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 provided as the stimulus in Module 5 and research collected by each individual in their practice teams, written literature reviews, and response reflections. Students will be provided basic information about the presentation parts of Tasks 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 teams, students will revisit their written works and discuss potential arguments that can be made from the total of their team evidence. Students recognize that they can only make a single claim, and the argument they begin to build must 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 to include and what not to include in their argument, meaning they will likely need to narrow their original team inquiry question further and engage only part of their total body of evidence. Students will recognize that due to time constraints, they cannot include all evidence and should be cautious of the desire to provide a balanced use of each member's contributions (especially if they find that specific inquiries deviate from the narrowed claim, they will present within the time limit of the presentation).

Teams can return to Module 6 materials and select one of the three argument templates to build an outline of their team argument. They will compile evidence, making proper decisions about logical support and reasoning. These templates will become the basis for building presentation slides later in the module.