

Evidence on Air

Discuss, analyze, present and test a media message.

10.C “The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together. Communication, Listening...”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Work in groups of 3-4 over three 50-minute lessons: 1) analyze sources and discuss; 2) create, present and revise; 3) rehearse, recite and reflect. Use paper and markers or school-approved slides. Annotate claims, motives and missing evidence. Use brief notes; continue answers or logs on attached paper if needed. Actual performances are required.

A Lunch Campaign: Complete Simulated Sources

- ① **Source A: SnackSpark sponsored school-feed post.** “Support has doubled! Our tasting proves the new lunch menu wins. Critics just hate change. Opponents want every new food banned. Forget their price questions: our team won the sports trophy! Buy our \$5 snack pack to celebrate.” The post displays the chart below. The same 30 students answered before and after one week containing both campaign posts and a free tasting. Each survey asked, “Do you support trying the new menu?” The sponsor sells snack packs. The chart counts are the entire dataset; no other students or control group were surveyed. Treat this as an invented media message, not a real advertisement or study.

SNACKSPARK CHART: SUPPORT FOR A MENU TRIAL



Students (same 30 each time)

- ② **Source B: student newspaper editorial.** “A majority of these respondents now support a trial. That is not proof that posts caused the change; the tasting also happened. We need a trial with allergy information and prices. SnackSpark says opponents want every new food banned, but our request is for information. Its response about winning a sports trophy does not answer our price question.” The editorial favors an informed trial and accountability. Compare its wording and choices of information with Source A. Which claims are supported, and which distract from the decision? Neither message alone establishes an effect on public opinion.
- ③ **Original speech for memorized recitation.** “Let us make room for questions before we make room for claims. A chart can show a change without telling us its cause. Listen to the people who disagree, and ask what evidence could change our minds. Then choose a fair trial, explain its limits, and invite every voice to help us learn.” Memorize the entire speech and recite it accurately with a tone of thoughtful conviction. Choose pauses, emphasis, expression and posture that convey its mood. A partner follows this exact text to check accuracy and purposeful delivery.

2 ANSWER WITH EVIDENCE Use the passage

- ① Check Source A’s numerical claim. What changed, and what does the chart fail to establish about the cause?

- ② Compare the publications’ viewpoints and motives. Quote language illustrating ad hominem, strawman and red herring, name who uses each, and explain its effect.

- 3** Analyze the chart as a visual message alongside the post. How do its categories and scale help or undermine the words? Propose one more accurate headline.

- 4** Suggest a plausible link between repeated media coverage and public opinion, and name evidence needed to evaluate it without asserting causation from this case.

3 YOUR TURN _____ Your own words

Complete all four stages. Use brief labeled notes here; continue any required record on attached paper or a typed log if needed. Submit annotated sources, your visual and real performance records. Each member must speak, listen, present and recite.

1. Facilitate a sustained discussion

Set a 12-minute deadline, shared goal, speaking guidelines and roles (combine roles for 3). Invite every voice, verify source details, respond tactfully to disagreement and decide on a fair trial recommendation. Record roles, one evidence-based exchange, agreements and a remaining disagreement.

2. Create and deliver two linked modes

Make a labeled visual of the actual counts for a student audience and a 60-second spoken proposal with introduction, central idea, reasons and conclusion. Make the visual carry exact comparisons while speech explains limits and the trial request; both modes must be essential. Present while displaying it. Record how you adapted vocabulary, tone and visual choices for families too.

3. Monitor, evaluate and revise

While a partner presents, follow their speech and visual simultaneously. Record a match or conflict, a verbal/nonverbal cue, and an evaluation of the introduction, ideas, organization and conclusion. Exchange feedback and revise an actual choice. Record the feedback and your completed revision.

4. Recite and reflect

Recite the complete supplied speech from memory; your partner checks exact wording, expression, intonation and posture. Retry any missed wording. Record the accuracy check and one delivery choice. Reflect on your own contribution with a specific example and a next step for collaboration.

PART 1 • READ AND MARK

Work in groups of 3-4 over three 50-minute lessons: 1) analyze sources and discuss; 2) create, present and revise; 3) rehearse, recite and reflect. Use paper and markers or school-approved slides. Annotate claims, motives and missing evidence. Use brief notes; continue answers or logs on attached paper if needed. Actual performances are required. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Check Source A's numerical claim. What changed, and what does the chart fail to establish about the cause?	Support rose from 12 to 21 of the same 30 students: +9, or 75%, not doubled. After support is 70%. Posts and tasting occurred together; the data do not isolate a cause or represent the whole school.
2	Compare the publications' viewpoints and motives. Quote language illustrating ad hominem, strawman and red herring, name who uses each, and explain its effect.	A has a commercial motive and promotes celebration and sales; B seeks an informed trial. "Critics just hate change" attacks people (ad hominem); "every new food banned" distorts B's information request (strawman); the sports trophy diverts from prices (red herring). These moves can pressure or distract audiences without evidence.
3	Analyze the chart as a visual message alongside the post. How do its categories and scale help or undermine the words? Propose one more accurate headline.	The displayed counts and common zero-based scale allow a before/after comparison that contradicts "doubled." The same-30 scope limits generalization. Example headline: "21 of 30 now support a menu trial; causes remain uncertain." Accept other precise headlines.
4	Suggest a plausible link between repeated media coverage and public opinion, and name evidence needed to evaluate it without asserting causation from this case.	Repeated favorable coverage could increase familiarity or support. Compare exposure and repeated representative surveys, account for the tasting and other changes, and examine alternative explanations. An association or before/after shift alone cannot prove media caused it.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Discussion and evidence: A strong group sets norms, a goal and roles, gives all members substantive turns, challenges “doubled” with 12 and 21, distinguishes B’s request from the strawman, and summarizes both agreement and unresolved concerns. Accept different supported trial decisions.

Multimodal product and presentation: One valid product displays the four labeled counts on a common zero-based scale and speaks a bounded request for a trial, price information and allergy information. The chart conveys exact comparisons while speech explains limitations and action, so neither mode merely decorates or repeats the other. Family-facing language should explain the simulation and avoid school-only shorthand.

Evaluation, revision and recitation: Assess the actual simultaneous viewing/listening notes, specific presentation feedback and visible revision; do not accept invented audience reactions. A useful revision might replace “doubled” with an accurate comparison or improve a label. Check the supplied speech word for word and listen for meaningful emphasis, intonation and mood. Reflection should cite a real contribution and an actionable improvement.

TEACHER ASSESSMENT NOTES

This is a complete fictional teaching case. Verify the actual discussion, product, oral presentation, peer evaluation, revision and memorized recitation in addition to the written answers. Score evidence, respectful inclusion, accurate media analysis and effective communication, not agreement with one opinion. The chart totals 30 per survey; support changes from 40% to 70%, a 30-percentage-point increase and 75% relative increase. Do not conflate these measures or infer causation. Teacher observations can document performance using class-approved initials. Allow accessible presentation or recitation accommodations while preserving the communication goal. No paid software or outside media is needed.