



Preserving the Ways: Culture, Tradition & Language
Lesson Plan #1
Grade Level 6th – 8th

LESSON PLAN DEVELOPED BY: Alberta Oldman – Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON: (See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure:
CCSS.ELA-LITERACY.W.8-3 - Text Types and Purposes
CCSS.ELA-LITERACY.W.8-3.A - Text Types and Purposes
CCSS.ELA-LITERACY.W.8-3.B - Text Types and Purposes
CCSS.ELA-LITERACY.W.8-3.C - Text Types and Purposes
CCSS.ELA-LITERACY.W.8-3.D - Text Types and Purposes
CCSS.ELA-LITERACY.W.8-3.E - Text Types and Purposes
CCSS.ELA-LITERACY.SL.8-1 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-1.A - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-1.B - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-1.C - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-1.D - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-2 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-3 - Comprehension and Collaboration
CCSS.ELA-LITERACY.SL.8-4 - Presentation of Knowledge and Ideas
CCSS.ELA-LITERACY.SL.8-5 - Presentation of Knowledge and Ideas

WYOMING STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8 (see Standard Definitions at end of Lesson)

WY Standards 2: SS8.2.1, SS8.2.2, SS8.2.3, SS8.2.4, SS8.2.4.a

WY Standards 4: SS8.4.4

Language Arts: (2012) – Grade 8

Writing

Speaking & Listening

Presentation of Knowledge & Ideas

DURATION: 3 Days (40 minute class periods)

MATERIALS REQUIRED:

“I AM” poem handout (includes example)

Preserving the Ways Video Worksheet

Dreamcatcher project –

Go to the websites below to determine what size and how detailed you would like for the dreamcatchers to be for this project.

Suggestion: make a small dreamcatcher for beginners.

Major funding was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust



The website provides materials needed, detailed step-by-step instructions and tutorials on how to make dream catchers.

How to Make Dream Catchers

[DIY Dreamcatcher | How To Make A Dream Catcher Tutorial](#)

Note: When students are independently working on dreamcatchers, teacher may want to play Native American Indian music from the following website (it consists of a variety of the different types of Native American Indian music)

<http://www.powwows.com/2012/08/03/pow-wow-radio-247-native-american-pow-wow-music/>

Invite a local drum group from the Wind River Reservation to sing and participate in the round dance social gathering (Contact any school on the Reservation and ask to speak with a culture teacher or consultant).

OR

If not possible go to YouTube and type in “Native American Round Dance” (a variety of songs and videos are available to share with students but teacher may need to select one prior to day 3 lesson). One link is provided but there are many videos to choose from. This site was specifically chosen because it shows how the youth are learning their ways and demonstrates what a round dance looks like.

<https://www.youtube.com/watch?v=Yuu5z56gCWY>

Note: When students are independently working on dreamcatchers, teacher may want to play Native American Indian music. Teacher may Google Native American Pow-wow music or play music from:

“Fancy Feather Dancing” - PBS Video

Or

“Wacipi: Celebrating Native American Dance and Song” - PBS Video

OR

Invite a local drum group from the Wind River Reservation to sing and participate in the round dance social gathering (Contact any school on the Reservation and ask to speak with a culture teacher or consultant).

OR

If not possible, type in “Native American Round Dance” (a variety of songs and videos are available to share with students, but the teacher may need to select one prior to day 3 lesson).

KEY VOCABULARY:

Preserve
Resistant
Tradition

Unique
Identity

Optimistic
Pride

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**DESCRIPTOR:**

In this lesson, students will watch the PBS video “Preserving the Ways: Culture, Tradition & Language.”

In the previous videos, students were introduced and learned about the establishment of the Wind River Reservation, why Native American History should be taught, the Northern Arapaho Tribe, the Eastern Shoshone Tribe, and tribal government. This next video focuses on the importance of education amongst the two tribes yet realizing the need to stay connected to their culture and traditions. After viewing the video, students will create an arts and craft project (dreamcatcher), write a “I am” poem, and participate in one of many social dances amongst all tribes across the Nation.

