Show the Evidence

How visuals and video support a spoken finding

9-10.SL.5 "Integrate 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 Number three presentation moves in order: Imani's first use of the square display, the video clip, and her return to the square display. Underline a phrase that explains what each move helps the audience understand.

A Count, a Clip, and a Claim

1. During a student council presentation, Imani argues that a share table can keep some unopened food from being thrown away. Her evidence comes from one lunch period on Tuesday. She counted 18 sealed milk cartons placed on the table and 11 taken before lunch ended. She says, "Seven cartons were still there at the end. These numbers show what happened during one lunch, not what happens every day." She could read the numbers aloud and move on. Instead, she uses two different media elements so listeners can see the size of the difference and understand how the table works.

2. On her first slide, Imani displays 18 small squares in two contrasting patterns. Eleven squares have diagonal stripes and the label "Taken: 11"; seven are blank and labeled "Left: 7." A heading reads "Tuesday, one lunch period," and a note says "Sealed milk cartons only." As she points to the striped group, she says, "Most of the cartons placed here were taken, but seven remained." The squares make her comparison visible without asking the audience to remember two spoken numbers. The heading and note prevent viewers from mistaking this one count for a claim about all cafeteria food.

3. Next, Imani plays a ten-second clip filmed on Thursday. It shows a student placing an unopened carton on the share table and another student picking it up. A caption reads "Demonstration filmed Thursday, not part of Tuesday's count." Imani pauses the clip after the second student leaves and explains that it shows the steps, not the reason people took cartons on Tuesday. She then returns to the square display as she states her finding: some cartons were taken, and some remained. By returning to the counted evidence, she keeps the clip from replacing her actual data.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the square display help Imani explain her finding more clearly than spoken numbers alone?

2. How do the slide's heading and note keep Imani's visual evidence from suggesting too broad a claim?

3. Why does Imani pair the video with its caption and her spoken explanation?

4. Why does Imani return to the square display after playing the clip?

3 YOUR TURN

Your own words

At another school, a student counted 12 unopened apples placed on a share table during one lunch, and nine were taken before lunch ended. In the box, create a labeled visual display of this count, then write two spoken presentation sentences that point to your display, state a finding, and explain one limit of the count.

ANSWER KEY

Show the Evidence

HIGH SCHOOL · 9-10.SL.5

PART 1 · READ AND MARK

Number three presentation moves in order: Imani's first use of the square display, the video clip, and her return to the square display. Underline a phrase that explains what each move helps the audience understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the square display help Imani explain her finding more clearly than spoken numbers alone?	**Its patterned squares show 11 cartons taken and seven left, making the comparison visible without requiring listeners to remember both numbers.**
2	How do the slide's heading and note keep Imani's visual evidence from suggesting too broad a claim?	**They identify the count as sealed milk cartons from one Tuesday lunch period, not all cafeteria food or every day.**
3	Why does Imani pair the video with its caption and her spoken explanation?	**The video shows how the share table works. The caption and explanation make clear that it was filmed Thursday, was not part of Tuesday's count, and does not explain why cartons were taken Tuesday.**
4	Why does Imani return to the square display after playing the clip?	**She returns the audience's attention to the counted evidence for her finding, rather than letting the demonstration stand in for data.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Visual title: "Unopened apples, one lunch." Two labeled bars show "Taken: 9" with nine filled units and "Left: 3" with three filled units. Spoken: "The longer bar shows that nine of the twelve apples placed on the table were taken. Because we counted only one lunch, this display cannot show what happens on other days."

Accept other clear visuals that represent nine taken and three left out of twelve apples. The open response should include two spoken sentences that direct attention to the student's visual, state a supported finding, and limit the claim to one lunch.