Back Up Your Point

Sort presentation moves, then put one to work.

10.1.S.3 "Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues."

NAME _____ DATE _____

BACKED CLAIM

A backed claim includes specific evidence that supports the speaker's point. A pause or gesture can help listeners notice the evidence, but it cannot replace it.

In a talk about shade, I say, "My noon readings were 72°F under the oak and 79°F on the bare path," then point to my notes.

BARE CLAIM

A bare claim gives no specific evidence for the speaker's point. Confident words and body language do not make a claim backed.

In a talk about shoes, I say, "These are the best shoes because I say so," while nodding.

1 SORT

8 items

For Part 1, circle BACKED or BARE for each presentation move; for Part 2, pick two items and explain aloud how you knew where each belonged.

1.	To explain why teens need sleep, I cite the CDC: ages 13 to 18 need 8 to 10 hours each night. I pause after the numbers.	BACKED BARE
2.	To explain why the Moon shines, I say NASA reports that it reflects sunlight. I gesture toward the sky.	BACKED BARE
3.	To argue for a later school start time, I say, "Later is obviously better." I make eye contact.	BACKED BARE
4.	To explain why sound needs matter to travel, I cite NASA: sound cannot travel through a vacuum. I slow down on the word "vacuum."	BACKED BARE
5.	To argue that the library should stay open later, I say, "Trust me, it would help everyone." I point toward the audience.	BACKED BARE
6.	To argue that buses reduce traffic, I say, "It's obvious that buses fix traffic." I pause for effect.	BACKED BARE
7.	To show why handwashing matters, I cite the CDC: washing hands with soap helps prevent the spread of germs. I hold up my hands.	BACKED BARE
8.	To show why seat belts matter, I cite NHTSA: buckling up is the most effective way to protect yourself in a crash. I gesture across my shoulder.	BACKED BARE

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

For Part 3, write one new BACKED presentation move and one new BARE presentation move; include a spoken line and a nonverbal cue in each.

BACKED

BARE

CHALLENGE

Give a 20-second formal presentation proposing a school change: state your claim, cite specific evidence that supports it, and use a pause and eye contact.

ANSWER KEY

Back Up Your Point

GRADE 10 · 10.1.S.3

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	To explain why teens need sleep, I cite the CDC: ages 13 to 18 need 8 to 10 hours each night. I pause after the numbers.	**BACKED**	The CDC recommendation is specific evidence for the point about teen sleep.
2	To explain why the Moon shines, I say NASA reports that it reflects sunlight. I gesture toward the sky.	**BACKED**	The NASA fact directly supports the explanation.
3	To argue for a later school start time, I say, "Later is obviously better." I make eye contact.	**BARE**	The speaker offers an opinion without evidence.
4	To explain why sound needs matter to travel, I cite NASA: sound cannot travel through a vacuum. I slow down on the word "vacuum."	**BACKED**	The cited fact supports the explanation about sound.
5	To argue that the library should stay open later, I say, "Trust me, it would help everyone." I point toward the audience.	**BARE**	The speaker asks for trust but gives no evidence.
6	To argue that buses reduce traffic, I say, "It's obvious that buses fix traffic." I pause for effect.	**BARE**	The speaker gives no evidence about traffic.
7	To show why handwashing matters, I cite the CDC: washing hands with soap helps prevent the spread of germs. I hold up my hands.	**BACKED**	The cited fact supports the point about handwashing.
8	To show why seat belts matter, I cite NHTSA: buckling up is the most effective way to protect yourself in a crash. I gesture across my shoulder.	**BACKED**	The cited safety finding supports the point about seat belts.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **BACKED**: "The EPA says using reusable containers can help reduce waste, so our school should add a bottle refill station." I point to my source notes.
- **BARE**: "Our school should add a bottle refill station because it's clearly a good idea." I nod at the audience.

Challenge: Our school should add a bottle refill station. The EPA says using reusable containers can help reduce waste. A refill station would make it easier to use the same bottle again. [Pause.] That is one practical way our school could cut waste. [Make eye contact.]

For Part 2, accept explanations that identify whether an item gives relevant, specific evidence, not just a confident voice or gesture. For the challenge, listen for a cited fact connected to the claim, a pause, and eye contact.