

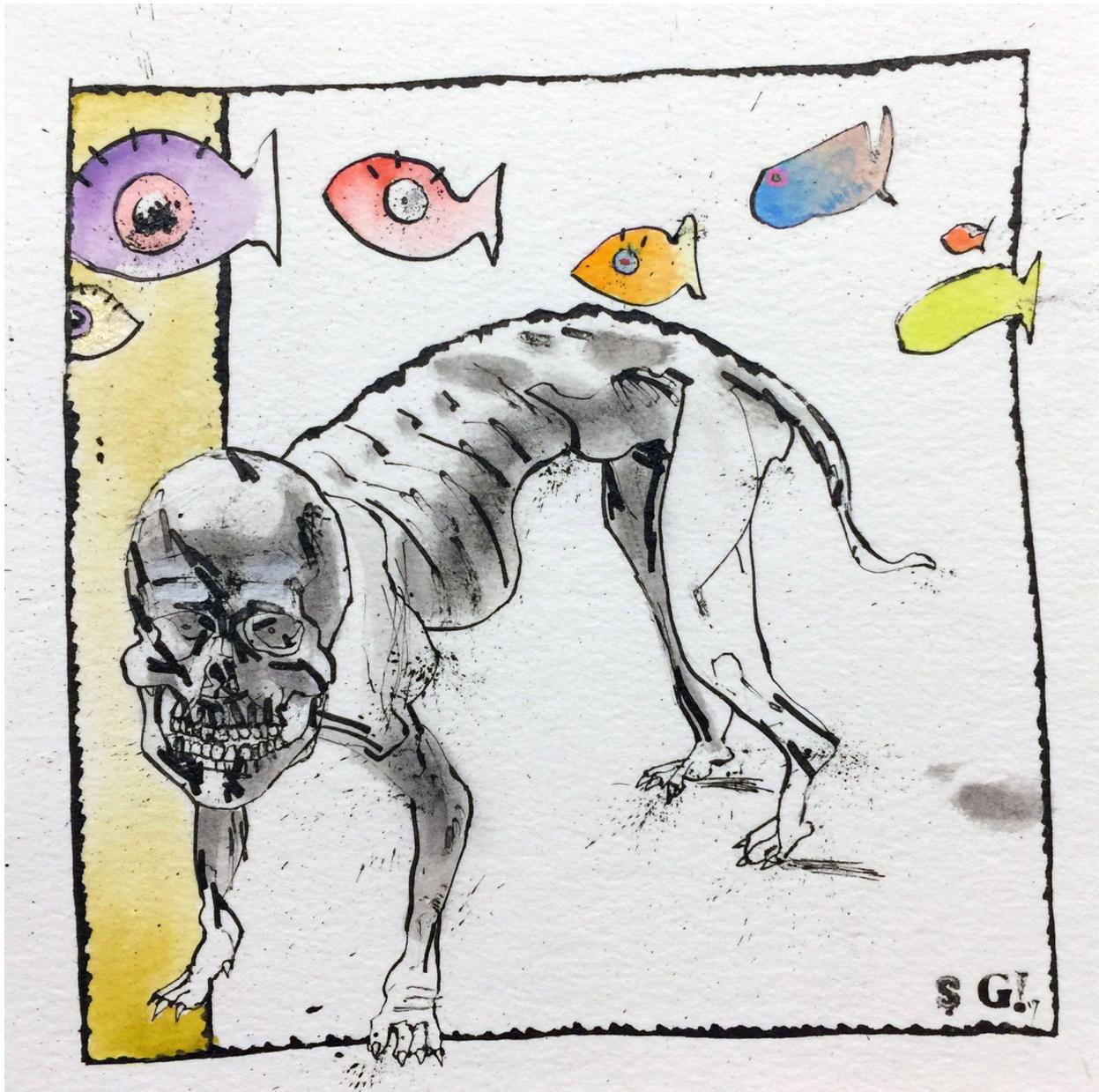
Stray Dogs

By Angelica Lai

Illustrated by Scott Gandell

Curriculum developed by Rosalind Helfand

Supplementary curriculum and copy editing by Léna Garcia



OVERVIEW

Quick-Glance 10 Points for Usage Guide

Student Population	
Age/Grade-Level Appropriateness	13+, 8th+
Genre/s	* Fiction
Length	* 1,106 words
Content Advisories	* This story takes place on Guam and discusses legends of the indigenous Chamorro.
One-Sentence Summary	Two teen girls, who grew-up on the island of Guam, reminisce about their childhoods and the traditional stories that shaped them, even as one girl prepares to leave the island for college while the other plans to stay behind.
Lesson Planning	
Topics & Key Themes Overview	<p>Topics:</p> <ul style="list-style-type: none"> * Life on Guam * Indigenous peoples living in an occupied territory * Folklore of the Chamorro * Symbolism of belonging and not belonging * Family ties <p>Themes:</p> <ul style="list-style-type: none"> * Coming of age * Leaving home for new opportunities versus choosing to stay home * Belonging—or not * How traditions, beliefs, and stories shape who we are
Historic Events/Time Period for Study	<ul style="list-style-type: none"> * History and legends of the indigenous peoples of Guam, the Chamorro * History of Guam and the American occupation * Impact of migration and development on Guam * The Vietnam War and refugees to Guam
Complementary Classic & Historic Texts	<ul style="list-style-type: none"> * Chamorro Folktales: “Sirena” (http://bit.ly/2ucbPKi); “Coconut Tree Legend” (http://bit.ly/2ugZwxc); “Taotaomo’na Spirits” (http://bit.ly/2u7ixlj) * Book: <i>And No Birds Sing: The Story of an Ecological Disaster in a Tropical Paradise</i> by Mark Jaffe * Article: “Proposed US military buildup on Guam angers locals who liken it to colonization” by Jon Letman (http://bit.ly/2uckv3q) * Website: Guamese government (http://guam.gov)