LEARNING OBJECTIVES:

Students will demonstrate an understanding about the importance of education and preservation of the language and culture among the Northern Arapaho and Eastern Shoshone Tribe from the past, present, and future through a hands-on project, poem, and participation that will be assessed using the adopted writing and listening/speaking rubrics.

LESSON INTRODUCTION:

Teacher: Say, *"We have been learning about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River Reservation here in Wyoming. We are now at the last video that will teach us about how these two tribes are emphasizing the importance of education but at the same time, how students are realizing their identity plays an important role as they are reaching for their dreams/goals."*

Teacher: Ask, *"What is the definition for 'identity'?"*

Definition: the fact of being who or what a person or thing is. Allow students to respond in whole group discussion. After students demonstrate an understanding of the definition for identity, using the think-pair-share method, have students pair up and share the characteristics that make up their own identity. Write definition on the whiteboard or use the technology in the classroom. Ask students if there are any volunteers who would like to share ‘identity’.

Teacher: Say, *Now that we have a better understanding of the word 'identity' and shared your personal identity with a partner, we are now going to watch the video titled 'Preserving the Ways- Culture and Tradition'. As I mentioned earlier, this video focuses on both education and preserving the ways, but to give you a little more background information, the education part provides us with the history of how education was viewed compared to the present and future of Native American students. It also shows how students are reconnecting with their culture and traditions.*

Teacher: Say, *Before I start the video, I would like to inform you ahead of time what assignments/activities we will be doing in this lesson. We will be completing a worksheet that accompanies the video, writing an 'I AM' poem, making an arts & craft project called a dreamcatcher. I will go into more detail as each one approaches.*

STEP BY STEP PROCEDURE:**Day 1:**

Introduction: Introduce the lesson using the dialogue above.

After the introduction, the teacher:

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1. Will hand out the worksheet for video “Preserving the Ways” (attached) and read aloud the directions and questions to the students.
2. Play the video “Preserving the Ways” for the first time (stress that the students listen to the content presented) and that they will be watching it again a second time to help them complete the worksheet.”
3. Allow time for students to answer any of the questions they know the answers to (independent work that will be used for ‘check for understanding’).
4. Play video, “Preserving the Ways: Culture, Tradition & Language” again. (this time have students fill in the worksheet as they hear the answers to the questions they did not complete in step 3.
5. Gather worksheets to check for understanding of content.
6. As a whole group, discuss the answers to the questions.
7. Hand out the “I AM” poem template and example written from a Northern Arapaho Tribal member. (The purpose of the example is to show how Native American Indian students have dreams and goals through education, yet they know they will face challenges/obstacles beyond the reservation boundaries.) Read aloud template and example.
8. Have students start assignment. If they do not finish, assign it as homework and have it completed for the next class period.
9. Closure: To check for understanding, as a whole group, very briefly ask students what was covered in today’s lesson.

Day 2:

Dreamcatcher Arts & Crafts Project

1. Start the lesson by summarizing what was covered in Day1. Have students get out their “I AM” poems and ask if there are any volunteers who would like to share with the class.
2. Next, tell students that the lesson for today will focus on making an arts & crafts project called a dreamcatcher. For teacher background information on dreamcatchers, visit the following website [The Indian Dreamcatcher Beliefs - The Classroom](#)

Tell students the dreamcatcher is circular in shape because in most Native American Cultures, a circle represents life, there is no beginning and no end.

Next, tell the students the purpose of the web, how it catches the bad dreams and allows the good dreams to pass through. At this point, the teacher can tell students that a possible good dream that may pass through the web for Native American Indian students is the dream of ‘being successful’.

3. Tell students that they will now be watching a tutorial on the internet that will show them how to make a dreamcatcher. (prior to class, have website ready to view and materials for project set up in classroom)

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4. Start project. Assist students as needed. Allow the remainder of the class period to work on dreamcatcher. Leave the project at school for the first part of day 3 lesson.

