**Unit 8B  
Biography & Literature**

**The Declaration of Independence**

**LESSON 1**

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# Teacher Edition: Conversation & Collaboration

## Lesson 1: Produce Language

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

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Description automatically generatedThis lesson includes opportunities for collaboration. Let students know if they will be working with a partner and/or using technology. Paired students should each fill out all sections of the lesson as they work with their partner.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

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Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

In this lesson, students review engaging and effective presentations, as well as active listening. They will reflect on presentations they have made in the past. If possible, they should have access to their feedback from their presentation from Unit 8A: *Going Solo*, Lesson 13. Students will present their summary of *Introduction to Franklin* in this lesson.

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 1: Produce Language

**In this lesson, you will...**

* learn how to be an effective presenter and engage your audience.
* reflect on your last presentation.
* make a brief oral presentation of your summary from *Introduction to Franklin*.
* actively listen to a presentation and provide constructive feedback.

### Materials:

Bilingual dictionary

Your revised summary of the text from Lesson 19

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| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |

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Description automatically generated Warm-Up: **Reflect on your last presentation**



1. Today, you will make a presentation of your summary of the sample text, *Introduction to* *Franklin*. Think about the last time you gave a presentation when you shared your paragraph about suspense. If possible, refer back to the feedback you received. What will you be focusing on to improve your presentation? Use the sentence frames and writing box to plan your speaking.

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| **Emerging** | I will focus on \_\_\_\_\_\_\_\_\_\_. |
| Expanding | I will focus on \_\_\_\_\_\_\_\_\_\_ to engage my audience and \_\_\_\_\_\_\_\_\_\_ to improve my presentation. |
| Bridging | Engaging the audience is important, so I will be focusing on \_\_\_\_\_\_\_\_\_\_. I will also focus on \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ to improve the quality of my presentation. |

1. Talk about it. Use the sentence frames and your notes in the writing box to share your answer with someone.
2. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

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Description automatically generated Activity 1: **Discuss what makes an engaging and effective presentation**

During a presentation, a presenter wants to share information with the audience. The presenter wants the audience to understand the information and enjoy the presentation. In this activity, you will identify actions that will make your presentation effective and engaging.

1. Read the statements in the first column of the chart. Work with your partner to understand each statement. Act out the statement if that helps you, or restate it in your own words.
2. Decide if each statement in the first column describes an effective and engaging presentation. Write “yes” or “no” in the second column of the chart. Explain your reasoning in the third column.

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**Vocabulary:** Definitions

**brief**: lasting a short period of time

**concise**: including only necessary information

**content**: information in a presentation

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| --- | --- | --- |
| Statements | Does this describe an effective and engaging presentation? | Why or why not? |
| 1. The presenter includes the content required for the presentation of a summary. | Yes | We can see the presenter, and we feel like they want to talk to us. |
| 1. The presenter reads the summary in a clear, loud voice. |  |  |
| 1. The presenter listens to the feedback from the audience on how to improve their next oral presentation. |  |  |
| 1. The presenter stands up straight and looks at the audience often during the presentation. |  |  |
| 1. The presenter turns his/her back to the audience. |  |  |
| 1. All important details are included. Less important details are not included. |  |  |
| 1. The presenter shows appreciation to the listener (says, “thank you,” bows). |  |  |
| 1. Details are presented in the order of the most important to the least important. |  |  |
| 1. The presenter answers questions from the audience accurately and politely. |  |  |
| 1. The summary is brief and concise. |  |  |
| 1. The presenter uses facts and not opinions. |  |  |

1. Talk about it. Put a star next to the three actions you think are most important for an effective and engaging presentation. Talk about the actions you marked with someone.

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Description automatically generated Activity 2: **Identify characteristics of an active listener**



A great presentation needs an audience of good, or active, listeners. When listeners are also providing feedback to the presenter, active listening is very important.

1. Review the different actions listeners do during presentations. Place a check next to the ideas that are characteristics of good, active listeners.

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| The listener writes thoughtful and helpful constructive feedback. | The listener takes notes. | The listener gets up and goes to sharpen their pencil during the presentation. |
| After the presentation, the listener shows appreciation by clapping or thanking the presenter. | The listener sits up straight and listens respectfully. | After the presentation, the listener asks logical and thoughtful questions about the presentation. |
| The listener takes notes on actions and strategies that they could borrow for a presentation. | The listener thinks about what questions to ask the presenter. | The listener writes down all the mistakes the presenter makes. |

1. Talk about it. Talk to someone about the actions and characteristics you marked above. Use the sentence frames to guide your speaking.

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| **Emerging** | Good listeners \_\_\_\_\_\_\_\_\_\_ during a presentation. |
| Expanding | Active listeners \_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Characteristics of active listeners include \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.  These actions are important because \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. |

1. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

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Description automatically generated Activity 3: Present your summary



In this activity, you will present your summary of *Introduction to Franklin* that you revised in Lesson 19.

1. Prepare to Present. Review the Presenter Checklist and Comments form with someone.
   1. Presenter: Use the list to remember what you should do during the presentation.
   2. Listener (audience): Complete the checklist and write comments as you listen to the presenter.

**PRESENTER CHECKLIST   
AND COMMENTS**

### Summary of *Introduction to Franklin*

Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Audience Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHECKLIST**

1. \_\_\_\_\_ The presenter stands up straight and looks at the audience often during the presentation.
2. \_\_\_\_\_ The presenter reads the summary in a clear, loud voice.
3. \_\_\_\_\_ The presenter includes the content required for a summary
4. \_\_\_\_\_ The summary is brief and concise.
5. \_\_\_\_\_ The presenter explains the topic well.
6. \_\_\_\_\_ All important details are included and less important details are excluded.
7. \_\_\_\_\_ Details are presented in the same order as the original text.
8. \_\_\_\_\_ The presenter uses facts, not opinions.
9. \_\_\_\_\_ The presenter acknowledges appreciation shown by the listeners (says “thank you,” nods head, bows).
10. \_\_\_\_\_ The presenter answers questions from the audience accurately and politely.
11. \_\_\_\_\_ The presenter responds positively to the feedback from the audience on how to improve their next oral presentation.

**COMMENTS**

**Positive feedback for presenter:**

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**Constructive feedback for presenter:**

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1. Present your summary to someone.
2. Talk about it. After you have completed your presentation, your listener will give you feedback on your presentation. Complete the form with information your listener tells you.
3. Then, be an active listener for someone as they make a presentation. Use the checklist and feedback form to provide information to the presenter when they finish.

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Description automatically generated Wrap-Up

At the beginning of the lesson, you talked with someone about what your goals were for today’s presentation, and what you were going to focus on to engage your audience. Were you able to meet your goals? Use the sentence frames and writing boxes to plan your speaking.

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| **Emerging** | My goal today was \_\_\_\_\_\_\_\_\_\_\_\_\_.  I did/did not meet my goal because \_\_\_\_\_\_\_\_\_\_\_\_. |
| Expanding | One of my goals today was to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I was/was not able to meet my goal because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Today, I focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to engage my audience. I was/was not successful because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Talk about it. Tell someone about the presentation you gave.