

Lesson 6: Presenting Solutions

- **7th Grade Texas History**

- **Duration:** 45 minutes

- **History TEKS:**

(17) Citizenship: The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(C) Express and defend a point of view on an issue of historical and contemporary interest in Texas.

(21) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(E) support a point of view on a social studies issue or event.

(22) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.

(D) create written, oral, and visual presentations of social studies information.

- **ELA TEKS**

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) Listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports the speaker's claims.

- **Learning Objective(s):**

- Students will use proper speaker skills to present research and solutions.
- Students will use listening skills to evaluate peers projects and offer constructive feedback.

- **Materials:**

- Student Presentations
 - Rubrics, Student Evaluations (enough for each student to have 1 for each group presentation)
 - Exit Ticket: The importance of Active Citizen Participation (1 for each student)
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Procedure:

1. Begin class with an overview of student expectations and explain presentation rubric once more.
2. Each group will present to the entire class their solution stations, informative and persuasive speeches.
3. The students will have approximately 10 minutes for their presentations.
4. Students can continue to practice and rehearse their presentations, building on the feedback given by their audiences. This will help them to be fully prepared for the Civics Fair.

Assessment

1. During presentations the rest of the class is using the provided rubric to evaluate each project.
2. After each group, the students, teacher, and community members if present, may ask questions.
3. Evaluation sheets should be turned into teacher and will be given to groups the next day as feedback and direction.
4. Once all groups have presented, have students complete the exit ticket as a reflection assignment.

Modifications:

1. Invite community members and school administrators into the class to hear the presentations.
2. Have technology available for any groups that may need it for their presentations.
3. The reports can be done as cross-curricular activities with English/Language Arts Classes to write expository texts.

Project Reflection

Name:

What have you learned about civic participation through this process?

Which part of the project are you most proud of?

Which part of the project caused you the most frustration?

Will you follow through with your project to make it a reality?

Will you continue to work with your community in the future and seek out more opportunities to make a difference because of what you learned during this process? Explain.