



## 9-12 | Lesson 21



# LESSON 21

## ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

## TASK

The task that students will fulfill through this lesson is...

- Presentation and defense of research.

### CONTENT FOCUS

By engaging in this lesson, students will demonstrate their knowledge/ understanding that...

- There are multiple opportunities and challenges that exist for an educational ecosystem experiencing an increase in multilingual learner populations.

### SKILL FOCUS

By engaging in this lesson, students will demonstrate their ability to...

- Synthesize various sources of information into a clear, cohesive text.

### STANDARD ALIGNMENT

- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. (11-12.RN.4.2)
- Write arguments in a variety of forms that establish and maintain a consistent style and tone appropriate to purpose and audience. (11-12.W.3.1)

## LAUNCH (5 MINUTES)

**Teacher Note:** Prepare to collect all of students' final drafts and to submit them to the local news correspondence.

Some examples:

- Chalkbeat Indianapolis
- Indianapolis Recorder
- Circle City Broadcasting

*Today is the day! You all have worked so hard on these writings and now you are going to be able to share them with the class! As you present, your peers will listen to your piece and then submit feedback to you. After your presentation, there will also be a three minute period for questions from the group. If you are an audience member, your job is to listen, analyze what your peer is sharing, and provide feedback based on the audience rubric you have in*

front of you. Those rubrics will be turned in to each speaker. I know that you are going to hear such a diverse range of perspectives and thoughtful reflections throughout today's presentations...so let's begin!

## **MODEL OR SHARED WRITING (10 MINUTES)**

---

**Pass out audience rubrics and presentation rubrics.**

*Please look at the audience rubrics. The categories are:*

*1-The presenter did not provide any arguments, evidence or examples, and did not engage the audience with their delivery and style. The presenter showed no understanding of the issue and demonstrated no critical thinking skills.*

*2-The presenter provided weak arguments, with little or no evidence and examples, and did not engage the audience with their delivery and style. The presenter showed a superficial understanding of the issue and demonstrated limited critical thinking skills.*

*3-The presenter provided solid arguments, supported by some evidence and examples, and engaged the audience with their delivery and style. The presenter showed some understanding of the issue and demonstrated some critical thinking skills.*

*4-The presenter provided clear and compelling arguments, supported by evidence and examples, and engaged the audience with their delivery and style. The presenter showed a deep understanding of the issue and demonstrated critical thinking skills.*

*If you have any questions, you might ask them at the end. Some questions to consider are on the back of your rubric.*

**Potential questions are:**

- 1. What inspired you to write about this topic?*
- 2. What do you hope readers will take away from your Op-Ed?*
- 3. Can you elaborate on any evidence or examples you used to support your arguments?*
- 4. What challenges did you face when writing your Op-Ed, and how did you overcome them?*
- 5. How did you choose your tone and style when writing your Op-Ed, and why?*
- 6. What did you learn about yourself or the topic while writing this Op-Ed?*
- 7. How do you plan to continue advocating for or exploring this issue in the future?*

## CREATE (20-25 MINUTES)

---

**Teacher's Note:** Ask each student to present their Op-Ed piece. They should begin by stating the topic of their work and what interested them about their particular avenue of investigation. Depending on the size of your class, you might choose to have them present in smaller groups. Or, you might ask students to highlight and share one portion of their piece of which they are most proud.

## DISCOURSE (5-10 MINUTES)

---

**Teacher's Note:** At the end of class, summarize the key points and themes discussed. Encourage students to continue sharing their opinions and ideas on the subjects that are important to them. Share with them that you are excited to see whose work will be accepted for publication and thank them for their participation.

**Potential reflection questions to close out this unit could be:**

1. *What did you learn from hearing your classmates' Op-Ed pieces?*
2. *Were there any common themes among the Op-Ed pieces? What were they?*
3. *What were some differences among the Op-Ed pieces?*
4. *Did any of the Op-Ed pieces change your perspective on the issue? If so, how?*
5. *What are some suggestions you have for improving the Op-Ed pieces presented today?*
6. *How can you use what you learned from this experience to write more effective Op-Ed pieces in the future?*