

12.3.1 Lesson 25

Introduction

In this lesson, students refine and synthesize their claims and evidence from the previous lessons by preparing a brief presentation to share with their peers in the following lesson. This presentation helps students prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27 by providing peer feedback on the effectiveness of their claims and evidence while also supporting the development of each student's research-based perspective on their individual problem-based question.

Students use the claims they developed in the last several lessons to draft a 2-3 minute presentation of one claim and the most compelling supporting evidence for that claim. In addition, students continue their work with W.11-12.1.b from the previous lesson by considering the audience's concerns, values, and potential biases, and revise their presentations with these considerations in mind. Student learning is assessed via a Quick Write at the end of the lesson: Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in revising your presentation outline.

For homework, students finalize their oral presentations using the Presentation Checklist as a guide. Additionally, students practice delivering their presentation aloud (to themselves or to someone else) to identify errors in syntax, grammar, or logic, in preparation for the following lesson's small-group oral presentation.

- Students worked with SL.11-12.4 in Modules 12.1 and 12.2, specifically 12.1.1 Lesson 5 and the 12.1 and 12.2 Module Performance Assessments.

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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.11-12.1.a	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. 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.
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 is assessed via a Quick Write at the end of the lesson. 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 revising your presentation outline.
- Student responses are assessed using the Presentation Checklist.

High Performance Response(s)

Student responses vary according to the research conducted. A High Performance Response should:

- Explain how the presentation outline addresses the audience's knowledge level, concerns, values, and possible biases (e.g., My audience of peer researchers shares a basic understanding of my issue of global wealth and power distribution but may need definitions for certain terminology, such as “human capital” and “internal infrastructure” because both are unfamiliar phrases. My audience may also have concerns about my issue if I do not make my intent clear. They may think my goal is to describe how all countries need to be “Westernized,” so I need to clarify that my goal is to explore how developing countries can achieve greater health, wealth, and stability through their own internal development or human capital investments. I will also address the values and biases of my audience that might suggest investments in education and technology should not be the first priority in human capital development regarding developing nations by providing evidence that investment in education and technology are the most effective long-term solutions in improving the economic prosperity of developing nations.).

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.*

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*In their research and reading, students encounter domain-specific vocabulary related to their individual areas of investigation/problem-based questions. Consider instructing students to use a vocabulary journal to track this vocabulary 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.11-12.1.a, W.11-12.7 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Presentation Preparation Audience Discussion Presentation Revisions Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 20% 35% 15% 10% 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the Forming Counterclaims Tool (refer to 12.3.1 Lesson 24)
- 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

5%

Begin by reviewing the agenda and assessed standards for this lesson: W.11-12.1.b and SL.11-12.4. In this lesson, students refine and synthesize their claims and evidence from the previous lessons by preparing a presentation to be shared with their peers in the following lesson. This presentation helps students prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27 by providing feedback on the effectiveness of their claims and evidence while also supporting the development of each student's research-based perspective on their individual problem-based question. Students consider the audience's concerns, values, and potential biases, and revise their presentations with these considerations in mind.

- Students look at the agenda.
- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

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

- Student responses should include:
 - Write arguments to analyze issues or texts.
 - Explain why a claim is important or significant to the argument.

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- Introduce precise, knowledgeable claims and clarify the difference between claims and counterclaims.
- Support claims with evidence and reasoning to link ideas coherently.
- Connect all of the parts of an argument logically.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review all of your Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Evaluate your original claims, based on your insight from your counterclaim work, to develop stronger claims and prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27.)

Instruct students to discuss the following question in pairs:

How did your counterclaims affect the strength of your claims?

- Student responses vary according to the research conducted. Students should use the language of the Forming Counterclaims Tool in discussion.
 - 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 education quality is determined by classroom equity. I had to refine my claim because my counterclaim exposed a weakness in my claim, which is that quality education does not just exist inside a classroom, nor is there one single factor that determines its effectiveness. Now my claim is stronger: Education quality is determined by multiple factors, both inside and outside the classroom, including but not limited to cognitive development, skill development, and equity. This revised claim is stronger because it acknowledges that quality education is not limited to a classroom setting
- Consider collecting the homework to assess students' research progress.

