



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 2: Lesson 17

End of Unit 2 Assessment: Presentation of Position



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

I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details). (SL.8.4)
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.8.4)
I can integrate multimedia components and visual displays in a presentation to clarify information, strengthen claims, and add emphasis. (SL.8.5)
I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.8.6)

Supporting Learning Targets

- I can present my claim about which food chain would best feed all the people in the United States using relevant evidence, sound reasoning, and well-chosen details.
- I can adapt my speech for an audience of adults.

Ongoing Assessment

- End of Unit 2 Assessment: Position Speech



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Adapting a Speech (10 minutes)B. End of Unit 3 Assessment: Presenting Position Speeches and Adapting Speeches (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Partner Share (3 minutes)4. Homework<ol style="list-style-type: none">A. Finish adapting your speech for an adult audience if you didn't finish it in the lesson.	<ul style="list-style-type: none">• In this lesson, students present their position speeches to answer the question: Which of Michael Pollan's four food chains would best feed the United States? Students present in their groups and you will circulate to each group, listening to each student present and assessing them using the Position Speech Rubric (for teacher reference). Please note that, depending on the size of your class, it may take more than one lesson to assess every student.• To address SL.8.6, while you are with one group listening to students presenting, the other students will be adapting their speeches for an adult audience, using more formal English. There is a mini lesson to address more formal language at the beginning of the lesson; however, students may need more time and examples than those given in order to successfully adapt their speeches for an adult audience. Adjust accordingly.• As you are assessing presentations, you do not need to assess the adapted speeches. Those will be collected at the end of the lesson for assessment against the final row of the rubric. Students may also need extra time to complete their adapted speeches, and may need to take them home to finish for homework. If possible—and time permitting—students should be given the opportunity to present their adapted speeches to complete the assessment of standard SL.8.6.• Students will need their Position Speech graphic organizers and their adapted position speeches in the next unit as they write their position papers.• Review: Position Speech Rubric ready to assess students as they present.• Post: Learning targets.



Lesson Vocabulary	Materials
adapt, formal	<ul style="list-style-type: none">• End of Unit 2 Assessment: Presentation of Position• Adapting a Speech anchor chart (new; teacher-created)• Formal and Informal Speech excerpt examples (one for display)• Position Speech Rubric (from Lesson 15)• Lined paper (one piece per student)• Position Speech Rubric (for teacher reference; enough copies to assess each student)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can present my claim about which food chain would best feed all the people in the United States using relevant evidence, sound reasoning, and well-chosen details.”* “I can adapt my speech for an audience of adults.”• Explain to students that today they will present their position speeches, and they are also going to adapt their speeches for a new audience of adults rather than students. Ask students to discuss in research teams:<ul style="list-style-type: none">* “What does <i>adapt</i> mean?”• Select volunteers to share their responses. Listen for them to explain that it means to change the speech to make it more appropriate for an audience of adults rather than students.	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Adapting a Speech (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that they are going to be presenting their position speeches in groups. Explain that you will be circulating to assess each group. • Review the prompt and steps for the End of Unit 2 Assessment: Position Speech: Which of Michael Pollan's four food chains would best feed the United States? first introduced in Lesson 15. • Focus students on the final step: Adapt your speech for an audience of adults. Tell students that while you are circulating to assess students, they are going to be rewriting their speeches to adapt them for a new audience of adults. Ask students to discuss in research teams: <ul style="list-style-type: none"> * "Why do you think you might need to adapt your speech for an audience of adults rather than students? How might it be different?" • Select volunteers to share their responses. Listen for and guide students to understand that, when presenting to adults, they will want to be more <i>formal</i> in their use of language. Provide the example that you might greet a friend with, "Hi, how's it going?" But you would greet your teacher or a parent of a friend with, "Hello Mrs. ... How are you?" • Ask students to discuss in teams: <ul style="list-style-type: none"> * "How can you make your speech more formal for adults?" • Cold call students to share their ideas. Record them on an Adapting a Speech anchor chart. • Display Formal and Informal Speech excerpt examples. Tell students that both of these speech examples say the same thing, but one is more formal and one is less formal. Tell them that you are going to read through both and listen for how one is more formal than the other. • Read both speeches aloud. Invite students to discuss in research teams: <ul style="list-style-type: none"> * "How are the speeches different? Which one is more formal? How do you know?" * "So what might some criteria be to make a speech more formal?" • Select volunteers to share their responses. Record students' responses on the Adapting a Speech anchor chart. Ideas might include: 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – Avoid using contractions (e.g., instead of “don’t,” use “do not”). – Avoid using slang (e.g., instead of “awesome,” use “really good”). – Use “yes” instead of “yeah.” • Use more mature vocabulary (e.g., “wonderful” instead of “good”). 	
<p>B. End of Unit 3 Assessment: Presenting Position Speeches and Adapting Speeches (30 minutes)</p> <ul style="list-style-type: none"> • Explain that you are going to circulate around research teams listening to each student present, and that while students are waiting for you, they are to adapt their speeches using more formal language for an adult audience. • Remind students of the Position Speech Rubric and invite them to reread the criteria to remind themselves of what will be expected of them as they present their speeches. • Distribute lined paper for students to adapt their speeches. • Circulate, going from one group to the next assessing each student as he/she presents his/her position speech. Use the Position Speech Rubric (for teacher reference). Note that you will not assess the adapted speeches during the lesson. This will be done afterward, so you can ignore the final row of the rubric during the presentations. 	<ul style="list-style-type: none"> • As they work on adapting their speeches, some students may benefit from an additional copy of their speech to highlight and annotate.
Closing and Assessment	Meeting Students' Needs
<p>A. Partner Share (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to share their adapted speeches with a partner and to describe how they adapted their original speeches for an adult audience. • Collect in original speeches and adapted speeches to assess them. If students need more time to complete their adapted speeches, they may finish them for homework. 	<ul style="list-style-type: none"> • Partner sharing allows students to process the work they have done as they review their work together.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Finish adapting your speech for an adult audience if you didn’t finish it in the lesson. 	



