

# 12.3.1 Lesson 26

## Introduction

In this lesson, students build on their work from the previous lesson and deliver a 2-3 minute presentation of one of their research-based claims, supported by evidence and reasoning. This brief presentation prepares students for the End-of-Unit Assessment in 12.3.1 Lesson 27, in which they write an evidence-based perspective that synthesizes the research work completed in 12.3.1.

During the small group presentations, students listen to their peers' presentations before using the Presentation Checklist to provide feedback about the presenter's perspective, claim, evidence, organization, and audience considerations. Student learning is assessed via a Quick Write at the end of the lesson: Choose one or two pieces of feedback you received on your presentation and explain how the feedback will help you strengthen your claim, evidence, and reasoning.

For homework, students reread the Student Research Plan and use it as a guide to organize all sources, annotated copies, notes, tools, and assessments in preparation for the End-of-Unit Assessment in 12.3.1 Lesson 27. Additionally, students reflect on their claims from the previous lessons using a series of guiding questions.

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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	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. 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.
Addressed Standard(s)	
W.11-12.1.a,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. 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. 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.11-12.3	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.
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.

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## Assessment

### 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 research.

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

- Identify specific feedback from a peer that will help strengthen the claims, evidence, and reasoning (e.g., One of my peers wrote, “I would like to know more about how poverty impacts developing nations.” This comment helps me realize that while the effects of poverty may be very well known to me as the researcher, if I do not make this clear as part of my presentation, my claims, reasoning, and evidence may not seem as important. If my audience does not fully understand how devastating poverty is in many nations, my suggestions for investing in human capital may not mean as much. Another peer said that my presentation would have been more effective had I used fewer technical terms. I will be sure to explain more technical terms in my evidence-based perspective in the following lesson because I do not want the audience’s lack of familiarity with these technical terms to prevent them from understanding my claims, evidence, and reasoning.).

## Vocabulary

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<b>Vocabulary to provide directly (will not include extended instruction)</b>
• None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
• None.*
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
• None.*

\*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
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.9, SL.11-12.1.d, W.11-12.1.a,b, SL.11-12.3, SL.11-12.4</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Small-Group Presentations</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 60%</li> <li>4. 15%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Student copies of the Presentation Checklist (refer to 12.3.1 Lesson 25)—students may need additional blank copies

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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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.11-12.9 and SL.11-12.1.d. Explain that in this lesson, students present their claims and supporting evidence in small groups while also providing feedback to their peers using the Presentation Checklist.

- Students look at the agenda.

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- 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 SL.11-12.3. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - Assess a speaker's stance, premises, links among ideas, word choice, points of emphasis, and tone.

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## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (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.)

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

- Student responses vary depending on individual research questions/problems and research. Students should use the language of the Presentation Checklist in their discussion.
  - I prepared note cards so I could remind myself of key ideas during my presentation.
  - I practiced in front of a mirror, describing my claim and giving evidence and reasoning.
  - My parent/sibling/peer listened to me give my presentation and 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.
  - I wrote out my presentation and read it to myself enough times to memorize it.
- Students may have used note cards, visual aids, pages of notes, or other supports for preparation. It is acceptable for students to use these during their presentations, as long as they are not reading word-for-word.

## Activity 3: Small-Group Presentations

60%

Inform students that today's lesson focuses on the presentation of their claims and evidence, but also on how well students listen and provide feedback to their peers. Instruct students to take out their Presentation Checklists from the previous lesson, 12.3.1 Lesson 25 (W. 11-12.1.a, b).

Explain to students that as they listen to their peers' presentations, they first must determine if the speaker successfully addressed the component and mark "yes" or "no" in the second column on the Presentation Checklist. Instruct listeners to record specific ideas for improving the presentation in the "Notes" box or third column of the checklist. Remind students that the goal of this presentation is to help each presenter improve his or her claim, evidence, and reasoning for the End-of-Unit Assessment in 12.3.1 Lesson 27.

Instruct students to form groups of 3-4. Explain that each student in the group will deliver a 2-3 minute presentation. While one student presents, the other students at the table listen carefully and complete Presentation Checklists, providing feedback for the student presenter.

