

Group Presentation Assignment

Working as a group is a necessary skill in the contemporary workplace. In this lesson, students will examine a current societal issue and government, business or NGO responses to that issue. They will then research an historical or literary response to that issue and compare the two responses. Students will present their findings to the class through multi-media presentations.

This process is aligned to English Language Arts Common Core Standards for 10th grade and utilizes the rich resource of *Dream of a Nation*. *Dream of a Nation* is a high Lexile level (1340), non-fiction text which aptly supports the Common Core emphasis on text range, quality and complexity. All *Dream of a Nation* chapters and articles are applicable for this Unit Plan. The standards addressed are the following:

Please see end of the lesson for Common Core Standards Alignment.

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| Learning Outcomes: * Students will gain understanding of a self-chosen topic related to a current social, political, environmental and economic issue found in *Dream of a Nation*.
* Students will make connections between this issue, historical or literary responses.
* Students will present their analysis to the class in groups.
	1. **Define the problem**

Students should be divided into groups or two to four. Each group should read a chapter of *Dream of a Nation* that they find most compelling—avoiding multiple groups reading the same chapter. There are many potential problems addressed in *Dream of a Nation*. Below is a list, which corresponds to the chapters of *Dream of a Nation.* This is a list of suggestions only and does not represent all potential problems presented in *Dream of a Nation*. 1. **A People Centered and Accountable Government:** How the government can: increase citizen’s trust, enable more opportunities for direct democracy, empower active citizenship, make elections fair, lessen campaign spending, reduce military spending, lessen corporate influence, reduce the partisan divide, promote transparency in government.
2. **Citizen Stewardship:** How Americans can: reduce carbon emissions, reduce individual and family ecological footprints, eliminate overconsumption, implement sustainable living, redefine the American Dream, organize local and global communities to implement meaningful change, empower youth.
3. **Creating a Stable and Equitable Economy:** How American can: address the wealth imbalance, increase employment, rectify the salary imbalance between CEOs and average workers, increase expenditures in locally owned businesses, create more equitable tax codes, switch from GDP to GPI, educate Americans to be employed in Green Industries, advance a New Economy.
4. **A News Media that Informs and Empowers:** How Americans can: enable more independently owned media, enable more diversity in media representation, change the content of media from sensationalism to constructive journalism, increase confidence in the media, increase local reporters covering national issues, increase public spending on public media, increase thoughtful conversation in media.
5. **Aiming for the Best in Education:** How America can: fund all students in US public schools equally, increase student achievement, eliminate the achievement gap, increase funding to rebuild public education infrastructure, eliminate drop outs, ensure quality teachers and classes for all students, incorporate environmental literacy into all academic curricula, make higher education more affordable.
6. **Re-Powering America:** How America can: lessens our reliance on coal, increase conservation efforts, encourage behavior modifications which result in energy conservation, reduce carbon emissions and domestic oil consumption, generate electricity without generating carbon, increase energy efficiency at home and school, cultivate alternatives to nuclear energy, promote cleaner transportation, reduce logging and clear-cutting.
7. **Improving Health and Avoiding Alarming Trends:** How Americans can: reduce childhood obesity, reduce risk of preventable diseases, reduce GDP spending on healthcare, eliminate for profit health care, increase American overall health system performance as is measured by the WHO, change the negative health impacts of Western lifestyles, make whole foods more affordable than processed foods, reduce subsidies to agribusiness, reduce toxins in our environment
8. **Ending Poverty and Building a Common Wealth:** How America can: expand tax credits, increase availability of childcare, implement a living wage—rather than a minimum wage, reform the welfare system, implement free job training, fund Pell Grants, increase affordable housing, end global extreme poverty, help people to build self-reliance globally, reduce foreign aid food grown in the US.
9. **Re-Imagining Business:** How America can: reduce importation of forced and child-labor manufactured products, reduce deforestation, increase sustainable farming, become contentious consumers, boycott companies who contribute to social and environmental issues, encourage innovation in business and technology, redefine the bottom line for business, reduce foreign oil and wood dependency, insist on ethically produced goods.
10. **Strengthening Communities:** How American can: reduce the number of incarcerated persons in the US, increase incomes for Native Americans, increase compensation for America’s farmers, extend civil rights to all persons residing in the United States, improve urban environments for environmental equality, increase food security, reduce food monopolies.
11. **Waging Peace:** How America can: reallocate military spending, reduce the US global military presence, reduce influence of weapons manufacturers and other military industries on national government, encourage nuclear non-proliferation and disarmament, see negotiation as a viable alternative to war and foster non-violent alternatives to resolve conflict.
12. **A Nation that Shines:** How American can: address irreversible tipping points immediately, encourage real wealth creation, embrace technological and social innovations, increase social entrepreneurship, encourage concern for global rather than national humanity.
	1. **What are the current responses to this problem?**

