Make the Point

Read how a presenter uses slides and video to support a claim.

7.CC.7 "Develop engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's claim, circle the two temperature readings, and write 1 beside the first slide description and 2 beside the video description. These marks will help you trace how each part of the presentation supports the claim.

A Cooler Place to Wait

1. At last week's student council meeting, I opened with a question: "Where would you rather wait for a ride on a hot day?" Then I stated my claim: our school should add shade beside the bus pickup area. On a sunny afternoon, my partner and I used the same surface thermometer on two nearby sections of pavement. The section in direct sun read 44°C; the section shaded by a tree read 32°C. We measured each spot at about the same time.

2. My first slide displayed two large rectangles labeled "sun, 44°C" and "tree shade, 32°C." An arrow between them read "12°C difference in surface temperature." I used thick black outlines so the comparison would still be clear on a classroom projector. I did not put my whole speech on the slide. Instead, I told listeners that these readings came from one afternoon and showed pavement temperature, not air temperature. That limit mattered: our numbers suggested a problem, but they did not predict every day's conditions.

3. Next, I played a ten-second video made from short clips of students waiting near the pickup area at dismissal. In the clips, several students stepped toward the narrow strip of tree shade. I paused the video and said, "The shaded space is too small for the group waiting here." I ended with a slide showing three possible places for a shade canopy, marked with letters rather than tiny captions. I asked the council to inspect those spots before choosing one, because buses and walkers need clear paths.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the first slide make the temperature evidence easier to understand?

2. What important limit does the speaker explain aloud instead of placing it on the first slide? Why does it matter?

3. What does the video show that the temperature slide does not?

4. How do the letters on the final slide help the council with the decision the speaker requests?

3 YOUR TURN

Your own words

Choose a school improvement other than adding shade. Write a four-sentence presentation plan that states your claim, names evidence you would gather, describes a labeled visual display, and explains what a short video or audio clip would emphasize.

ANSWER KEY

Make the Point

GRADE 7 · 7.CC.7

PART 1 · READ AND MARK

Underline the speaker's claim, circle the two temperature readings, and write 1 beside the first slide description and 2 beside the video description. These marks will help you trace how each part of the presentation supports the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the first slide make the temperature evidence easier to understand?	**The side-by-side labels and arrow make the 12°C difference between sunny and shaded pavement easy to compare.**
2	What important limit does the speaker explain aloud instead of placing it on the first slide? Why does it matter?	**The readings are pavement temperatures from one afternoon, not air temperatures or results for every day. This keeps the audience from drawing a broader conclusion than the evidence supports.**
3	What does the video show that the temperature slide does not?	**It shows students moving toward a narrow strip of shade while they wait, making the need for more shaded space visible.**
4	How do the letters on the final slide help the council with the decision the speaker requests?	**The letters identify possible canopy spots without tiny captions, so council members can find and inspect each spot before choosing one.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should place a second water refill station near the gym. I would count students waiting at the current station after each of three PE classes and record how long the last student waits. My slide would show a bar graph labeled with the three classes and their wait times, with the longest wait highlighted. A short video of the line forming after PE would help the council see how the wait affects students trying to get to their next class.

Accept other explanations that accurately connect each presentation choice to the claim or decision. For Part 3, look for a distinct claim, evidence the student could gather, a clearly labeled visual, and a multimedia component with a stated purpose.