.

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- I wrote out my presentation and read it to myself enough times to memorize it.

Activity 3: Peer Presentation Feedback

15%

Inform students that today's lesson focuses not just on how well they present their claim, but also on how well they listen to and provide feedback to their peers. Distribute the Presentation Feedback Form.

Draw students' attention to the first item, "The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable." Ask students:

How will you know if the presenter's point of view is clear, reasonable, or understandable?

- Student responses may include:
 - The presenter may state his or her point of view, but will not make outlandish claims, using words like *all*, *every*, and *none* that are likely to be unreasonable.
 - If the presenter contradicts his or her claim using opposing pieces of evidence that are not tied together with reasoning, the presenter's opinions, attitudes, and judgments may not be clear or understandable.
 - The speaker may not support his or her point of view with any evidence, so the listener cannot tell if it is reasonable.

Explain to students that as they listen to their peers' presentations, they should record examples of specific evidence in the "examples" box. If they have any specific ideas for improving the presentation or strengthening the claim, they should record that information in the "Notes or Suggestions" box. The goal of this presentation is to help the presenter improve his or her claim for the End-of-Unit Assessment in the next lesson.

- Peer evaluation of presentations supports student engagement with SL.11-12.3, which addresses the evaluation of a speaker.

Draw students' attention to the second item, "The evidence the speaker selected to emphasize is sufficient to support the claims." Ask students:

What evidence will you listen for?

- Student responses may include:
 - Facts

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- Statistics
- Quotes
- Examples

How will you know whether the evidence is sufficient to support the claims?

- Student responses may include:
 - There are 2-3 examples of evidence.
 - The evidence is relevant to the claim.

Draw students' attention to the third item, "The reasoning the speaker selected to emphasize is sufficient to support the claim." Ask students:

What reasoning will you listen for?

- Student responses may include:
 - Links and relationships between ideas that lead to a logical conclusion.
 - Different examples of evidence that connect to a larger idea.

Draw students' attention to the fourth item, "The ideas are linked using clear transitions that help the listener follow the idea." Remind students that the presenter will use keywords, such as *however*, *therefore*, *on the other hand*, and *conversely*. Explain that it is important to pay attention to these transitions to distinguish the claim from the counterclaim, and the connections between the claim, reasons, and evidence.

- Students were introduced to transitions in 11.1.2 Lesson 12 and explored transitions more deeply in 11.2.1 Lesson 13.
- **Differentiation Consideration:** If necessary, remind students that a *transition* is a change, and in writing, a *transition* is a word, phrase, or sentence that signals a change in topic and connects ideas.

Draw students' attention to the fifth item, "The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable." Ask students:

How will you know the speaker's point of view?

- Student responses may include:

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- The speaker may state his/her point of view by saying “I think” or “It seems to me” or in some other direct way.
- The speaker may reveal his/her point of view by providing an opinion or attitude about the topic, possibly through his/her claim.
- The speaker may reveal his/her point of view through the evidence provided or by leaning toward an opinion on the topic.
- The speaker’s reasoning may demonstrate a judgment about the topic that reveals his/her point of view.

Point to the last (sixth) item, “The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate.” Ask students:

What word choice or rhetoric will you listen for?

- Student responses may include:
 - Words with technical definitions.
 - Precise, appropriate words to describe relationships between ideas.
 - Rhetorical devices like figurative language, varied syntax, rhetorical questions, parallel structure, or other strategies that are used deliberately to catch the reader’s attention in the introductory statement.
- Remind students that the uses of rhetoric and word choice are stylistic decisions (RI.11-12.6) and will vary from presenter to presenter. However, if students have suggestions about how certain words or sentences could be clearer, more effective, or more engaging, instruct them to include them in the Notes and Suggestions section of the Presentation Feedback Form.

Activity 4: Small Group Presentation

45%

Instruct students to form heterogeneous groups of three to four students. Explain that each student in the group will give a five-minute presentation. While one student presents, the other two or three students at the table listen carefully and complete Presentation Feedback forms.

- Students get into groups and listen.
- As student groups present, circulate and listen to the presenters. Make notes about suggestions you have regarding how students have organized their claims or have chosen

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to convey their information orally. Note students who identify specific examples from the presentation and provide feedback on their Peer Feedback forms.