Author & Artist Information	<p>Angelica Lai is a writer who attended UCLA and who lives in Cambridge, England.</p> <p>Scott Gandell is an artist living in South Pasadena, California.</p>

<p>Key Common Core Standards (found in detail following the curriculum)</p>	<p>CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.3; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5 CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.8.3; CCSS.ELA-LITERACY.W.8.3.A; CCSS.ELA-LITERACY.W.8.3.B; CCSS.ELA-LITERACY.W.8.3.D; CCSS.ELA-LITERACY.W.8.4; CCSS.ELA-LITERACY.W.8.7;</p> <p>CCSS.ELA-LITERACY.SL.8.1; CCSS.ELA-LITERACY.SL.8.1.C; CCSS.ELA-LITERACY.SL.8.1.D; CCSS.ELA-LITERACY.SL.8.4; CCSS.ELA-LITERACY.SL.8.5; CCSS.ELA-LITERACY.SL.8.6</p> <p>CCSS.ELA-LITERACY.L.8.4; CCSS.ELA-LITERACY.L.8.4.A; CCSS.ELA-LITERACY.L.8.4.C; CCSS.ELA-LITERACY.L.8.4.D; CCSS.ELA-LITERACY.L.8.5.B</p>
---	--

Author Biography

Angelica Lai is a writer and editor born and raised on Guam. Having moved to Las Vegas, then Los Angeles, and now Cambridge, England, she is constantly exploring the idea of home and in-between spaces. Her work has appeared in the *Columbia Journal* and *Paper Darts*. Angelica received a BA in English, Creative Writing from UCLA and was the senior prose editor of *Westwind Literary Journal* from 2012-2013. When she's not writing, you can find her making food puns @punsonaplate (<https://www.instagram.com/punsonaplate/>) and combining her love of food and stories at wordsonaplate.com (<http://wordsonaplate.com/>).