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Supporting Materials



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End of Unit 2 Assessment:
Presentation of Position

Name:

Date:

I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details). (SL.8.4)

I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.8.4)

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I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.8.6)

Prompt:

Use your research findings about the consequences of each food chain to write and present a position speech to answer the focus question: “Which of Michael Pollan’s four food chains would best feed all the people in the United States?”

Steps for completing assessment:

1. Complete graphic organizer
2. Use graphic organizer to write speech
3. Choose visual component for speech
4. Practice delivering speech
5. Deliver speech to peers
6. Adapt speech for an audience of adults



Formal and Informal Speech

Excerpt Examples

Excerpt 1

I'm gonna choose the hunter-gatherer food chain to feed the United States 'cause I think it's better for the animals. Like, all of the animals live in the wild and they are happy and free eatin' grass and other good food until the hunter kills them. They have an awesome life in the wild, and the hunter kills them quickly without any pain.

Excerpt 2

I think the hunter-gatherer food chain would be the best to feed all of the people in the United States because the animals are treated more humanely. Hunters are very careful to kill the animals without causing them any pain, and before they are killed they have a very natural life eating the foods that nature provides.



Position Speech Rubric
For Teacher Reference

The speaker ...		4	3	2	1
Content	Makes a strong claim	A strong claim is made in response to the question to open the presentation.	A claim is made in response to the question to open the presentation.	A claim is made but it doesn't respond directly to the question, or it isn't presented at the beginning.	There is no claim made.
	Provides clear reasons for making that claim	Two clear reasons have been provided for making that claim.	Two reasons have been provided for making that claim.	One reason has been provided for making that claim.	No reasons have been provided for making the claim.
	Provides strong supporting evidence for reasons from cascading consequences and stakeholders research	At least two pieces of strong evidence have been provided to support each reason.	At least two pieces of evidence have been provided to support each reason.	There is at least one piece of evidence to support each reason.	No evidence is provided to support the reasons presented.
	Provides a counterclaim and responds to it with evidence	There is a clear counterclaim and response supported by evidence.	There is a counterclaim and response supported by evidence.	There is some evidence of a counterclaim and response.	There is no counterclaim or response.



Position Speech Rubric
For Teacher Reference

The speaker ...		4	3	2	1
Presentation	Eye contact with multiple points in the audience	Eye contact is made with many different people in the audience throughout, advocating persuasively.	Eye contact is made with a number of people in the audience throughout, advocating persuasively.	Eye contact is made with one or two people.	Eye contact is not made with anyone in the audience.
	Speaks clearly and slowly enough for everyone to hear and understand	Speaking is paced perfectly throughout—slow and clear enough for everyone to understand.	Speaking is paced well for a majority of the time—slow and clear enough for most people to understand.	Speaking is paced well some of the time—slow and clear enough for some people to understand.	Speaking is too rushed and not clear enough. It is very difficult for most people to understand.
	Appropriate volume	Volume is appropriate for everyone to hear—not too loud and not too quiet.	Volume is appropriate for most people to hear.	Volume is appropriate for some people to hear.	Volume is challenging for most people to hear.
	Correct pronunciation	Every word is pronounced clearly and correctly.	Most words are pronounced clearly and correctly.	Some words are pronounced clearly and correctly.	Very few words are pronounced clearly or correctly.