- Students form groups and listen to each student presenter while providing individual feedback on the Presentation Checklists.
- **Differentiation Consideration:** Consider providing students the option to informally deliver their presentations to a peer, receive initial feedback, revise or improve their presentations, and then present to the small groups.
- Consider doing a model presentation/feedback session in a fishbowl setting. Organize one volunteer 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. Consider sitting with the listening group and taking notes on the Presentation Checklist for the first presenter, and sharing those notes with the class to model effective, targeted critical feedback. See the Model Presentation Checklist at the end of the lesson for possible student responses.
- Consider setting a timer that provides a 30-second warning so that students have sufficient notice to conclude their presentations.
- Peer assessment of presentations supports student engagement with SL.11-12.3, which addresses the evaluation of a speaker's reasoning, and use of evidence, word choice, and tone.
- 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 that this activity provides an opportunity to continue preparing for the Module Performance Assessment.

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When groups finish presenting, instruct students to gather their completed Presentation Checklists.

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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 activity.

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

### Activity 4: Quick Write

**15%**

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

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

Instruct students to develop their written response from their synthesis of the Presentation Checklists.

- 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 Checklists to guide their responses.
- See the High Performance Response at the beginning of this lesson.

### Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to reread the Student Research Plan and use it as a guide to organize all sources, annotated copies, notes, tools, and assessments in preparation for the End-of-Unit Assessment in 12.3.1 Lesson 27. Additionally, instruct students to reflect on their claims from the previous lessons using the guiding questions below. Instruct students to take notes on a separate sheet of paper about each guiding question as they reflect on their claims and the research process as a whole.

Display the following guiding questions for students:

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How has your understanding of the problem-based question developed or deepened as a result of the research?

Based on your claims, what ideas can you connect and how do those connections inform your understanding of the problem-based question?

Based on your claims, what are your overall views or opinions about the problem-based question? How did the research lead you to these views or opinions?

- Remind students that the Student Research Plan Handout was distributed in 12.3.1 Lesson 15.
- Students follow along.

## Homework

Reread the Student Research Plan and use it as a guide to organize all sources, annotated copies, notes, tools, and assessments in preparation for the End-of-Unit Assessment in 12.3.1 Lesson 27. Additionally, reflect on your claims from the previous lessons using the guiding questions below. Take notes on a separate sheet of paper about each guiding question as you reflect on your claims and the research process as a whole.

How has your understanding of the problem-based question developed or deepened as a result of the research?

Based on your claims, what ideas can you connect and how do those connections inform your understanding of the problem-based question?

Based on your claims, what are your overall views or opinions about the problem-based question? How did the research lead you to these views or opinions?

## Model Presentation Checklist

<b>Name:</b>		<b>Class</b> :		<b>Date</b> :	
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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.	Yes	My peer used multiple pieces of evidence and statistics from The World Bank, the U.N. Millennium Project, and the World Development Report.
2. The speaker presents a clear and distinct perspective on the issue.	Yes	I could tell that my peer had her own perspective because she differentiated the perspectives of other researchers from her own perspective by saying, “But I believe....”
3. The presentation is organized in a way that is logical and clear.	Yes	The presentation contained a strong introduction, claim, evidence and reasoning, and conclusion. It was easy to follow.
4. The presentation is delivered using a formal tone that is appropriate to the purpose and audience.	Yes	My peer used a formal tone throughout the presentation and sounded very professional and knowledgeable about the issue.
5. The presentation considers and addresses the knowledge level of the audience.	No	My peer used too many technical terms and because of that, at times it became difficult to follow.
6. The presentation considers and addresses the concerns and values of the audience.	Yes	I thought it was silly at first to invest in technology for places that do not even have access to clean water. My peer anticipated this concern by explaining how education and technology can solve many basic necessity problems in developing nations.

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7. The presentation considers and addresses the potential biases of the audience.	Yes	The presentation treated all subjects with objectively and made me think differently about the potential value of education and technology in developing nations.
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