

## 7.1 Collaborative Statements: Introducing the Presentations of Tasks 1 and 2

**For Teachers:** *For the sake of this module, no additional materials will be given. Students will refer to materials given as stimulus in Module 5, as well as research collected by each individual in their practice groups, written literature reviews, and response reflections. Students will be provided basic information about the presentation parts of both Task 1 and 2 as provided by The College Board, which will become the basis for practice in Module 7, using the research collected and formalized for practice in Module 5.*

In reconvening Module 5 practice research groups, students will revisit their written works and discuss potential arguments that can be made from the sum total of their group evidence. Students should recognize that only a single claim should be made, and the argument they begin to build should be selective enough to take place in a presentation of 8-10 minutes while still being strongly supported and logically articulated. To do so requires students to be discerning about what is included and what is not in their argument, meaning they will likely need to narrow their original group inquiry question further and engage only part of their total body of evidence. Caution students that it is not necessary to include all evidence, nor do they have to provide a balanced use of each member's contributions (especially if they find that certain inquiries deviate from the narrowed claim that must be made within the time limit of the presentation).

Groups should return to Module 6 materials, selecting one of the three argument templates to build an outline of their group argument. They will compile evidence, making the proper decisions regarding logical support and reasoning. These templates will become the basis for building presentation slides later in the module.