

# Week 17 Agenda: U4 Student-Led Inquiry

## India and South Asia: From Area Studies to Ethnic Studies

Presentations! This week you'll need to divide students between the days you have available so that they can present their work to each other. Because of the mix of presentation styles you'll have to plan things so that the different modalities can be experienced (likely a mix of stations and whole-class presentations). Next week probably coincides with Final Exams? You could extend presentation time into that week as needed.

### **Lesson #1: Presentation Reflections**

Optional Bell-Ringer: What do you think makes for a successful presentation of information?

#### Purpose

- As students experience each other's presentations, you'll want a way to hold them accountable without interfering with their ability to be a good audience. You'll also find that some presentations are best presented to the class as a whole, while others can be experienced gallery-style. Research papers in particular can be tricky. I recommend students have several copies of their paper at one gallery station.

#### Prep

- Create a presentation schedule that provides a mixture of modalities each day – set a time limit for each if needed
- Have copies of the Presentation Reflections handout (below) for each student – you'll need to copy and paste the "Peer Presentation" prompts for as many presentations as there are

#### Procedure

1. Give students the Presentation Reflections handout (below) and ensure they understand the expectations
2. Facilitate the presentations

## Presentation Reflections

### Your Presentation

1. What was the main idea you wanted to convey?
2. Which perspectives/lenses most influenced your work -- for example, economic, social/cultural, political, class, race/ethnicity, caste, gender? Explain your thinking.
3. Upon reflection, are there any perspectives/lenses you didn't include that would benefit from further work on the topic? Explain your thinking.
4. If you wanted to submit your work to an interdisciplinary academic journal, would it fit best with Area Studies, International Studies, or Ethnic Studies? Explain your thinking.

### Peer Presentation

1. What was the main idea your classmate wanted you to get from their presentation?
2. If you were going to collaborate with your classmate on a future project – an extension of their original work – what would you want to investigate further? What do you see as the next step for their inquiry? Explain your thinking.

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## **Assessment: Presentation Project**

### Purpose

- Because this unit has been student-led, there will be a lot of variation in the final products. Still, the clear expectations in the assignment provide you with an effective way to assess their work.

### Prep

- All of the previous work to guide student projects and presentations
- Rubrics printed for you to assign a score for each project/presentation

### Procedure

1. Students should complete and present their projects, following the guidelines provided in the Presentation Instructions.
2. Grade the presentations using the rubric provided (below).

**Rubric**

<b>CONCERNS</b> Areas that need improvement	<b>CRITERIA</b> Standards for this assessment	<b>STRENGTHS</b> Evidence of exceeding standards
	Hook	
	Context/Background on Topic	
	Argumentative Thesis Statement	
	Support #1	
	Support #2	
	Support #3	
	References	
	Presentation	

## **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.