5. Closure: To check for understanding, ask students what they learned today about dreamcatchers.

Day 3: (if time allows and if you can obtain consultants from the Reservation)

Social Round Dance (Invite a Traditional club, Indian club, or Tribal Consultants from the Wind River Reservation for an all-school assembly. If this is possible, have guest(s) speak more in depth about some of the topics covered in day 1 & 2)

1. Briefly review day 1 & 2 lessons emphasizing on individual dreams/goals related to all levels of education, even Native American Indian students residing on the Wind River Reservation. Be sure to include how the Eastern Shoshone, Northern Arapaho and students from other tribes have to 'Walk in Two Worlds' as they strive for their endeavors.
2. Tell students that it is now the last activity for the entire unit about "Preserving Culture and Tradition" in Wyoming classrooms. Inform them it is called a social round dance.
3. Closure: To wrap-up the entire unit, tell students that they should now know more about why Native American History should be taught in the classroom but more specifically, how they learned about the Northern Arapaho and Eastern Shoshone Tribes that live on the Wind River

Reservation here in Wyoming. Tell them that all Native American Tribes across the Nation have the same dreams/goals as non-natives do for their children/students yet they are unique individuals because they continue to remain connected to their 'identity'-Who They Are.

EVALUATION:

All the lessons for this video are tied directly to the Social Studies Standards but the lessons may be evaluated by other content areas.

Video "Preserving the Ways" Worksheet- Use District adopted grading scale

I AM" poem- Use District adopted Language Arts grading scale or rubric

Dreamcatcher- Suggestion: Use art class rubric (project) or language arts rubric (following directions).

Social Round Dance- Physical Education standards rubric

****Display student work throughout the school and in the classroom.**



Video “Preserving the Ways” Worksheet

Name _____ Date _____

Directions:

1. Read all questions before you view the video.
2. Watch the video for the first time.
3. Answer the questions below that you can.
4. Watch the video a second time. Complete the worksheet using fill in the blanks or answer each question using complete sentences (restate).
5. In whole group, discuss the answers to each question to gain an understanding of what the purpose of the video was intended for.

Questions:

1. Over the last _____ years, Native Americans have overcome many obstacles in their struggle to survive in a _____ world and _____ their ways.
2. Why are both tribes working hard to maintain traditions, much of their land, and resources?
3. Today, many media focuses on the crime, drugs, and gangs but according to Sam Dresser, how do the people on the reservation want to live?
4. In the past, why were families hesitant/resilient to share information with their children?
5. In the quest to preserve Native history, who were the invaluable links to past history and culture?
6. How was tribal history passed down to the next generation? _____
7. According to Darwin St. Clair, what were the ‘teachings’ to the youth focused on?
8. Today, what do the younger people on the Wind River Reservation desire?
9. What two topics are being regenerated among both tribes on the Wind River Reservation?

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10. According to Marian Scott, 'The Arapaho Language is a _____ and it's _____'.

11. According to Roberta Engavo, 'The Shoshone Language is like a _____. It will _____ you across to what you want to know in life'.

12. List 3 things that Native Students have in addition to what they share with non-native students.

13. What are both tribes trying to do with media?

14. "The educational opportunities have grown _____ from past generations."