Activity 3: Presentation Preparation

20%

Explain that in 12.3.1 Lesson 26, students will orally present one claim to a small group of peers in order to receive feedback on their claims and evidence before the End-of-Unit Assessment in 12.3.1 Lesson 27. Instruct students to select the strongest claim for their

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presentation and explain the claim using strong evidence and reasoning. Inform students that the presentation should be 2-3 minutes long.

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in standard 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 and discuss their multimedia journals at the end of Module 12.3 and this activity provides an opportunity to continue preparing for the Module Performance Assessment.
- Students listen.

Explain that in order to have an effective presentation, students must first organize their information to create a presentation outline. Explain that the components of an effective presentation outline include:

- An engaging introductory statement
- A claim
- Evidence and reasoning
- A closing statement

Instruct students to refer to their revised claims from Homework Accountability and their Organizing Evidence-Based Claims Tools from 12.3.1 Lesson 23 to draft a presentation outline.

- Student responses vary according to the research conducted.

Explain to students that they are going to revise their presentation outlines following a discussion about audience.

Activity 4: Audience Discussion

35%

Explain to students that as they revise their presentations they need to consider their audience. Remind students that they worked with audience considerations in Module 12.1 when writing their personal narratives for the college admission essay.

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

- Student responses may include:

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- Presenters should know the audience so that they provide the right information and the right level of detail about an issue based on what the audience may or may not already know.
- Presenters should know the audience so that they can approach an issue 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 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 issue, and possible biases about issues. Inform students that effective writers take these considerations into account when they construct arguments. Explain to students that they are going to engage in a model activity demonstrating how to consider their audience's knowledge level, concerns, values, and potential biases when preparing a presentation. Model this process for students using for the area of investigation of increasing wealth in developing nations.

First, explain that *knowledge level* refers to the background knowledge an audience already has about an issue, and the information the audience needs to understand the presentation. Explain that an audience of peer researchers who have been investigating related issues may already know the term *developing nation*, although some peers studying slightly different issues may not. It is important to keep the audience in mind and define key terms in a presentation. 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 issues might not be familiar with, and what aspect of their research may need further explanation in the presentation. Instruct students to Turn-and-Talk in pairs to discuss the following question:

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

- Student responses vary according to the research conducted.

Display and distribute the Presentation Checklist. Instruct students to write key terms and ideas that may need further explanation on a sheet of paper or on their Presentation

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Checklist in the “Notes” box next to the line, “I have considered and addressed the knowledge level of my audience.”

- Students record terms and ideas that need to be explained.
 - Student responses may include:
 - My listeners may not know the term *developing nations* so I will make sure to define what it means: “a nation where the average income is much lower than in industrial nations, where the economy relies on a few export crops, and where farming is conducted by primitive methods.”
 - For my issue, economic prosperity in the developing world, I will have to define several terms, including “human capital,” “quality education,” and *prosperity*.
 - My issue is about intellectual property and innovation, and there are several concepts I will have to explain to help my listeners in order to make sense of how the evidence connects to my claim, including the role of patents and copyright law and their effects on innovation.
-

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 issue of global wealth and power distribution there are many aspects to consider when addressing potential audience concerns. For example, the concept of wealth is relative to a person’s background or a nation’s prosperity. What is considered as wealthy in one country may be considered average or poor in another. Thus, one audience may be concerned about a nation’s wealth, while another may consider the nation already wealthy and may not consider additional wealth to be an important issue.

- 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 the issue of global wealth and power distribution, some people may share the value that the pursuit of wealth and power is morally wrong. However, some may value the benefits that come from the pursuit of wealth or living in a prosperous country.

- Consider informing students that the audience’s values and concerns may overlap.

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

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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 issue, global wealth and power distribution, my audience may initially misunderstand my focus. They may think my focus will be on wealthy and powerful countries in the world, when my focus is on improving the economic prosperity of developing countries instead. I want my audience to know that my goal is not to describe how all countries need to be “Westernized,” but to explore how developing countries can achieve greater health, wealth, and stability through their own internal development or human capital investments. I will need to make my focus clear at the beginning of the presentation and use accurate information that communicates my intent.
 - My issue is economic prosperity in the developing world, and some people might be put off by what may seem to be a discussion about the pursuit of wealth. I plan to explain that the goal of my research is instead to address ways in which people in developing nations can experience longer, healthier lives and greater equity.
 - When discussing intellectual property, some audience members might be concerned about the dismissal of individual rights if I propose to eliminate copyright and trademarks. I will assure audience members that their concerns are legitimate, but innovation is often stalled because of patent laws and trademark regulations, and patent law does not always protect individual rights.
-

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 issues before they begin outlining their presentation. For example, one example of a bias is that developing nations should pattern their efforts for economic growth after some European nations and the United States (other developed nations).