Groups should locate various responses to this issue in current government, NGO and business policies. Students should strive to represent accurately all the major responses to the problem as represented in business, government and non-governmental organizations. |
| 1. **Past Governmental, Literary and Societal Responses to Problem**

Students should research to find past examples of responses to problems. The following is a list of possible resources but it is by no means exhaustive.

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| 1. **A People Centered and Accountable Government:** | [America by Allen Ginsberg](http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=1548), [The Ballot or the Bullet by Malcolm X](http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html), [Eugene Debs’ Statement to the Court](http://www.americanrhetoric.com/speeches/eugenedebspleatocourt1918.htm),  |
| 2. **Citizen Stewardship:** | [Mom’s Little Friends by Ray Vukcevich](http://books.google.com/books?id=q3s2ZVRvLNAC&pg=PA59&lpg=PA59&dq=mom's+little+friends+meet+me+in+the+moon+room&source=bl&ots=gBYICD83vt&sig=K_58T9RlCWYCsuD_y1JTnvWeWqM&hl=en&sa=X&ei=eBqhUYWIGoKc9QSd04GYAg&ved=0CDsQ6AEwAg#v=onepage&q=mom's%20little%20friends%20meet%20me%20in%20the%20moon%20room&f=false), [The Destruction of Our Rain Forest Affects not Only the Brazilian People but in Fact All the people of the Planet by Chico Mendes](http://books.google.ca/books?id=LdFJiZErbBgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false),  |
| 3. **Creating a Stable and Equitable Economy:** | [FDR’s speech to the Nation](http://www.youtube.com/watch?v=CVEAuBDdE00), [Mother Jones’ Speech to Striking Coal Miners](http://www.historyisaweapon.com/defcon1/motherjonesstrikingcoalminers1912.html), Harlan County, USA,  |
| 4. **A News Media that Informs and Empowers:** | [Propaganda by Edward Bernays](http://www.historyisaweapon.com/defcon1/bernprop.html), [Beatty’s speech to Montag in Fahrenheit 451](http://www.brookwoodhighschool.net/Portals/0/teachers/mhuneycutt/Complete%20Text.pdf) |
| 5. **Aiming for the Best in Education:** | [The Lesson by Toni Cade Bambara](http://cai.ucdavis.edu/gender/thelesson.html), [Sir Ken Robinson on How to Escape Education’s Death Valley](http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html), Fully Awake: Black Mountain College, [FDR speech on Education, 1938](http://www.youtube.com/watch?v=IQ65Jm8zGMU) |
| 6. **Re-Powering America:** | [Jared Diamond on Why Societies Collapse](http://www.ted.com/talks/jared_diamond_on_why_societies_collapse.html), [Amory Lovins on A 40 Year Plan for Energy](http://www.ted.com/talks/amory_lovins_a_50_year_plan_for_energy.html) |
| 7. **Improving Health and Avoiding Alarming Trends:** | [Public Health in the Early 20th Century](http://www.publichealthreports.org/issueopen.cfm?articleID=2438), [Eric Schlosser on Why the Fries Taste Good](http://www.pbs.org/pov/foodinc/fastfoodnation_03.php#.UaIjJ-BQZzo) |
| **8. Ending Poverty and Building a Common Wealth:** | [Thank you, Ma’am by Langston Hughes](http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You%2C%20Ma%27am.pdf), [Martin Luther King, Jr.’s Final Speech](http://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm) |
| 9. **Re-Imagining Business:** | [Keep the Consumer Dissatisfied by Charles Kettering](http://www.wwnorton.com/college/history/archive/resources/documents/ch27_02.htm), [The Origins of Public Relations as heard on NPR](http://www.npr.org/templates/story/story.php?storyId=4612464), [Professor Renata Salecl on The Paradox of Choice](http://www.youtube.com/watch?v=1bqMY82xzWo) |
| **10. Strengthening Communities:** | [Barn Burning by William Faulkner](http://lssc.edu/faculty/holly_larson/Shared%20Documents/Barn%20Burning%20by%20William%20Faulkner.pdf), [Wendell Berry on Industrialization in Agriculture](http://www.orionmagazine.org/index.php/articles/article/160/),  |
| 11. **Waging Peace:** | [George Washington’s Farewell Address](http://avalon.law.yale.edu/18th_century/washing.asp), Atomic Café, [Hiroshima by John Berger](http://www.mccc.edu/pdf/esl135/hiroshima.pdf) |
| 12. **A Nation that Shines:** | [Jeremy Rifkin on Creating an Empathic Civilization](http://www.youtube.com/watch?v=l7AWnfFRc7g)  |

