Make Your Case

Trace how a speaker builds a proposal for a specific audience

9-10.CC.7 "Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's proposal, circle two details used as evidence, and number the three main moves of the argument in the margins so you can follow its path from problem to decision.

A Speech at Harbor High

1 Members of the Harbor High school board, I ask you to open the library thirty minutes before first period on a four-week trial. Right now, its doors open only when the first bell rings. Last Tuesday, student volunteers counted 24 students waiting outside the locked doors; 11 carried books or laptops. Those numbers do not tell us why every student was waiting, but they show that students arrive before they can use this quiet space. For students who ride an early bus, a place to read or finish work could make that wait more useful.

2 Opening earlier would require supervision, so I am not asking staff to work extra unpaid time. Instead, the principal could ask whether one library employee can shift a scheduled thirty-minute block from later in the day. If that change is not possible, the trial should not start until another supervised option is found. During the trial, a sign-in sheet could record how many students use the library each morning. A short, anonymous student survey could ask whether they read, study, or simply wait there. Together, these records would show both attendance and purpose.

3 At the end of four weeks, I would bring you the sign-in totals and survey results, along with the staffing schedule. You could then decide whether the morning hours serve enough students to justify keeping them. If attendance stays low or supervision causes a problem, you could end the trial. If students use the room regularly and coverage works, you could extend it. A short trial does not settle every question today. It gives this board a clear decision now and a way to make a better-informed decision later.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the count of students outside the library support the opening proposal without proving that every student needs library access?

2. Why does the speaker discuss staffing before describing how the trial would be measured?

3. How do the sign-in sheet and survey serve different roles in the speaker's plan?

4. How does the final paragraph turn the proposed trial into a decision the school board can make?

3 YOUR TURN

Your own words

Write a 75 to 100 word speech to a school decision-maker proposing a new way to use an unused classroom during lunch. State your proposal, name one specific kind of evidence you would collect without inventing results, address a likely concern, and end with a clear next step.

ANSWER KEY

Make Your Case

HIGH SCHOOL · 9-10.CC.7

PART 1 · READ AND MARK

Underline the speaker's proposal, circle two details used as evidence, and number the three main moves of the argument in the margins so you can follow its path from problem to decision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the count of students outside the library support the opening proposal without proving that every student needs library access?	**The count shows that students arrive before the library opens, including some with books or laptops, but it does not establish why each student was waiting.**
2	Why does the speaker discuss staffing before describing how the trial would be measured?	**The board needs to know that the library can be supervised without unpaid extra work before it can consider testing the idea.**
3	How do the sign-in sheet and survey serve different roles in the speaker's plan?	**The sign-in sheet would show how many students attend; the survey would show what they do there.**
4	How does the final paragraph turn the proposed trial into a decision the school board can make?	**It names the information the board would receive and explains when the results would support ending or extending the hours.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Chen, please consider a two-week trial of a quiet lunch room in the unused classroom near the cafeteria. Some students want a place to eat without loud conversation, but we should test demand rather than guess. We could count daily visitors and ask them anonymously why they chose the room. Supervision matters, so the trial should begin only if an adult can cover the room within an existing schedule. After two weeks, compare attendance and student responses with the staffing plan, then decide whether to continue the room.

Accept different wording when students accurately connect each piece of the speech to its role in the argument. For the open response, look for a logical sequence suited to a school decision-maker, with a proposed use, evidence to collect, a concern, and a next step.