- Students follow along.

Ask students to think about the potential biases an audience may have. Explain to students that it is important to address these biases by modifying the presentation if necessary. Explain that an effective presentation anticipates and addresses potential biases. For example,

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explaining that what works for one nation may not work for another because a multitude of complex factors contribute to a nation's level of wealth and power may address some biases.

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

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

- Student responses may include:
 - Some people may be biased against making any changes to patent law because they feel laws are necessary to protect people. I will have to explain that laws in some cases actually prevent innovation and growth and therefore need to be changed or eliminated.
 - My issue is global wealth and power distribution, and some people are more biased toward ideas of equal distribution of wealth, while others will be biased toward the idea that only the “most developed” should have wealth and power. I will have to make sure I am objective in this situation because I tend to think that all people should have equal access to wealth and power.
 - A common bias is that only Western countries have the knowledge to create wealth and power, but people need to understand that throughout history, wealth and power have shifted broadly throughout the world.

Lead a brief whole-class discussion of student responses about the knowledge level, concerns, values, and potential biases of their audience.

Inform students that they will apply these audience considerations in revising their presentations, as well as when crafting their evidence-based perspectives in the End-of Unit Assessment (12.3.1 Lesson 27), and in their research-based argument papers in 12.3.2.

Activity 5: Presentation Revisions

15%

Instruct students to use the previous discussion and their Presentation Checklists to revise their presentation outlines. Inform students that they will use the Presentation Checklist to provide peer feedback in the following lesson, and they will use the feedback provided by their peers to revise and improve their claims in preparation for the End-of-Unit Assessment in 12.3.1 Lesson 27.

- Students listen.

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- **Differentiation Consideration:** Consider instructing students to talk in pairs and discuss how the items on the checklist might influence their presentation's introductory statement, claim, evidence, and concluding statement.
 - Student responses may include:
 - Given the length of the presentation (2-3 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 guide my audience clearly 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 issues and address them as necessary in the presentation.
-

Instruct students to revise their presentation outlines using the Presentation Checklist as a guide. Inform students that they have only 2-3 minutes to present, so they need to be clear and succinct in the information they present.

- Students gather their information and revise their presentations using the Presentation Checklist as a guide.
- 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. Regardless of method, encourage students to be comfortable and confident as speakers, to maintain eye contact, and know the content well.
- 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.

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Activity 6: Quick Write

10%

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 revising your presentation outline.

Instruct students to develop their written responses from their presentation outlines. Remind students to use the Presentation Checklist to guide their written 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 their presentation outlines and the Presentation Checklist to guide their responses.
- See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to finalize their oral presentations using the Presentation Checklist as a guide. Additionally, instruct students to practice delivering their presentation aloud (to themselves or to someone else) to identify errors in syntax, grammar, or logic, in preparation for the following lesson's small-group oral presentation. Remind students that delivering the presentation aloud will also help them pace their presentation accordingly so it fits in the 2-3 minute requirement, and will help them become fluent in their delivery.

- Students follow along.

Homework

Finalize your oral presentation using the Presentation Checklist as a guide. Additionally, practice delivering your presentation aloud (to yourself or to someone else) to identify errors in syntax, grammar, or logic, in preparation for the following lesson's small-group oral presentation.

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Presentation Checklist

Name :		Class :		Date :	
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Directions: Review your presentation to ensure that it meets each criterion on this checklist. Make notes to describe how your presentation meets each criterion, or to explain how you will revise your presentation to meet the criterion.

Component	Yes/No	Notes
1. The presentation includes information, findings, and supporting evidence to support the claim.		
2. The speaker presents a clear and distinct perspective on the issue.		
3. The presentation is organized in a way that is logical and clear.		
4. The presentation is delivered using a formal tone that is appropriate to the purpose and audience.		
5. The presentation considers and addresses the knowledge level of the audience.		
6. The presentation considers and addresses the concerns and values of the audience.		
7. The presentation considers and addresses the potential biases of the audience.		

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