Artist Biography

Scott Gandell is a professional illustrator, print-maker, entrepreneur, and the current Development chairperson & past president of The Society of Illustrators of Los Angeles, as well as an alumni of ArtCenter College of Design in Pasadena. His work has been featured in magazines, newspapers, and books. Scott is an active participant in the United States Air Force Art Program through the USAF APO. His work has also been exhibited in galleries across the U.S. and Canada and has been acquired by clients and collectors worldwide. He lives in South Pasadena, California.

SYNOPSIS

Two teen girls who grew up on Guam reflect on the stories, experiences, animals, and people who shaped their childhoods, even as one prepares to leave home for college and the other plans to stay. This story is filled with layers of meaning and emotion as the forces of change and the draw of family and shared history collide.

CURRICULUM

Pre-Reading & Themes Activity Options

Topic and Main Ideas

Would you leave home to go to college? Do you feel the desire to stay close to family (or do you feel your family keeps you close)? Journal about your thoughts and feelings regarding leaving home. Then, partner up with a classmate and share your thoughts.

Passage-Specific Themes

Read the opening line of the story “Stray Dogs”:

We were the last house on Taitano Street, where lost things found their rest.

What might you guess about the mindset of the narrator and her feelings about her home just from reading this line? Speculate in your journal.

Universal Themes

Break into groups of four to five and brainstorm some of the traditions you’ve grown up with that are part of your culture, family, community, or the place where you live. Then each choose one tradition and write about how it has contributed to making you who you are. Share your responses in your group.

Key Vocabulary

Definitions are context-dependent. Make sure any definitions you look up or work from are the ones that most correctly fit in the context of the story.

Level One	Level Two	Level Three
platform	unspoken	Chamorro (Inscribed on the Great Seal of Guam are the words “Tano l’ ManChamorro,” or Land of the Chamorros. Referring to the indigenous population of Guam and the Marianas, the term “Chamorro” is one that has its oldest documented origins in records dating back to the 16th-century European expeditions in the Pacific. – Guampedia.com)
shrubs	surge	Taotaomona spirits (Taotaomo’na, the people of before, refers to ancestral spirits that inhabited the Earth along with the living. Ancient Chamorros believed the world around them was full of spirits who provided both daily protection and assistance in their tasks, but also created dangers and problems. Guma’ siha (houses) were built, families were raised and tinanom siha (crops) were harvested and planted through harmonious cooperation between Chamorros and the anti (spirits) of their ancestors. The connection between Chamorros and these spirits has changed over time, primarily due to

		<p>cultural changes that came about from Spanish colonization and Christianization. Slowly over time, these spirits have changed from the anti of ancestors to the wily ghosts, devils and demons that play tricks or cause harm to Chamorros today. – Guampedia.com)</p>
bothered	nonexistent	<p>Guam (Guam is an island and an unincorporated territory of the United States in the north Pacific Ocean, and the largest, most populous, and southernmost of the Mariana Islands. It lies about 5,800 miles west of San Francisco and 1,600 miles east of Manila. Native Guamanians are ethnically called Chamorros. All Guam natives are U.S. citizens. Guam was first settled around 2,000 BCE. – Encyclopedia Britannica. Also, the U.S. has a significant military presence on Guam with several bases.)</p>
emerged	wontons	<p>Mariana Islands (Mariana Islands, island arc, a series of volcanic and uplifted coral formations in the western Pacific Ocean, about 1,500 miles east of the Philippines. They are the highest slopes of a massive undersea mountain range, rising some six miles from the Marianas Trench in the ocean bed and forming a boundary between the Philippine Sea and the Pacific Ocean. They are divided politically into the island of Guam (an unincorporated territory of the United States) and the Commonwealth of the Northern Mariana Islands, which was part of the U.S.-administered UN Trust Territory of the Pacific Islands from 1947 to 1986. The Northern Marianas extend for about 450 miles north of Guam. – Encyclopedia Britannica)</p>
shore	chuckled	<p>Vietnam (A long, narrow communist country in Southeast Asia on the eastern edge of the peninsula</p>

