The Locked Library

Read a speech for its choices, purpose, and effect

8.LL.19 "Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the opening example, circle the question in the first paragraph, and number the speaker's three main moves: proposal, concern and response, and plan for judging the trial.

Thirty More Minutes

1 At 3:05 last Tuesday, I watched Maya balance her science notes on a hallway windowsill while she waited for the late bus. The library doors were already locked. Where should students go when they need a quiet place to finish work before heading home? I am asking our principal and student council to test a simple change: keep the library open for thirty extra minutes on Tuesdays. A small trial would give bus riders a place to work without committing the school to a permanent schedule.

2 Some of you may be thinking, Who will supervise? That is a fair question, because the library cannot stay open without an adult on duty. I am not asking anyone to work for free. Before starting, the principal could check whether a staff member is available and whether the schedule fits the budget. If the answer is no, we should not open it yet. If the answer is yes, students could sign in, and the school could count how many use the space.

3 For four Tuesdays, let us try it and review the sign-in totals alongside feedback from the adult on duty. If only two students come, we can reconsider. If many come and the plan runs smoothly, we can discuss another month. I began with Maya because a locked door is not just a schedule on paper; it shapes what a student can do with the time before a bus arrives. Principal and council members, please approve a trial only if the supervision and budget checks work.

2 ANSWER WITH EVIDENCE

Use the passage

1. What point of view does the speaker express about keeping the library open, and how does the opening example help convey it?

2. Why does the speaker raise questions about supervision and cost before asking for approval?

3. How does the order of the speaker's three main moves support the purpose of the speech?

4. How effective is the speaker's plan for judging the trial? Give one strength and one limitation based on the speech.

3 YOUR TURN

Your own words

Imagine the speaker will give this speech to bus riders instead of the principal and council. Write a 4 to 5 sentence note recommending a different opening, explaining why it would fit those listeners, and comparing its likely effect with the current opening.

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PART 1 · READ AND MARK

Underline the opening example, circle the question in the first paragraph, and number the speaker's three main moves: proposal, concern and response, and plan for judging the trial. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What point of view does the speaker express about keeping the library open, and how does the opening example help convey it?	**The speaker supports a limited trial. Maya's struggle to use a hallway windowsill makes the need for a quiet workspace concrete.**
2	Why does the speaker raise questions about supervision and cost before asking for approval?	**Addressing those concerns shows the speaker takes practical limits seriously, which may make the proposal more convincing to the principal and council.**
3	How does the order of the speaker's three main moves support the purpose of the speech?	**The speaker first shows a need and proposes a trial, then answers a likely objection, and finally gives a way to judge the results before requesting approval.**
4	How effective is the speaker's plan for judging the trial? Give one strength and one limitation based on the speech.	**Sign-in totals and staff feedback would show how many students came and whether the plan ran smoothly. They would not show whether the extra time helped students finish their work.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Begin with a quick show-of-hands question: "How many of you have waited for the bus with nowhere quiet to sit?" This would invite bus riders to connect the issue to their own routines. Your current story about Maya helps adults see one student's problem, but riders might respond more strongly to a question they can answer themselves. After the question, ask riders whether they would use a Tuesday trial so their responses can inform your proposal.

Accept judgments of effectiveness that cite specific choices in the speech and explain their likely effect on the intended audience. For the final task, the new opening should suit bus riders and be meaningfully different from the Maya example.