

Talk It Out

Compare media, negotiate a position and present it.

GRADE 11 • 11.C

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

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Keep the two teacher-supplied media sources open; cite details and label assumptions.

2 Listen, paraphrase another view fairly and respond with a reason.

3 Everyone practices all four moves, whatever their role.

4 Use supplied blank paper for source notes, a visual and feedback.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card. Read/view the two sources your teacher paired with it; record author, audience and purpose for each.
2. Take different Role cards. With three players, all three jointly do the unused role and check its job after each turn. Prepare two printed card sheets per team.
3. Give each player one of each Move label; set extras aside. Take turns using your four moves with source details; additional discussion is welcome.
4. On blank paper, record agreement, disagreement and a compromise. Create a visual and a 60-second pitch with an opening claim, a detail from each source, a counterargument and conclusion; everyone speaks.
5. Present to another group using a deliberate rhetorical choice, such as repetition or an appeal to evidence. Explain its intended effect; listeners give feedback on evidence and audience fit. Record one revision and reflect.

AFTER THE ROUND Check what you did

- ☐ I checked a claim and its limits using the actual sources.
 - ☐ I responded fairly to another view and helped form a compromise.
 - ☐ I explained an audience effect and spoke during our visual-supported pitch.
 - ☐ I can name my contribution, one weakness and a revision prompted by feedback.
-


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Table Use the two supplied sources to recommend whether to try one phone-free lunch table. Compare how each source tries to influence students. Address an objection in your pitch to the principal; qualify any gaps in evidence.	Event Media Plan Compare the supplied verbal and visual messages for one school event. Which choices of words, images and formats fit their audiences? Recommend two formats for future publicity and explain the limits of your evidence.	Study Tool Rules Compare two supplied messages about a study tool, including one visual message. Evaluate authorship, claims and persuasive techniques. Recommend a classroom-use rule, address a competing view and identify what still needs checking.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Check each claim against a source and ask what the source leaves unknown.	Audience Mapper Track how words, visuals and tone may affect the intended audience.	Bridge Builder Summarize disagreement fairly and help negotiate a reasoned compromise.	Equity Echo Invite every voice and check that the pitch includes everyone's contribution.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SOURCE CHECK “This source supports ____, but cannot establish ____.”	SOURCE CHECK “The author and purpose matter here because ____.”	AUDIENCE LENS “The words or visual detail ____ may affect this audience by ____.”	AUDIENCE LENS “For our audience, ____ fits better because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
COUNTERPOINT “I hear your point that _____. Another source detail suggests _____.”	COUNTERPOINT “A reasonable objection is ____; our evidence responds by _____.”	CONSENSUS MOVE “We agree on ____ but differ on ____; a compromise is _____.”	CONSENSUS MOVE “Our final position should change from ____ to ____ because _____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Before class, pair two accessible media messages with each offered topic, including at least one visual and one substantial verbal source; provide copies and blank paper. These sources are required, not invented by students. Print two card sheets per team: 16 Move cards give four labels to each of four players; three players use 12. The model exchange is hypothetical, not evidence for a real event. Require one cited detail per source in the pitch, an introduction and conclusion, a deliberate rhetorical choice and an explanation of its likely effect. Treat this as focused practice within the broad 11.C standard. Assess reflection orally if needed; do not grade agreement with an opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Example only: suppose our supplied poll reports a preference for videos. This supports a preference among respondents, but cannot establish which format brings more attendees.
Jordan	If the poster gives date and place prominently, those choices help readers find practical details quickly.
Elena	I hear your preference for video. Another consideration is that posters may reach students who miss online messages; we need evidence about reach.
Maya	We agree to recommend both formats, but differ on spending. A compromise is a short video plus a small poster run, then tracking responses.
Jordan	Our audience asked how we would track responses. We revised the pitch to include a sign-up question about where people heard of the event.

LISTEN FOR

- Source-specific comparison of authorship, content, purpose and limits
- Reasoned analysis of word/visual choices and audience impact
- Fair counterarguments, active listening and negotiated agreement
- An actual shared pitch, usable visual and documented feedback revision

There are no right answers to the topic cards. Score the moves students make, not their opinions.