



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 2: Lesson 16

Using Multimedia in Presentations: Presenting Claims



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

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

- Visual display



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task (6 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating Visual Displays (25 minutes) B. Practicing for End of Unit 2 Assessment, Part 2 (12 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Previewing Homework (2 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete your visual display and practice your presentation. B. Continue reading your independent reading book for this module. 	<ul style="list-style-type: none"> • The entry task for this lesson is a recap of the communication skills assessed in the end of unit assessment. Encourage students to think critically about what skills they should highlight and which they should practice further while presenting the visual display they create in this lesson. • The visual display for this lesson uses a blank 8.5" by 11" piece of paper as a base. Use your professional judgment as to whether to allow students access to other means of creating visuals, including technology. If technological tools are allowed, be vigilant that students are following the guidelines and focusing on the academic content of their presentations, not just on technological bells and whistles. The technology should enhance presentations, not take them over. • A sample Decision Statement graphic organizer has been provided in the supporting materials to assist in your sample presentation for the students. Note that an asterisk has been placed in parts of the text where it would be ideal to refer specifically and physically to the sample visual. • In advance: Consider the sources and means by which students will access images while creating their visuals. Again, use your professional judgment to meet your students' needs and make the best use of your specific resources. Art instructors in your building may be available for partnership; technology is also an option. • Post: Learning targets.

Lesson Vocabulary	Materials
visual display	<ul style="list-style-type: none"> • End of Unit 2 Assessment, Part 1 (from Lessons 14 and 15, returned in this lesson with teacher feedback) • End of Unit 2 Assessment, Part 2 (one per student) • Sample visual display (one for display) • Document camera • Sample Decision Statement graphic organizer (for teacher reference; see Teaching Note) • Blank 8.5" by 11" paper (at least one sheet per student)



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



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



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



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Supporting Materials



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End of Unit 2 Assessment: Part 2
Present Your Claim

.....
Name:

.....
Date:

Directions: Read over the feedback you received on the End of Unit 2 Assessment: Part 1 and the criteria that your teacher will use to assess your presentation (the End of Unit 2 Assessment: Part 2). Based on those documents, answer the questions below.

1. What is one skill that is a strength for you?

2. How will that skill help you in your presentation (End of Unit 2 Assessment: Part 2)?

3. What is one skill that is challenging for you?

4. What can you do to make sure you improve on that skill for your presentation (End of Unit 2 Assessment: Part 2)?



End of Unit 2 Assessment: Part 2
Present Your Claim

.....
Name:
.....

.....
Date:
.....

Long-Term Learning Targets:

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

Directions: For this part of the assessment, you will formally present your research-based claim to an audience using your choice of visual aid to explain your idea. Your visual aid can be a part of your Cascading Consequences chart or your Stakeholder chart. You must use it to help explain your response to the position paper focusing question: **“Which category of water management would be a good place to begin to make the way we manage water more sustainable?”** Be sure to provide relevant and sufficient evidence and use sound reasoning to support your claim.

