

| <b>Lesson 10: Final Presentation (2-3 60 minute blocks)</b> |   |
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| Objectives  | <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Craft a presentation outline using the final draft of their argumentative essay to organize their ideas.</li> <li>• Interpret elements of the presentation rubric in order to apply the elements to their presentation practice.</li> <li>• Present information, evidence, and solutions from their argumentative essay clearly, concisely, and cohesively in order to demonstrate analysis of informational texts so that listeners can follow the organization, development, substance, and style.</li> </ul>   |
| Materials   | <p>One World Journal, pg. 43, 47-48<br/>           Board or chart paper and markers<br/>           Projector or SMART board</p>   |
| Central Questions   | <ul style="list-style-type: none"> <li>• What are the components of a strong and engaging presentation?</li> <li>• How do I present a strong and engaging argument?</li> <li>• Why should my audience care about my topic?</li> </ul>   |
| Do Now  | <p><u>Block 1:</u></p> <ol style="list-style-type: none"> <li>1. Congratulate students on completing their argumentative essays.</li> <li>2. Prompt students to explain the importance of their research in a strong paragraph. Ask: What can the community and our society learn from your research?</li> <li>3. Ask for volunteers to share their responses with the class.</li> <li>4. Direct students to turn and talk about why it is important to share their argumentative essays with an audience.</li> <li>5. Instruct them to create a list of five qualities of a strong presentation.</li> <li>6. Elicit responses from students and record the qualities of a strong presentation on the board.</li> <li>7. Explain to students that presenting their findings is one of the most important parts of research. Remind them that this is their chance to inform other people about this issue that they care about and propose a way for others to take action and make change.</li> </ol> <p><u>Block 2-3:</u></p> <ol style="list-style-type: none"> <li>1. Direct students to review the “5 Ps of Presentation,” OWJ, pg. 43, and “Final Presentation Rubric,” OWJ, pg. 48.</li> <li>2. Prompt students to set a goal for their presentation. Ask: What do you want to get feedback on today? How will you know you have been successful?</li> </ol> |
| Lesson  | <p><b>Exercise 1: Elements and Organization</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Explain to students that they will be using elements of their research and writing to create an oral presentation.</li> </ol>   |

2. Direct students to review the final draft of their argumentative essay and use it to write notes for their “Final Presentation Preparation,” OWJ, pg. 47.

**Assessment:** Using the argumentative essay, “Final Presentation Preparation,” OWJ, pg. 47.

### **Exercise 2: Preparing to Present**

#### Directions:

1. Direct students to review the “Final Presentation Rubric,” OWJ, pg. 48, and elicit comparisons to the outline they just created.
2. Ask students to turn to OWJ, pg. 43, to review “The 5 Ps of Presentation.” Ask for volunteers to demonstrate each of the 5 Ps.
3. Instruct students to identify specific areas on the rubric to work on and to practice presenting in small groups providing feedback based on the outline and rubric. Students may also practice presenting independently, depending on teacher discretion and class size.
4. Circulate as students practice and provide feedback using the presentation rubric as a guide.

**Note:** You may choose to extend the presentation of the students’ work in one of the following ways:

- a. Stage a debate on a chosen topic(s).
- b. Require students to create a visual presentation like a poster or PowerPoint to accompany their oral presentation.
- c. Encourage students to submit argumentative essays to local or school publications.
- d. Visit another class to present.

**Assessment:** Students identify specific areas on the rubric to work on and practice presenting.

### **Exercise 3: Presenting**

#### Directions:

1. Choose how your class will present their argumentative essays: as a whole class, in small groups, as a contest, or any other way that suits the needs of your class.
2. Before and during presentations, pause to remind students what a good audience sounds and looks like.
3. When the presentations are complete, congratulate students again. Select student writing for submission to One World Education’s website for an opportunity to be published. Reminder: All student writing submissions to One World Education must be typed.

|                        | <b>Assessment:</b> Final presentation and accompanying rubric, OWJ, pg. 48.   |
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| <b>Differentiation</b> |   |
| Extend                 | <ul style="list-style-type: none"> <li>• Challenge students to memorize their presentations so they can use purposeful gestures and movement to support their vocal presentation.</li> <li>• Challenge students to create a visual project to further persuade their intended audience. Students might create an iMovie, a PowerPoint presentation, or a pamphlet related to their claim.</li> <li>• Challenge students to present their findings to a broader audience.</li> </ul> |
| Language Development   | <ul style="list-style-type: none"> <li>• Record students rehearsing so they can view themselves and make adjustments using the rubric as a guide.</li> <li>• Allow extra time for practicing pronunciation, and consider allowing students to show a video of themselves to the class as their final presentation.</li> </ul>   |

| <b>Lesson Reflection</b> |                              |
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| What worked well         | What to change for next time |
|                          |                              |