- Consider doing a model presentation/feedback session in a fishbowl setting: organize one group in a center circle or at the front of the class while the other students sit in an outer ring or watch from their seats. Sit with the listening group and take notes on the Peer Feedback Form for the first presenter. Share your responses with the class to model strong, targeted critical feedback.
 - Consider setting a timer that provides a 30 second warning before ending so that students have sufficient notice to conclude their presentations.
 - If group size varies, consider having students in small groups join the students in larger groups and complete a form for the last round(s) of presentations.
 - 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.
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When groups finish presenting, instruct students to gather the Presentation Feedback Tools for their presentations, and take out their completed Presentation Checklists.

- Students gather Presentation Feedback forms and their copies of the Presentation Checklist.

Instruct students to read through the feedback they received. Instruct students to synthesize and respond to peer comments and feedback, resolve contradictions and determine what additional information or research is required to deepen their investigation. This information is important for the Quick Write in the next section.

- Students review feedback and the peer checklist to reflect on their presentations and prepare for the Quick Write.

Activity 5: Quick Write

15%

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

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Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.

Instruct students to develop their written response from their synthesis of the Presentation Feedback Tools. Remind students to use the Presentation Checklists as well to guide their response.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.
- This Quick Write supports student engagement with W.11-12.1.a, b, which address the introduction, organization and development of claims and counterclaims.

Transition to the independent Quick Write.

- Students independently answer the prompt, using the Presentation Feedback Tools and Presentation Checklist to guide their response.
- 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 use guidance gathered from the Presentation Feedback Tools and Presentation Checklist to revise their presented claim, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.

- Students follow along.
- Encourage students to carefully consider all feedback, but only accept suggestions that will strengthen their claim, evidence, and/or reasoning. Students should think carefully about how the pieces fit together and not simply incorporate all feedback without critical analysis.
- Students may apply the feedback to their counterclaim or other claims in preparation for the End-of-Unit assessment, if they find the feedback applicable.

Homework

Use guidance gathered from the Presentation Feedback Tools to revise your claim, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.

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Model 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.	YES	I included two central quotes from the research I found that directly support my claim.
I have included the most relevant evidence to support my main claim.	YES	I used specific quotes about the genocide in Rwanda and the one in Kosovo to support my claim about how intervention can stop genocide.
I convey a clear and distinct perspective on the topic.	YES	I included my own opinion based on my research: I believe military intervention is necessary in early-stage genocide, but there are many other perspectives on this issue.
The way I organized my presentation is appropriate to my purpose and audience.	YES	I followed the outline, but organized my evidence in a way so the audience could follow the reasoning that connected it.
I use clear transitions and links between ideas to help my listeners follow the lines of reasoning.	YES	I used keywords such as “however” and “on the other hand” to contrast the events in Rwanda and Kosovo.
I have considered and addressed the knowledge demands of my audience.	YES	I defined terms where I could and thought about what my audience already knows.
I have considered and addressed the concerns and values of my audience.	YES	My audience values ending genocide in all forms, so I addressed that, and described how targeted intervention can cause minimal loss of civilian life.
I have considered and addressed the potential biases of my audience.	YES	I made sure to explain how the contribution of resources should be fair across the international community.

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Presentation Feedback Tool

Name:		Class:		Date:	
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Yes/ No	Component	Examples	Notes and Suggestions
	The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable.		
	The evidence the speaker selected to emphasize is sufficient to support the claim.		
	The reasoning the speaker selected to emphasize is sufficient to support the claim.		
	The ideas are linked using clear transitions that help the listener follow the ideas.		
	The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate.		

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Model Presentation Feedback Tool

Na me:		Cla ss:		Da te:	
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Yes/ No	Component	Examples	Notes and Suggestions
YES	The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable.	"direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide"	I think my peer needs to explain "direct military intervention" better because it could mean many things.
YES	The evidence the speaker selected to emphasize is sufficient to support the claim.	My peer used the document "the Ten Stages of Genocide" to explain when to intervene as well as the "Responsibility to Protect" doctrine.	None.
NO	The reasoning the speaker selected to emphasize is sufficient to support the claim.	None.	My peer did not use much reasoning, but just stated different facts that did not seem to be building in a connected way.
YES	The ideas are linked using clear transitions that help the listener follow the ideas.	"This means"; "However."	I understood how all the pieces connected.
YES	The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate.	"Responsibility to Protect" = R2P, genocide, atrocities	My peer used technical words to satisfy an audience of peer researchers. I think my peer could have pulled me in more by using more rhetorical devices like rhetorical questions and varied syntax.

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