EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 15
Including Multimedia and Visual Displays in Presentations: Prioritization of Relief Aid after Natural Disasters

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Including Multimedia and Visual Displays in Presentations:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) I can speak clearly and at an understandable pace. (SL.5.4) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (S.L.5.6)

Supporting Learning Targets	Ongoing Assessment
• I can create a display that includes multimedia components to accompany my speech presentation. • I can evaluate model speeches using the Speech Presentation Rubric.	• Planning for multimedia display • Speech Presentation Rubric

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Agenda	Teaching Notes

1. Opening
   A. Homework Review and Engaging the Speaker (5 minutes)
2. Work Time
   A. Creating a Multimedia Display for a Presentation (35 minutes)
   B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes)
3. Closing and Assessment
   A. Debrief and Review Learning Targets (5 minutes)
4. Homework
   A. Complete the multimedia display to use during your speech presentation.
   B. Practice delivering your speech to someone at home, or in the mirror, while you refer to your display.
   C. Write a final, clean copy of your speech onto lined paper or type and print.
	• In the first half of this lesson, students consider what makes a strong multimedia display. First, they re-examine their multimedia display plan against the Multimedia Display Criteria. They share their findings in their regular small groups and provide and receive feedback, which they use to further refine their plans. Next, they complete their multimedia displays using computers (if accessible) and other additional materials.
	
	• In addition to computers, provide students with other materials to complete their multimedia displays, such as magazines, photos, newspapers, graphs, colored pencils, markers, and blank, unlined paper. Giving students numerous mediums from which to choose makes it easier for them to complete their displays.
	
	• If students cannot complete their multimedia displays in this lesson, consider finding other times during the day for students to access computers, printers, or other materials they may not have access to at home.
	
	• After working on their own multimedia displays, students turn their attention back to Adora Svitak's TED Talk and President Obama's opening remarks after the earthquake in Haiti. During this activity, students use the Speech Presentation Rubric to evaluate the strengths and weaknesses of both speeches. This activity serves two purposes: It familiarizes students with the rubric on which they will be evaluated during the final performance task in Lesson 16, and it displays strong speaking models and lets students consider how to incorporate the strengths of each speech and speaker into their own presentations.
	
	• In advance:
	
	• Ensure access to technology or other materials necessary for students to complete their multimedia displays.
	
	• Ensure the technology used to view Adora Svitak's TED Talk and President Obama's opening remarks is functioning.
	
	• Review: Go Around and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix 1).
	
	• Post: Learning targets.

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Lesson Vocabulary	Materials
create, display, multimedia components, accompany, presentation, unifying, overarching, evaluate, model, rubric	• Multimedia Display Criteria (from Lesson 14; one for display) • Document camera • Sample multimedia plan (one per group; one for display) • 22" by 28" poster board (one per student) • Additional materials for completing multimedia displays (see Teaching Note above): – computers, printers, magazines, photos, newspapers, graphs, and other media, colored pencils, markers, blank paper, and other materials required to create multimedia displays (enough for each student) • Tape or glue sticks (for each student) • Speech Presentation Rubric (three per student; one to display) • Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30) • Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47) • Computer, LCD projector, and speakers

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Speaker (5 minutes)
• Ask students to take out their multimedia display plans and join their regular small groups.
• Review the Go Around process with students. Remind students their responses should be only one or two words and refer specifically to the **Multimedia Display Criteria**.
• Give students 1 minute to answer the following question:
  * "What part(s) of your multimedia display plan do you most want to refine, based on the Multimedia Display Criteria?"
• Invite one student to begin the Go Around, then each of the other students share out in a clockwise direction.
• Ask students to discuss in their groups:
  * "What patterns did you hear during the Go Around?"
• Invite members from each group to share out the group's thinking whole class. Answers will vary, but listen for students to refer specifically to the Multimedia Display Criteria.
• Say something like: "Today you'll have an opportunity to evaluate a sample multimedia display before refining your own display plans. Then you'll create the multimedia displays that accompany your speech presentations. You will also listen to short selections from Adora Svitak's and President Obama's speeches to evaluate each speaker's strengths and weaknesses and familiarize yourself with the Opinion Speech Rubric. This will help you think about effectively presenting your speeches to your peers in the next lesson."
	• Consider situating students in a large class circle for the Go Around to increase the sense of community and lower the risk of sharing whole group.
	• Provide a sentence starter to give all students access to the discussion ("The part of my multimedia display I most want to refine is …").