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| **3 Extract information from a source**Students read, watch or listen to the various literary and historical responses to the problem.  |
|  [**Step 5 - Synthesis:** Putting it all together](http://www.crlsresearchguide.org/Big_Six_Step_5.asp)**4 Organize information from multiple sources** Groups select information to include in their presentation. Suggested time limit for each presentation is five minutes per group member. Groups present their information to the class using on e of the following methods: 1. **Create** **a Prezi** online at: [www.prezi.com](http://www.prezi.com). This presentation should detail a solution to your research problem. Include some supporting documentation (charts, graphs, tables, etc.) as appropriate.
2. **Create a zine** (a self-published magazine) using the online zine creator at: <http://zeen.com/>  Your zine should educate readers about your topic using pictures and words. If your topic requires maps, charts, graphs or other visual data representations be sure to include those as well.
3. **Create a blog** at [www.wordpress.com](http://www.wordpress.com). Your blog should have at least four posts. In your blog address the problem and propose and explain a solution(s). Your blog should be aesthetically interesting and appropriate and include multimedia evidence to support your claims and solution(s).
4. **Create a PechaKucha** PechaKucha 20x20 is a simple presentation format where you show 20 images, each for 20 seconds, advancing automatically as you talk along to the images. For examples visit, [www.pechakucha.org](http://www.pechakucha.org). Your pechakucha should address your topic in an entertaining and informative fashion and provide the audience with a compelling argument for why your issue needs to be addressed and how to address and/ or solve it.
5. **Prepare a community service announcement** (CSA) to inform people in your community about the issue. Your campaign should include scripts or screenplays for your videos, sample print ads, scripts for radio spots, mock-up posters or billboards, etc. Have a target audience for your campaign, with appropriate research into why the campaign will work with this target audience.
6. **Write an article** identifying the issue and proposing a solution for submission to a magazine. Your article will be in the style of the selected magazine and meet standards required by that publication for a feature article. Include appropriate documentation and illustrations including necessary charts and graphs. A bibliography must be prepared. Although the article does not need to be accepted for publication, it must be submitted to the magazine to earn credit.
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| **5. Judge the product or performance**  Students should judge student presentation as well. Students can use our presentation rubric to assess their peers. Students should also judge themselves on their research and presentation. They can use the self-evaluation rubric to assess their own work and learning. Students can also write a reflection on their project in a free form paragraph or two.**6 Judge the information-solving process**In addition to judging the product students should also be graded on how well they gathered information, whether they adequately explained the problem and whether their solution is viable and takes into account all the details they uncovered in their research. Please send *Dream of a Nation* examples of your students’ finished presentations and suggestions for improvement of our Assignment. We appreciate your feedback and insights.  |
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Common Core Information Reading Standards:

[CCSS.ELA-Literacy.RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.5](http://www.corestandards.org/ELA-Literacy/RI/9-10/5/) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.8](http://www.corestandards.org/ELA-Literacy/RI/9-10/8/) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core Writing Standards:

[CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

* 1. [CCSS.ELA-Literacy.W.9-10.1a](http://www.corestandards.org/ELA-Literacy/W/9-10/1/a/) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	2. [CCSS.ELA-Literacy.W.9-10.1b](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
	3. [CCSS.ELA-Literacy.W.9-10.1c](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	4. [CCSS.ELA-Literacy.W.9-10.1d](http://www.corestandards.org/ELA-Literacy/W/9-10/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-Literacy.W.9-10.1e](http://www.corestandards.org/ELA-Literacy/W/9-10/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Speaking and Listening Standards:

[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.9-10.1d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Language Standards:

[CCSS.ELA-Literacy.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.