		<p>known as Indochina. Its neighbors include China to the north and Laos and Cambodia to the west. France took over Vietnam in 1890 and Japan took control briefly during World War II. When the war ended with Japan's defeat in 1945, Ho Chi Minh, the leader of the Vietnamese Communist Party, declared Vietnam an independent nation. French attempts to retake Vietnam led to war with the communist Vietnamese, called Viet Minh. Fighting ended in 1954 with the partition of the country into communist North and non-communist South Vietnam. In 1957, communist rebels in the south, called Viet Cong, rose up. War between the North and South ensued, and other countries, including the United States, Russia, and China, soon became involved. The fighting lasted until 1975, when the communists overran the south and took its capital, Saigon. – National Geographic)</p>
parallel	pivoted	boonies (In Guam, the jungle/wilderness.)
bolt	chucked	indigenous
spirits	seafarers	refugee
pinch	makeshift	
coiled		
pothole		

Vocabulary Activity Options

1. In "Stray Dogs," the narrator discusses the Chamorro people of Guam, Vietnamese refugees, and alludes to attitudes towards "outsiders." Research the history of Guam and the Chamorro. And in a short report, summarize the histories of Guam and the Chamorro and answer the following questions: How did Guam come to be a territory of the United States? Why is Guam a location for U.S. military bases? And, how and why did Vietnamese refugees come to Guam through U.S. programs?
2. Trace the meaning and origins of the word "boonies." What word is "boonies" derived from and where and when does that word come from? Based on what you learn, speculate on what the narrator of "Stray Dogs" is referring to when she discusses the "boonies" in Guam. Write a journal

entry about the meaning and origins of the word and how what you learned led you to extrapolate the meaning of the word as its use in the story. Include discussion of how and why the word “boonies” came to be used in Guam. In verbal presentations, present your findings to your class.

3. What are the Taotaomona spirits discussed in “Stray Dogs”? Read about these spirits (<http://bit.ly/2u7ixlj> (<http://bit.ly/2u7ixlj>)) and then imagine what they might look like if they appeared to you. Do you see yourself encountering them on Guam? Or do you imagine them here, too? In what setting do they appear? What are they doing? Create a painting to display in your classroom of a Taotaomona spirit that includes details you’ve imagined.

Post-Reading Class Discussion Options

1. Take a few minutes to journal about the story’s title, “Stray Dogs.” Why do you think the author gave it this title? Do the dogs symbolize more than themselves? After writing, discuss your ideas in class.
2. Do you think the narrator is happy with her choice not to go away to college like Rhosabelle? Why or why not?
3. Where have you lived longest growing up? Brainstorm a list of things you did and saw routinely growing up that are connected to the place you lived/live in. Do you go on certain walks, to certain parks, or to familiar shops? And what did you see most often? Somebody’s dog always barking? A favorite tree? After making your list, partner up with another student and share some if these items.

Text-Dependent Question Options

1. What does the narrator have to say about feeding dogs bones? Research then explain why it is inadvisable to feed bones to dogs. Speculate as to why Ba said to give the stray dogs bones anyway.
2. What do you know about the narrator’s environment in “Stray Dogs”—the nature, her home, the restaurant? Using examples from the text, describe how you picture her environment.
3. What is the relationship between the narrator and Rhosabelle? Cite evidence from the text to support your response.
4. How are the narrator and Rhosabelle’s personalities and desires different?
5. What is an archetype? After looking this up or refreshing your memory, discuss how Rhosabelle and the narrator each represent an archetype and what those archetypes are. How is Rhosabelle’s archetype like Sirena in the folktale? Is the narrator like the girl in the Coconut Tree Legend? Why or why not?
6. Carefully review the art for “Stray Dogs.” Then describe the images in the art while you discuss what you believe the images mean and represent. Discuss the complexity of the symbolism. For example, why does the central figure look the way it does? What emotions does it evoke in the viewer—and are those emotions present in the story or the story’s characters?