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Work Time	Meeting Students' Needs

A. Creating a Multimedia Display for a Presentation (35 minutes)
• Direct students' attention to the posted learning targets and read the first one aloud:
   * "I can create a display that includes multimedia components to accompany my speech presentation."
• Focus students on the key words in this target:
   – create, display, multimedia components, accompany, and presentation.
• Cold call students to share out the meaning of each word:
   – *create*—make, construct, design
   – *display*—show, present, demonstrate
   – *multimedia components*—graphics such as pictures, photos, colors, and text
   – *accompany*—go together with, complement, supplement
   – *presentation*—presenting something, prepared speech
• Tell students they will now revisit the Multimedia Display Criteria to critique a sample plan to help them think about how they can refine their own display plans.
• Display the criteria using the **document camera**.
• Then, distribute one copy of the **sample multimedia plan** to each group.
• Focus students on the "content" row of the Multimedia Display Criteria. Read aloud the first criterion: "The topic of the speech is stated and provides a unifying, overarching focus for the display."
• Invite one to two students to share their understanding of the terms *unifying* and *overarching*. Listen for: "Unifying sounds like united or unify, which means to combine, join, make cohesive. Overarching is comprehensive or covers everything."
• Ask students to discuss in groups:
   * "What does it mean to have a 'unifying, overarching focus'? Restate in your own words."
• Cold call one to two students to share out. Listen for: "A unifying, overarching focus is like a main idea, a summary, a title that explains your display in one brief statement."
• Ask students to look at the topic written at the top of the sample multimedia plan: "This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince."
	• As students share out familiar synonyms of key terms, record them above or below the key terms in the target to support ELL students.
	
	• If technology is not available, students who struggle with fine motor skills and the physical act of writing neatly can dictate their ideas to a peer or an aid.

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Work Time (continued)	Meeting Students' Needs
• Invite students to discuss in groups: * "How could you edit the topic statement in this sample multimedia plan to be more like a title with a unifying, overarching focus about a natural disaster in a neighboring country and the prioritization of aid?" • Give students 1 to 2 minutes to think about and discuss their ideas in groups. Cold call members from each group to share out. Listen for ideas such as: "Prioritizing aid to Haiti after the 2010 Earthquake; Aid to Haiti After the Earthquake; 2010 Earthquake: The Best Ways to Support Haitians." • Model by revising the topic statement on the sample display. Cross out the sample topic and write a new topic statement that synthesizes students' thinking. • Quickly review each element of the Multimedia Display Criteria with students, asking them to refer to the sample multimedia plan to determine if each component of the sample meets the criteria. If students feel certain areas of the display do not meet the criteria, ask them to provide suggestions to edit the display. Continue modeling how to cross out portions of the sample and write new ideas to ensure students both understand and are able to edit their plans based on the criteria. • Give students 5 to 6 minutes to edit their own display plans. Circulate to support and offer focused critique. • Allow students 2 minutes to share their edits with one member of their group. Direct partners to offer specific feedback or ask relevant questions about changes each made to the display plans. • Give students 2 minutes to further refine their plans based on the feedback and questions their partner shared. • Distribute one **22" by 28" poster board** to each student. • Conduct a brief review of the term "scale" in the context of how to transfer ideas from a small sketch to a large-sized poster. Explain that students' plans are a small "scale" version of the poster displays they will create, which means if the "topic" of the plan takes up most of the space at the top, then it should also take up most of the space at the top of their poster boards. Provide additional examples or clarification as needed. • Allow students access to any additional materials they may need to create their displays. • Invite students to refer to the Multimedia Display Criteria and conduct an internet search for (or create) images and text to include on their displays. • Advise students to do the following:	

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Work Time (continued)	Meeting Students' Needs
1. Arrange images and text printed off the computer, or taken from other sources, atop the poster board without gluing or taping them down. 2. If writing text or drawing pictures by hand, first sketch lightly with a pencil. 3. Once you are satisfied with the initial layout of images and text on your poster board, ask someone who is finished to give you feedback about your display based on the criteria. 4. Based on your peer's feedback, make final revisions to your display. Add color to handwritten work. • Finally, using **tape or glue sticks**, tape down or paste images or text from the computer (or drawn on separate pieces of paper) if applicable.	

B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes)
• Ask students to set aside their displays and direct students' attention to the posted learning targets. Read the second one aloud:
 	
   * "I can evaluate model speeches using the Speech Presentation Rubric."
 	
• Ask students to discuss the meaning of the words *evaluate*, *model*, and *rubric* in this context with their groups. Cold call members from each group to share out. Listen for: "Evaluate means to examine and judge something; assess; model in this context means exemplary, exceptional, very good; a rubric is a set of criteria, standards to meet."
 	
• Distribute three copies of the **Speech Presentation Rubric** to each student and display one copy using the document camera. Read each of the criteria aloud and explain these are based on the same criteria on the Criteria for an Opinion Speech anchor chart they developed during Lessons 8–10.
 	
