LESSON MAKER PRO

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 both supplied sources open. Cite details; 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 its two supplied sources; note each author, audience and purpose.
2. Take different Role cards. With three players, jointly cover the fourth role after each turn. Print two card sheets per team.
3. Give each player one card per Move label; set extras aside. Take turns using all four moves with source details; continue discussion as needed.
4. Record agreements and any real disagreement. Negotiate a compromise if needed; otherwise explain your supported agreement. Create a visual and a 60-second pitch: opening claim, one detail per source, counterargument and conclusion. Everyone speaks.
5. Present to another group. Use a rhetorical choice, such as repetition or an appeal to evidence; explain its effect. Listeners assess evidence and audience fit. Record a 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 justify our agreement or negotiate a needed 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.

Cut along the dashed lines

TOPIC CARDS · pick one per round

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.

TOPIC

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.

TOPIC

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

Source Scout

Check each claim against a source and ask what the source leaves unknown.

ROLE

Audience Mapper

Track how words, visuals and tone may affect the intended audience.

ROLE

Bridge Builder

Summarize views fairly; justify shared agreement or negotiate a needed compromise.

ROLE

Equity Echo

Invite every voice and check that the pitch includes everyone's contribution.

MOVE CARDS · deal 4 to each player

MOVE CARD

SOURCE CHECK

"This source supports ____, but cannot establish ____."

MOVE CARD

SOURCE CHECK

"The author and purpose matter here because ____."

MOVE CARD

AUDIENCE LENS

"The words or visual detail ____ may affect this audience by ____."

MOVE CARD

AUDIENCE LENS

"For our audience, ____ fits better because ____."

MOVE CARD

COUNTERPOINT

"I hear your point that ____. Another source detail suggests ____."

MOVE CARD

COUNTERPOINT

"A reasonable objection is ____; our evidence responds by ____."

MOVE CARD

CONSENSUS MOVE

"We agree on ____ because ____. If we differ on ____, a possible compromise is ____."

MOVE CARD

CONSENSUS MOVE

"We will keep or change our position on ____ because the evidence and discussion show ____."

Cards last longer on thick paper.

Talk It Out

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. Accept supported full agreement and a justified unchanged position; do not require students to invent disagreement or compromise. Feedback may improve clarity or evidence presentation while the position stays the same.

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.