15. When students/kids see someone who looks like them in certain positions (a teacher, a lawyer, a doctor, etc), what does it become for them? _____



Video “Preserving the Ways” Worksheet Answer Key

1. 150, CHANGING, PRESERVE
2. To preserve their identity for their children and grandchildren.
3. Simple, in peace, keep our culture going and our ceremonial ways.
4. They didn't want to get into trouble.
5. Families, parents, grandparents, aunts, uncles
6. Oral
7. 'Where you came from'
8. To reconnect with our past history
9. Language and culture
10. Gift from the Creator, sacred
11. Bridge, walk
12. Songs, dances, ceremonies
13. Integrate it as a resource
14. Immensely
15. Reality



“I AM” Poem

FIRST STANZA

I am (2 special characteristics you have)
I wonder (something of curiosity)
I hear (an imaginary sound) I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something that is true)
I say (something you believe in)
I dream (something you dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)



“I AM”

I am Humble and Honest
I wonder what the Fourth Stage of life has planned for me
I hear the teachings of my ancestors
I see our language and culture slipping away
I want to save our Arapaho way of life
I am Humble and Honest

I pretend we have control of our future
I feel lost in this new World we live in
I touch the hearts and minds of our youth
I worry one day it will all be forgotten
I cry when I see our people suffer
I am Humble and Honest

I understand the past is gone
I say “Let’s save our identity”
I dream that our traditions will be carried on for years to come
I try my best to pass on the wisdom of the Elders
I hope it makes a difference
I am Humble and Honest

Written by Alberta Oldman





How to Make a Dreamcatcher

Directions for making a Dreamcatcher taken from “How to Make a Dreamcatcher: East 4-Part Guide – wikihow.

Gathering Your Materials

1

Select a metal or wooden hoop. Pre-made metal or wooden hoops are easy and work great for dreamcatchers. The size of the hoop you buy really depends on how big you want your dreamcatcher to be. However, if this is your first time making a dreamcatcher, try a 5-to-8-inch (13 to 20 cm) hoop. These hoops are neither too big nor too small for beginners.

- These hoops can be found at your local crafts store in the yarn and crocheting aisle.
- Embroidery hoops are another good option for dreamcatchers

2

Use suede lace or ribbon to wrap the hoop. Choose leather or buckskin suede lace. Use a length of lace that is 18 times greater than the diameter of the hoop you are using and with a width no larger than the width of a shoelace, which is about 0.5 in (1.27 cm).

- For example, if you are using a 5 in (13 cm) hoop, use 2.5 yd (2.3 m) of lace.
- If you do not want to use suede lace, then you can also use ribbon.

3

Choose string for the web. Select a string that is both strong and flexible. Artificial sinew, hemp cord, waxed nylon string, or silk thread all work great. Cut the string so that its length is ten times the diameter of the hoop. Traditionally, natural-colored string is used, but you can use any color you want.

- For example, if you are using a 5 in (13 cm) hoop, then you will need 50 in (127 cm) of string.

4

Pick your decorative materials. How you decorate your dreamcatcher is completely up to you. You can use feathers, strips of fabric, beads, gemstones, and shells to decorate your dreamcatcher. Choose materials that have personal meaning for you

Wrapping the Hoop

1

Place a 0.5 in (1.3 cm) line of glue on the top of the hoop and wrap the suede lace around it. Holding the end of the suede lace against the hoop, wrap it around the line of glue. When you are wrapping the suede lace, make sure there are no spaces between the pieces of lace. Once you have wrapped the glued section, use a small binder clip to hold the lace in place and wait for the glue to dry. This will take about five minutes.

Wrap the suede lace tight enough so that you can't see the hoop underneath.

Use regular craft glue.

If you are using regular ribbon, tie a double or triple knot at the starting point instead of using glue to secure the ribbon.

2



Wrap the suede lace around the entire hoop tightly so there are no gaps. Place a thin line of glue on at least four evenly spaced spots on the hoop as you continue to wind the lace around. This will ensure that the lace stays in place.

Make sure to use the small binder clips to hold the lace in place where the glue is.

Tightly wrap the lace around the hoop so that each loop is touching but not overlapping one another.

If you are using ribbon, use the same strategy to secure the ribbon around the hoop.

3

Stop wrapping the lace once you arrive back at the starting point. Before you get to the end, place a final line of glue on the hoop right next to the first loop. Finish wrapping the lace and secure it with a small binder clip where you placed the last line of glue.