• Direct students' attention to the final three rows of the rubric and review this criteria.
 	
• Say something like: "Now we will watch short selections from the **video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30)** as well as **President Obama's opening remarks from the Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47)**. You'll evaluate each model speaker using the Speech Presentation Rubric to gain greater familiarity with the rubric criteria and begin to think about how you will infuse strong elements of each speaker's presentation into your own opinion speech presentations."
 	
• Tell students that as they view and listen to Adora's speech, they should do the following:
 	
   1. Listen carefully to determine a score for as many criteria on the rubric as you can.
	• For students who struggle to locate material in a lot of text, consider assigning a modified number of criteria to watch for during the model speech presentations. Rather than listening for all criteria, have them focus on 1–3.
	
	• Consider pairing students who take a long time to write with a quicker partner (or an aid) so all ideas are accounted for and frustration is minimized.
	
	• Consider providing a sentence frame to give all students access to the discussion ("Based on the criteria, Adora's greatest strength was _____ and Obama's greatest strength was _____").

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Work Time (continued)	Meeting Students' Needs
2. Write a brief comment in the box next to the criteria and below the score you choose explaining why you gave the speech the score you did.	
• Then, use a **computer, LCD projector, and speakers** to play the video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30).	
• Give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members.	
• Cold call members from each group to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to Adora's speech, as well as the rubric criteria.	
• Next, tell students that as they view and listen to President Obama's opening remarks, repeat the same process using the Speech Presentation Rubric.	
• Play President Obama's opening remarks from the video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47).	
• Once again, give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members.	
• Cold call several students to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to President Obama's speech, as well as the rubric criteria.	
• Ask students to discuss the following in groups:	
* "Based on the rubric criteria, what do you think were the greatest strengths of each speaker?"	
• Invite two to three students to share out. Listen for ideas such as: "Adora's use of a multimedia display helped me understand who and what she was talking about, engaged me visually with her presentation because each picture related directly to what she was saying; President Obama spoke at a clear and understandable pace; they both greeted the audience."	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students whole group. Then, ask them to discuss with a partner: * "How do good speakers engage their audience?" • After 2 minutes, invite several students to share their thinking whole group. • Direct students' attention to the posted learning targets. Read each of them aloud and ask students to use Glass, Bugs, Mud Checking for Understanding Technique to demonstrate their mastery of each target. • Remind students they will give their speech presentations for the final performance task during the next lesson.	• Consider providing a sentence frame to give all students access to the discussion ("Good speakers engage their audience by _____"). • Students who show Bugs or Mud may need more support planning and creating their multimedia displays or understanding criteria from the speech rubric.
Homework	Meeting Students' Needs
• Complete the multimedia display to use during your speech presentation. • Practice delivering your speech to someone at home, or in the mirror, while you refer to your display. • Write a final, clean copy of your speech onto lined paper or type and print.	

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Supporting Materials

Sample Multimedia Plan

This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince.

Second most important type of aid

<picture of people working>

*Add a caption

<picture of a family>

*Add a caption

Livelihoods and Host Families

Third most important type of aid

<picture a house being built>

*Add a quote about home

<picture of a built house>

Transitional and Permanent Homes

The people of Haiti can only recover from this tragedy if we prioritize aid quickly and in the best way possible!

The MOST important type of aid

<pictures of doctor/nurse and medicine>

<picture of a water spout OR glass of water>

<pictures of soap, toothpaste/toothbrush, and cleaning supplies>

Health, Water, and Sanitation

*Add a quote about health

Least important type of aid

<picture of aid worker teaching people, or a speaker/someone teaching in front of an audience>

*Add a caption

Disaster Risk Reduction

Speech Presentation Rubric

Name:

Date:

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
The **Introduction** is appropriate to audience and purpose, and includes: – Attention getter – topic statement opinion statement reason – evidence – personal connection to the audience			
The **Body** of the speech has a clear and logical progression within and between ideas, which: – Prioritizes the four types of aid prioritized—most to least important – explains why – supports each reason with evidence – uses linking words and phrases to connect ideas between the opinion, reasons, and evidence			

Speech Presentation Rubric

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
The **Conclusion** is appropriate to audience and purpose, and includes: – Audience appreciation – restates the opinion – uses a thoughtful statement to reiterate important reasons and evidence – a closing remark that compels people to act, and provides closure			
The speaker uses language that is appropriate to the audience and purpose.			
The speaker delivers the speech at a clear and understandable pace, appropriate to audience.			
The speaker uses a multimedia display that enhances key ideas and details, and is appropriate to audience.			