Hear the Case

Evaluate a speaker's purpose and credibility.

10.CL.8 "Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's request, circle two details that affect her credibility, and put a star beside one delivery cue that shapes how you hear her message.

A Request at the Board Meeting

1. At a school board meeting, junior Mina Ortiz steps up to the microphone. (She pauses until the room quiets, then speaks evenly.) "Last month, I missed the last activity bus because I stayed in the library to finish a group project. I am asking you to test a later library closing time on Tuesdays for four weeks. Some students need a quiet place after practice or a crowded ride home. This is not a request to keep every door open every night. It is a limited test with a clear end date."

2. (Mina lifts a single sheet but does not pass it around.) "I asked students leaving the library on two Tuesdays whether they would use an extra hour. Of the 24 students who answered, 17 said yes. That tells us there is interest among those I reached, not how every student at this school feels. I also spoke with the librarian, who said staffing and building security would need approval before any change. I have not asked the evening custodians yet, so I cannot speak for them." Her voice slows on the last sentence.

3. (She looks toward the board members and lowers the sheet.) "I am on the debate team, and later hours would help me too. That is one reason I started asking questions, but my own schedule is not a reason to change school policy. If you approve the trial, please track how many students stay, what staffing costs, and whether anyone reports safety concerns. Then decide whether the extra hour is worth keeping." She waits for a response instead of adding a story about her next tournament.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Mina's main purpose, and how does her opening distinguish it from a broader demand?

2. How does Mina organize her remarks to help the board evaluate her request?

3. What evidence supports interest in later hours, and why does it not prove schoolwide demand?

4. How do one delivery cue and Mina's admission about debate affect your judgment of her credibility? Do not treat the cue as proof of honesty.

3 YOUR TURN

Your own words

Invent a speaker proposing a school change other than later library hours. In five to seven sentences, describe what the speaker says and does, then evaluate how the speaker's tone, organization, evidence, and one nonverbal cue reveal the purpose and affect credibility.

ANSWER KEY

Hear the Case

GRADE 10 · 10.CL.8

PART 1 · READ AND MARK

Underline the speaker's request, circle two details that affect her credibility, and put a star beside one delivery cue that shapes how you hear her message. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Mina's main purpose, and how does her opening distinguish it from a broader demand?	**She wants a four-week trial of later library closing on Tuesdays, not later hours every night.**
2	How does Mina organize her remarks to help the board evaluate her request?	**She states a limited request, offers survey results and their limits, then suggests what the board should track during a trial.**
3	What evidence supports interest in later hours, and why does it not prove schoolwide demand?	**Seventeen of 24 students she asked said they would use an extra hour, but she asked only students leaving the library on two Tuesdays.**
4	How do one delivery cue and Mina's admission about debate affect your judgment of her credibility? Do not treat the cue as proof of honesty.	**Her voice slows when she admits she has not asked custodians, which may draw attention to that limit. Disclosing that later hours would help her shows a personal interest. Neither detail proves her claims are accurate.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A student asks the school to add a water refill station near the cafeteria. She opens calmly by describing a crowded fountain, then reports that she counted twelve students waiting during one lunch period. She admits that one lunch period may not represent every day. She points to her notebook as she explains how she counted. She closes by requesting a two-week test of the proposed location. Her measured tone, clear sequence, and admitted limit make her request seem worth considering, but the count should be repeated before the school buys a station.

Accept interpretations of delivery cues that cite the passage and avoid claiming that body language proves honesty. For the open task, look for a distinct purpose and an evaluation of all four features: tone, organization, evidence, and a nonverbal cue.