4

Let the glue finish drying for about 15 to 20 minutes. Set the rings aside and let the glue do its thing and dry for up to 20 minutes. After the time's up, take off the clips and cut off any extra pieces of lace or ribbon.

Weaving the Web

1

Tie the string securely to the top of the circle. Cut 2 yd (1.8 m) of string. Start by tying a knot at the top of the hoop. Tie a double or triple knot to ensure that the string is secure.

2

Loop the string around the hoop at 2 in (5 cm) intervals. Working clockwise, stretch the string to a spot about 2 in (5 cm) over on the hoop. Loop the string around the hoop and back over itself to create a hitch. Make sure to pull the string tight to secure it before moving on to the next loop.

Pulling too hard on the string may warp the shape of the dreamcatcher.

3

Continue looping the string around the hoop. Loop the string around the entire frame until you reach the top of the hoop where you started. As you do this, go slowly to make sure the loops are evenly spaced. Once you reach the top, loop the string around the hoop next to the starting knot.

There will be an odd number of loops.

4

Loop the string around the midpoint of the first line of thread to start the second layer. Using the same technique, loop the string around the center of the string in the first layer and then back over itself to create a hitch. Continue weaving the thread this way until you reach the top of the hoop.

5

Continue weaving layers until a small circle forms in the middle. As you weave the web, the circle in the middle will get smaller and smaller. Weave the string until only a small circle is left in the middle of the dreamcatcher. Make sure to pull the string tight to secure the web.

6



Secure the web with a knot. Once the circle is small—about the size of a penny or dime—tie a knot around the next string instead of hitching it. Tie a double or triple knot to make sure the string is secure and will not come undone. Then trim off any extra string with a pair of scissors.

7

Make a hanging loop. Cut a 5 in (13 cm) piece of suede lace. Tie the loose ends into a knot to make a circle. Secure the lace around the top of the hoop by pushing the knot through the loop. Then pull tight to create the hanging loop.

Decorating Your Dreamcatcher

1

Loop beads into the web. You will need to do this as you make the web. Place a bead on the string before you loop and hitch it to the next string. You can either space them out randomly or create a pattern by placing a bead on every other string.

2

Hang strips of fabric. Purchase different colors or patterns of fabric. Cut the fabric into strips and fold the strips in half to create a loop. Place the loop underneath the bottom rim of the dreamcatcher, then thread the ends of the fabric through the loop and pull tight to secure it.

You can also do this technique with suede lace, strips of leather, or any other type of string to create a dreamy hanging effect.

3

Thread beads onto the strips of fabric. Position the bead to where you want it on the string, then tie a small knot underneath the bead. The knot will hold the bead in place. You can string multiple beads on one strip of fabric in all kinds of fun and colorful patterns.

4

Hang feathers from the bottom of the dreamcatcher. Group four to five feathers together and use a small binder clip to hold them together. Then, tie and knot a string around the tops of the feathers to secure them. Finally, tie and knot the string along the bottom of the dreamcatcher.

You can also thread various beads onto the strings before you attach them to the dreamcatcher.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Text types and Purposes:

CCSS.ELA-LITERACY.W.8-3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8-3.A

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.8-3.B

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8-3.C

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-LITERACY.W.8-3.D

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8-3.E

- Provide a conclusion that follows from and reflects on the narrated experiences or events

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8-1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8-1.A



- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8-1.B

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8-1.C

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8-1.D

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8-2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8-3

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8-4

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8-5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WYOMING STANDARDS ADDRESSED IN LESSON:

Social Studies Standards (2018) Grade 8

Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies

SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.

SS8.2.2



Evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to cultural development, understanding, and continuity (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).

SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).

SS8.2.4.a

Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.

Content Standard 4 - Time, Continuity, and Change –

Students analyze events, people, problems, and ideas within their historical contexts.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)

Language Arts Standards (2012) Grade 8:

Reading Standards for Literature

Writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking & Listening

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Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.