Show the Reasoning

Choose what an audience sees as evidence unfolds

11-12.SL.5 "Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each planned media move, and underline the words that explain what it helps the audience understand or what it cannot show.

Three Astronauts, Two Spacecraft

1. My presentation asks why the Apollo 11 Moon landing required three astronauts when only two walked on the surface. I begin with a slide showing two labeled spacecraft, Columbia and Eagle, and three names: Michael Collins, Neil Armstrong, and Buzz Aldrin. As I speak, I highlight Eagle separating from Columbia. Armstrong and Aldrin traveled down in Eagle on July 20, 1969, while Collins remained in Columbia in lunar orbit. A moving highlight makes the split easier to follow than a list of names alone. I keep the slide free of extra photographs so the audience can track each person's location.

2. Next, I play a ten-second excerpt from NASA's televised footage of Armstrong stepping down Eagle's ladder. Before it plays, I tell the audience that the clip shows a moment after landing, not the landing itself. I pause on the ladder and say that Armstrong and Aldrin's surface work depended on Collins keeping Columbia in orbit for their return. The video gives the audience a direct record of a person on the Moon, but it cannot show what Collins was doing at the same time. To make that missing part visible, I return to the spacecraft slide and brighten Columbia.

3. For my last point, I place one short line from NASA's mission transcript beside the spacecraft labels: 'The Eagle has landed.' The spoken report confirms that the lunar module reached the surface; it does not, by itself, explain the route home. I then reveal a single arrow from Eagle back to Columbia to show the planned reunion in lunar orbit. I explain that the two moonwalkers later rejoined Collins in Columbia for the trip to Earth. I end with the three labels still on screen, so viewers can connect the landing evidence to the teamwork my claim describes.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker highlight Eagle separating from Columbia instead of displaying only a list of names?

2. Why does the speaker identify when the video was recorded before playing it?

3. What gap in the video does brightening Columbia on the slide address?

4. How do the transcript excerpt and the arrow support different parts of the speaker's explanation?

3 YOUR TURN

Your own words

Plan four sentences for a presentation about this fictional lost-and-found check: by Friday, 15 of 20 labeled umbrellas and 4 of 20 unlabeled umbrellas had been claimed. Choose two distinct on-screen elements, explain which result each would display and how each would clarify your claim, and identify one conclusion the results cannot prove.

ANSWER KEY

Show the Reasoning

PART 1 · READ AND MARK

Circle each planned media move, and underline the words that explain what it helps the audience understand or what it cannot show. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the speaker highlight Eagle separating from Columbia instead of displaying only a list of names?	**The highlight helps viewers follow the spacecraft's separation and see that Armstrong and Aldrin descended in Eagle while Collins stayed in Columbia.**
2	Why does the speaker identify when the video was recorded before playing it?	**The footage shows Armstrong descending the ladder after the landing. Identifying the moment keeps viewers from mistaking it for footage of the landing itself.**
3	What gap in the video does brightening Columbia on the slide address?	**The video does not show Collins. Brightening Columbia directs attention to his role in lunar orbit while Armstrong and Aldrin were on the surface.**
4	How do the transcript excerpt and the arrow support different parts of the speaker's explanation?	**The excerpt provides evidence that Eagle landed. The arrow shows the planned return from Eagle to Columbia, which the excerpt alone cannot explain.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would project a bar chart showing 15 of 20 labeled umbrellas claimed beside 4 of 20 unlabeled umbrellas claimed, so viewers can compare the groups. I would then reveal an on-screen caption reading '11 more labeled umbrellas were claimed,' which focuses attention on the difference. Together, these displays support my claim that labeling may help owners recover umbrellas. The check cannot prove that labels caused the difference, since other factors may have affected which umbrellas were claimed.

Accept other accurate explanations of how each media choice serves the speaker's claim or prevents a misleading interpretation. For Part 3, look for two distinct displays tied to the given results and a limit that avoids claiming the results prove causation.