

1.8 Team Presentation

Overview

Whether this lesson is truly the 8th in a series, or if the project has gone further in depth, this is delivery day! Students should arrive prepared to present, engage, and give meaningful feedback.

Objectives

Students will:

- Demonstrate knowledge and skill by presenting findings and products.
- Evaluate the performance and/or information from other groups.
- Reflect on the collaborative process.

Intro

Presentations should be driven and evaluated by the Rubric. The management aspect of this lesson is how to best engage the students who are not currently presenting. Have students complete one of two options: 1) Use an abbreviated rubric or scorecard to evaluate peer presentations, or 2) Use a culture notes worksheet to gather specific information on each presented culture. The peer evaluation should be designed to increase focus on skills and style choices, while the cultural notes worksheet should help processing and retention of examples. One option that worked well was having students take an open-notes test after all presentations were given, using specific content from group presentations.

Classroom Activity (45-60 min, or as long as needed)

Presentations

Conclusion (5-10 min)

Depending on many factors, this section may happen at the end of the presentations, or at the beginning of the next class session. Students should revisit the Team Contract, reflect on how well both the team and individuals adhered to their agreements and accomplished their goals, and (if using this feature) divide collaboration points to recognize contributions to the project.

Subject

Social Justice



Grade

7th-12th

Time

60 – 90 minutes

Materials

- Rubric (for Reference)
- Team Contract
- Peer Evaluation or Culture Notes Sheet (individually created)

Unit and Lesson Standards

Social Studies:

- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.
- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.60. Analyze an event, issue,

problem, or phenomenon from varied or opposing perspectives or points of view.

- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.