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



End of Unit 2 Assessment: Part 2
Present Your Claim

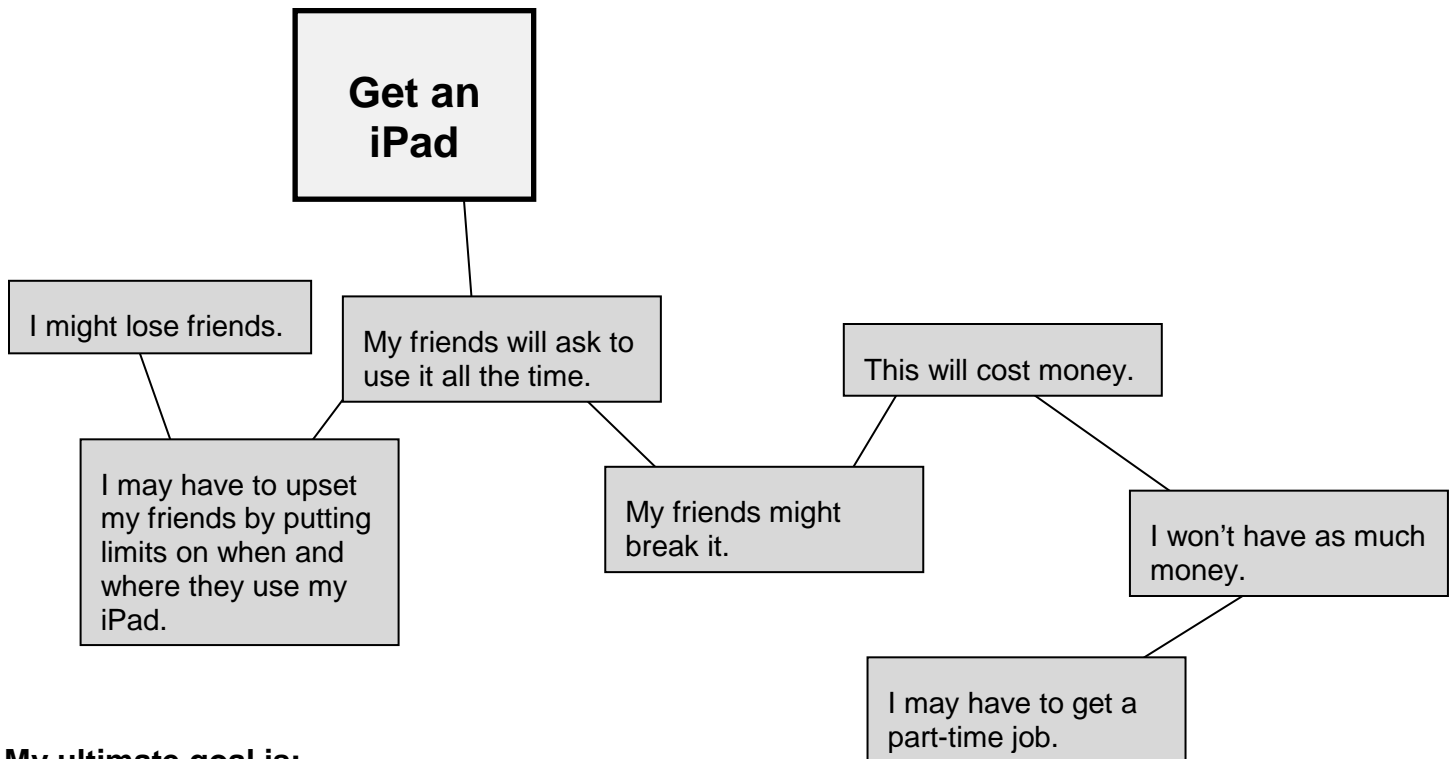
In my presentation, I am expected to ...	✓
Present my claim in a focused, coherent manner	
Incorporate relevant facts, descriptions, details, and examples to support the claim and reasons for the claim	
Use appropriate eye contact	
Use adequate volume	
Use clear pronunciation	
Clarify my claim and add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



Sample Visual Display
Cascading Consequences

Name: _____

Date: _____



My ultimate goal is:



photo by lee_wu

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Sample Decision Statement Graphic Organizer
For Teacher Reference

Name: _____

Date: _____

My Claim: It is not a good idea for me to buy an iPad.

Reason 1:	Reason 2:	Reason 3:
<i>It might break.</i>	<i>It might cause tension between me and my friends.</i>	<i>It could keep me from doing my schoolwork.</i>
Evidence:	Evidence:	Evidence:
<ul style="list-style-type: none"> • <i>I dropped my iPod Touch out a window after having it for one week.</i> • <i>Sometimes I leave my backpack on the floor and trip over it. If an iPad is in there, it isn't safe.</i> • <i>My friend Caroline always borrows my things, but she doesn't take care of them. She lost the sweater I loaned her. *</i> • <i>Some of my friends grab things without asking. If that happens, the iPad might fall.</i> 	<ul style="list-style-type: none"> • <i>My friends and I borrow things from each other pretty often, so they might expect to borrow my iPad and I'll have to say no. *</i> • <i>The cascading consequence of this might be tension between me and my friends.</i> 	<ul style="list-style-type: none"> • <i>When I had a computer in my room, I was usually online rather than reading or doing homework.</i> • <i>I procrastinate sometimes, and an iPad would give me something else to use to procrastinate.</i> • <i>If the iPad breaks, I would need to pay to fix it. To do that, I would need a job, and that might take time away from doing my schoolwork.</i> • <i>My ultimate goal is to graduate from college, so I shouldn't do anything that might get in the way of that.</i>