

Week 16 Agenda: U4 Student-Led Inquiry

India and South Asia: From Area Studies to Ethnic Studies

Students should have been introduced to the expectations for their presentations last week. This week is for creating and perfecting their presentation strategies. Next week should be set aside for experiencing each other's presentations. You'll want to start planning for a good mix of presentations on each class day – some combo of stations students can rotate between and whole group presentations. It all depends on what your students are choosing to do! You can also use Week 18/Final Exam week to finish presentations if needed. The only things on that week's agenda are final reflection opportunities.

Repeat: Presentation Expectations

Optional Bell-Ringer: What is your favorite way to learn about something?

Purpose

- The product of all that research is meant to showcase the student's new depth of knowledge about something, ability to argue a point academically, and the student's choice of strategies to share that knowledge. This course is set up for either the presentation or the student's reflection on the presentations to serve as the final exam for the course. A rubric for the presentation is in the Week 17 Agenda, but students don't really need to see it beforehand because it exactly matches the instructions they are given.

Prep

- Because the goal is no surprises and there should be no grading anything that is not included in the instructions, ensure there's nothing in the instructions (below) you'd like to add or remove.
- Have copies of the Presentation Instructions handout (below) for each student

Procedure

1. Students should first read the Presentation Instructions handout (below) to themselves
2. Facilitate a whole group discussion of the expectations to ensure student understanding

Presentation Instructions

1. Choose a presentation strategy:

- ❖ Research Paper
- ❖ Audio (like a Podcast -- narrative like a story, lecture, or interview)
- ❖ Video (like an instructional video or in a more creative format)
- ❖ Triptych (combines text and visuals)
- ❖ Live Lecture (any strategies you like – you've seen a lot modeled in this course)
- ❖ Cartoon Style (combo of text and visuals)
- ❖ Slides with Audio
- ❖ Annotated Map
- ❖ Your suggestion?

2. Your presentation must include:

- ❖ A hook (something interesting to catch our attention)
- ❖ Context (the who, what, when, where of your topic)
- ❖ Argumentative Thesis Statement
- ❖ 3 Supports (evidence from your research to back up your thesis statement)
- ❖ References (in alphabetical order and proper citation style – submit as an addendum if your presentation style doesn't have a written component)
- ❖ If you use quotations, statistics, or unusual information particular to source it must be cited (with formal in-text citations/footnotes if appropriate or with a statement like "According to..." if you're using a less formal presentation strategy)

There is no length requirement.

Your grade will depend on the quality of each of the required items in #2 above.

Do not use any illustrations, graphs, etc. in a way that violates copyright laws (you can't just use printouts or clips from Internet sources without ensuring it's allowed and properly citing them).

The final assignment of the course will be a reflection response based on your classmates' presentations and the experience of creating your own.

Relevant Washington State Standards

SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.

SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.

SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.

SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.

SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).

SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.