Writing Exercises

Narrative

Write a short fiction story about two friends who have known each other since childhood. One friend decides to leave home when they graduate from high school, and the other does not. Write your story from the point of view of either friend. What are the experiences, histories, and feelings about their home that bind them? What experiences have led to their different choices? Make sure your narrator reflects on these questions and memories throughout your story.

Descriptive

Imagine the stray dogs chomping on the bones at the beginning of the story. Describe the dogs and their actions in detail so that your reader can picture them.

Analysis

Research the history of the indigenous Tongva (also called the Gabrieleno or Fernandino) people of the Los Angeles basin. Now, research the history of the Chamorro people of Guam. Find and discuss the commonalities in the impacts of colonizing peoples, such as the Spanish, on both indigenous peoples.

Complementary Reading Text

In “Stray Dogs,” the narrator and Rhosabelle both love a Chamorro folktale called “Sirena.” Read the folktale and then complete the following writing exercise:

Writing Exercise

The narrator and Rhosabelle love “Sirena” and are inspired by the tale, but they choose different paths in life. How is it that the same story can influence two people differently? After reading “Sirena,” discuss this question comparing the narrator and Rhosabelle’s choices to Sirena’s choices. Include your thoughts and observations about how people can sometimes react differently to other stories. These don’t have to be written stories—they can be stories in your family, a movie you went to see with friends, etc.

Story

“Sirena” (Source: Guampedia: <http://bit.ly/2ucbPKi> (<http://bit.ly/2ucbPKi>))

A playful young woman named Sirena once lived near the Hagåtña River, right at the place where fresh spring waters dividing the city met the ocean at the river’s mouth. Sirena loved the water, swimming whenever she could steal a moment from her many chores.

One day, Sirena’s nana (mother) sent her to gather coconut shells so she could make coal for the clothes iron. While gathering the shells Sirena couldn’t resist the refreshing river. There she swam for a long time, paying little attention to anything else while her nana called for her impatiently.

Sirena’s matlina (godmother) happened to come by for a visit while Sirena’s nana waited for her daughter to return. Sirena’s nana began complaining about her daughter, becoming angrier the more she spoke.

She knew Sirena was probably swimming in the river rather than completing her chores. In irritation, Sirena’s nana angrily cursed her daughter with the words, “Since Sirena loves the water more than

anything, she should become a fish!" However, her matlina, realizing the harshness and power of the woman's words, quickly interjected, "Leave the part of her that belongs to me as human."

Suddenly, Sirena, still swimming in the river, began to feel a change coming over her. To her surprise and dismay, the lower half of her body transformed into the tail of a fish! She had fins like a fish, and her skin was covered with scales! However, from the waist up, she remained a girl. She was transformed into a mermaid!

In her new form, Sirena was unable to leave the water. Her nana soon saw what had happened to her daughter. Regretful of her curse, she tried to take back her harsh words, but she could not undo Sirena's fate.

So as not to be seen or caught by any passerby Sirena gave a final farewell to her mother before she swam out to sea:

"Oh Nana, do not worry about me, for I am a mistress of the sea, which I love so much. I would rather be back home with you. I know you were angry when you cursed me, but I wish you had punished me some other way. I would rather you had whipped me with your strap than to be the way I am now. Nana, take a good look at me, for this will be the last time we will see each other."

With these words, Sirena disappeared among the waves. Many stories have been told of sailors who have caught a glimpse of her at sea. According to legend, though, she can only be captured with a net of human hair.

Activity Options

Classroom Activity One

Turn the "Sirena" folktale into a play and stage it. The students should break into six teams to create the play.

Team One: Script Writers. The students should agree on the scenes, and each take a scene to write, then combine and polish their work.

Team Two: Scenery team. The students will find out what scenes are agreed upon by the script writers and paint backdrops for each scene.

Team Three: Props Team. The students will work with the script writers to find out what props are needed and figure out how to make or procure the props.

Team Four: Actors. These are the students who will perform the play.

Team Five: Costumers. These students will decide on the look for the costumes and put them together.

