Evidence on Screen

Choosing digital media that clarify a presentation's evidence

11-12.CC.7 "Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline three digital media choices and circle the evidence or limitation each choice helps the audience understand. Number the choices in the order they would appear in the presentation.

A Case for More Shade

1. At 3:15 p.m. on September 12, our environmental science class measured the same two spots on campus. A handheld infrared thermometer showed 41°C on the asphalt pickup lane and 29°C on the grass beside the library. These are surface temperatures, not air temperatures, and one afternoon cannot describe an entire season. I will place the readings in large text beside a simple two-bar graphic, with both bars starting at zero. I will reveal the bars only after asking you to predict which spot was hotter. The pause lets you test an assumption before seeing the evidence.

2. Next, with permission, I will play two brief audio clips. One student describes waiting in the sun; another worries that a shade structure might block the pickup lane. On-screen captions will reproduce each speaker's words, and a printed transcript will be available. Our class also asked 24 students who stopped at our lunch table whether the pickup lane needs more shade; 18 said yes. Since students chose whether to stop, this group does not represent the whole school. I will display the tally in text, not a pie chart that could make a small, self-selected sample look definitive.

3. Finally, an interactive screen will invite you to compare two proposals: a canopy above the waiting area or trees along the walkway. Each button opens the same three prompts: Who benefits, what access might change, and what still needs checking? This is not a vote to prove which plan works. It helps us consider trade-offs before recommending a trial of temporary shade near the waiting area and additional measurements on several days. I will end with a plain-text summary of the evidence and a link to our measurement notes, so viewers can revisit our methods rather than trusting a striking slide.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the presenter ask the audience to predict the hotter spot before revealing the two-bar graphic?

2. Why does the presenter choose a text tally instead of a pie chart for the lunch-table responses?

3. How do the audio clips and captions help the audience consider more than one perspective?

4. What does the interactive screen help the audience do, and what does the presenter say it cannot prove?

3 YOUR TURN

Your own words

Your class counted 32 bicycles at the school racks on Monday and 51 on Friday. Plan a 60-second presentation for students deciding whether to add racks: in 75 to 105 words, name two different types of digital media, explain what each would show or do and how it would help the audience evaluate the counts, and state one limit of this evidence.

ANSWER KEY

Evidence on Screen

HIGH SCHOOL · 11-12.CC.7

PART 1 · READ AND MARK

As you read, underline three digital media choices and circle the evidence or limitation each choice helps the audience understand. Number the choices in the order they would appear in the presentation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the presenter ask the audience to predict the hotter spot before revealing the two-bar graphic?	**The prediction gives the audience a chance to test an assumption against the measured surface temperatures.**
2	Why does the presenter choose a text tally instead of a pie chart for the lunch-table responses?	**A pie chart could make the small, self-selected group appear representative of the whole school, while a text tally keeps the limited count clear.**
3	How do the audio clips and captions help the audience consider more than one perspective?	**The clips present both a student's experience of waiting in the sun and another student's concern about blocking the lane. Captions make both speakers' words available on screen.**
4	What does the interactive screen help the audience do, and what does the presenter say it cannot prove?	**It helps the audience compare who benefits, possible access changes, and unanswered questions for two proposals. Responses to it cannot prove which plan works.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would display a two-bar graphic labeled Monday, 32 bicycles, and Friday, 51 bicycles. Both bars would begin at zero so the difference is not exaggerated. Next, an interactive prompt would ask students whether these counts alone justify buying more racks. After they respond, it would reveal two questions: Were any bikes parked outside the racks, and was there an event on Friday? The graphic makes the change easy to see; the prompt makes the missing evidence visible. Two days of counts cannot establish a typical pattern or explain why Friday's count was higher.

Accept other passage-supported explanations that connect a media choice to audience understanding or the limits of the evidence. For the open task, accept any two distinct digital media types with clear purposes and a valid limitation of the two-day count.