

Visual Claim Rally

Create and use multimedia to clarify a supported proposal.

CCSS.ELA-Literacy.SL.8.5 "Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest."

NAME _____

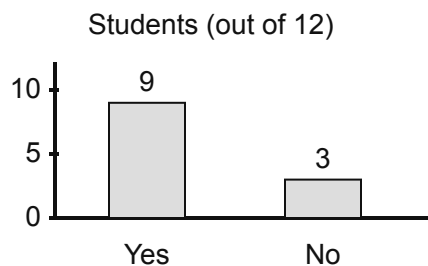
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Study the simulated survey and proposed routine. Mark one supported claim and one limit your presentation must explain.

A Phone Routine Worth Testing?

- ① In this fictional eighth-grade class, twelve students answered a question: Would storing phones during class help you focus? Nine expected better focus; three did not. The survey measured expectations, not actual attention, grades or the effect of any storage system. It did not represent the whole school.
- ② A student proposes a numbered pocket holder used at the start and end of class. Source B sketches the proposed routine; it is not evidence that the routine works. Before a trial, the class would need a teacher-approved plan for safe storage, emergency access and any necessary accommodations.
- ③ Your task is to recommend whether to try the routine, using the survey honestly. Make a clear visual and a short recording, then integrate both into a presentation. Use a concrete visual sequence and purposeful narration to add interest and clarify your reasoning. A decorative sound or a promise of better grades would not strengthen the evidence.

A • Class survey: 12 eighth graders**Expected better focus with phones stored?**

Nine students said yes; three said no. Each responded once.
No change in attention or grades was measured.

Classroom simulation. Expectations in one small class.

B • Student proposal: routine sketch**Store, learn, retrieve**

START: Store in numbered pocket

CLASS: Follow agreed access plan

END: Retrieve your own phone

Use a numbered holder at the start and end of class. The class must plan safe storage, emergency access and accommodations before testing it.

Classroom simulation. Proposed, not tested.

2 ANSWER WITH EVIDENCE

Use the media and background

1 What does Source A support, and what result does it not prove?

2 How can Source B clarify the proposed routine without being mistaken for evidence of success?

3 What should the recording add to your visual to clarify a claim or limitation?

4 After presenting, which media choice helped your audience understand or stay interested? Use actual feedback.

3 YOUR TURN _____ Your own words

Required: a school-approved device with microphone and speakers, a slide or media editor that can play an audio recording with a visual, and a partner audience. Devices may be shared; each learner creates and delivers a presentation.

Create and deliver a 60-90 second presentation recommending whether to try the proposed routine. Integrate a visual display and an actual recording to clarify your claim, strengthen the evidence and add purposeful interest.

1. Choose a defensible claim

Choose whether to recommend a small trial. Note your claim, what the survey actually supports and one limit or practical concern. Decide which visual feature and recorded explanation will help your audience.

Claim, evidence and limit:

2. Build and test the media

Make one or two slides with a labeled zero-based chart of the 9 yes and 3 no responses and a sketch of the proposed routine. Label the simulation and proposal. Record 10-20 seconds of narration explaining a meaningful feature or limit. Arrange playback with the relevant visual; test readability and sound.

Saved file or location; recording's purpose:

3. Present to an audience

Each learner presents, shows the visuals and plays the recording at the relevant moment. Explain how the evidence supports the recommendation without claiming measured improvement. The partner repeats the claim and one limit, then names a helpful or confusing media choice. Switch roles.

Actual audience feedback:

4. Revise and show again

Improve a label, sequence or recorded explanation using the feedback. Show and play the revised portion. Explain how the change improves clarity, support or purposeful interest. Then answer Question 4.

Revision and its effect:

PART 1 • READ AND MARK

Study the simulated survey and proposed routine. Mark one supported claim and one limit your presentation must explain. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Source A support, and what result does it not prove?	Nine of the twelve respondents expected better focus if phones were stored. The survey does not prove improved attention, grades or success of a particular storage system.
2	How can Source B clarify the proposed routine without being mistaken for evidence of success?	Its three steps show when students store and retrieve phones. Label it as a proposed routine and explain that it has not been tested.
3	What should the recording add to your visual to clarify a claim or limitation?	It can direct attention to the survey labels and explain that 9 of 12 is an expectation in this small class, or explain a practical concern in the routine. It must support the presentation rather than add unrelated sound.
4	After presenting, which media choice helped your audience understand or stay interested? Use actual feedback.	The learner identifies specific actual audience feedback and explains how a chart, sequence or recorded emphasis helped communicate the claim, evidence or limitation.

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend a teacher-approved small trial, not a promise of better grades. My slide charts 9 yes and 3 no responses out of 12. While it is visible, my recording says, "These students expected better focus; we have not measured an improvement." I then show the proposed store-learn-retrieve sequence and explain that safe storage and access need planning. After a partner mistakes the survey for results, I enlarge the word Expected and replay the revised explanation.

Require actual saved visuals, a recording, integrated playback and a delivered presentation from each learner. Planning alone does not satisfy this task. Students may share devices and take turns. Evaluate accurate chart labels and scale, source limitations, the connection to the claim, purposeful interest and observed audience feedback. Both a cautious trial recommendation and a supported decision to wait may be valid. Question 4 follows performance. The example describes one possible product; it does not replace students' work. Check the practical plan without requiring learners to disclose private accommodation needs.