Team Six: Production Team. These students will be the director (directs the show and helps assign roles), stage manager (keeps everyone organized and moving on and off stage), producer (helps to figure out what's needed for the show and secure these things), etc.

Classroom Activity Two

Pretend you will be making a film of the "Coconut Tree Legend." First, make a storyboard for your film. After reading the tale, read about storyboards and create your own (each student should make an

individual storyboard that can be done comic-book style in a simple, rough sketch or made more elaborate). Display your storyboard in your classroom.

Link to the “Coconut Tree Legend”: <http://bit.ly/2ugZwxc> ([http://bit.ly/2ugZwxc*](http://bit.ly/2ugZwxc))

Learn more about storyboards: <http://bit.ly/2sOMKS0> (<http://bit.ly/2sOMKS0>)

Home Activity

Create a map showing where the Mariana Islands, and Guam in particular, are located. Research how many miles it is from Guam to the following 10 locations:

- * Los Angeles, CA * New York, NY
- * Paris, France
- * Beijing, China
- * Sydney, Australia * Hanoi, Vietnam * Tokyo, Japan
- * México City, México
- * Rio de Janeiro, Brazil
- * Nairobi, Kenya

Add to your map arrows with city names and miles to show how far it is from Guam to each of these places. Bring your map to school to be posted.

Guest Speaker

Option One: Invite “Stray Dogs” author Angelica Lai and/or illustrator Scott Gandell to come and speak with your class.

Option Two: The Pacific Islands, such as Guam, are threatened by rising sea levels due to climate change (caused by pollution from gases such as carbon dioxide released by cars, factories, forest burning, and methane). Pacific Rising is an organization helping Pacific Island nations to adapt to climate change that’s located in the Pacific Palisades, California. Invite a staff member from Pacific Rising to come and speak with your class. <http://pacificrising.org> (<http://pacificrising.org>)

Field Trip

Option One: Take a class trip to The Fowler Museum at UCLA, which explores global arts and cultures with an emphasis on works from Africa, Asia, the Pacific, and the Americas—past and present.

Option Two: The Pacific Islander Festival in Long Beach is held at the beginning of June. Attend this festival as a class as a year end event.

Writing Exercise (for both): On your trip, look for and take notes regarding allusions to mythology. Then, write a personal essay describing what you recorded, what fascinated you most, and why.

TEST PREPARATION COMPONENT

Instructions: Closely read “Stray Dogs,” using the graphic organizer to develop your thoughts.

<p>Who is telling the story and why?</p> <p>What is their point of view?</p> <p>Their tone?</p>	<p>Unpack a few resonant words the author uses to tell her story:</p> <p>What other rhetorical choices are made and why?</p>
--	--

<p>What is memorable about the characters?</p>	<p>What is/are the main idea(s)?</p>
---	---

Writing Activity:

Write a detailed, half-page character description of the narrator in “Stray Dogs.” What does she look like, and how does she carry herself? What are her talents and her dreams?

Next, write a half-page character description of Rhosabelle, the narrator’s sister. Explore the questions above. Cite textual evidence in both pieces of writing.

Bonus: In Angelica Lai’s story, Rhosabelle and the narrator are twins. What are some societal stereotypes about twins? How do the sisters reflect and/or not reflect these stereotypes? Write a short paragraph on the topic.

COMMON CORE STANDARDS REFERENCE

This story and its exercises are appropriate for 8-12th grade. Eighth-grade standards are cited.

Pre-Reading & Themes Activity Options

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Vocabulary Activity Options

CCSS.ELA-LITERACY.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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.8.4: 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.L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.4.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.8.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.8.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.8.5.B: Use the relationship between particular words to better understand each of the words.

Post-Reading Class Discussion Options

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.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.

Text-Dependent Question Options

CCSS.ELA-LITERACY.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Writing Exercise Options

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.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.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Complementary Reading Text (Comparative Writing Exercise)

CCSS.ELA-LITERACY.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Activity Options

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.