Voices for the Creek

Hear a performed speech and evaluate its language and delivery.

7.CL.6 "Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Teacher: read the three paragraphs aloud, performing the bracketed delivery cues without saying their labels. Give students only the questions/response sheet (PDF page 2); retain this source page and key. Read twice and repeat on request. Collect first answers before sharing the text.

Teacher Performance Script: A Creek Cleanup Speech

1. [At a town meeting, Maya speaks slowly.] "Last Saturday, our class reached Willow Creek before sunrise. Mist hung over the water like a thin gray curtain, and the mud pulled at our boots. Clink! A can struck a stone as I lifted it from the bank. At first, nobody joked. We could hear the creek moving under the litter, but we could barely see it. One student held up a wrapper, then another. Soon our bags were so full they could have swallowed the whole school." [She pauses.]

2. [Her voice grows sharper.] "Beside the footbridge stood a bright sign that read KEEP WILLOW CREEK CLEAN. Directly below it, the public trash can overflowed with cups. That was a strange welcome to a cleanup. If a sign could pick up trash, our work would have been done! Instead, we spent two hours sorting cans and carrying bags uphill. Then Leo tied a blue ribbon to the bridge rail. It fluttered above the cleared bank as neighbors stopped to ask how they could help." [Maya looks toward the audience.]

3. [She speaks warmly and lets each word land.] "By noon, sunlight flashed on the water, and the air smelled of wet leaves instead of old soda. The ribbon was small, but people kept pointing to it. This morning, I passed the bridge again. The trash can had been emptied, and someone had placed a second bag nearby for bottles. We did not fix every problem in one morning. Still, when I heard the creek splash against the stones, it sounded less like a warning and more like an invitation." [She smiles.]

2 ANSWER WITH EVIDENCE

Use the passage

1. After listening, how do "Clink!" and the details about mist and mud shape the mood at the start of Maya's speech?

2. What does Maya exaggerate about the bags? Explain how that choice might affect her listeners.

3. Why is the sign scene ironic? How did the delivery you heard affect its meaning?

4. What might the blue ribbon symbolize? Explain how a word choice or vocal change you heard affected the final mood.

3 YOUR TURN

Your own words

Write and deliver a four-sentence hallway announcement with a sound word, a non-hearing sensory detail, and a chosen vocal change. Listen to your partner's announcement without reading it, then write two sentences evaluating a choice you actually heard.

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PART 1 · READ AND MARK

Teacher: read the three paragraphs aloud, performing the bracketed delivery cues without saying their labels. Give students only the questions/response sheet (PDF page 2); retain this source page and key. Read twice and repeat on request. Collect first answers before sharing the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	After listening, how do "Clink!" and the details about mist and mud shape the mood at the start of Maya's speech?	**"Clink!" makes the can's impact seem sudden, while the mist and mud make the creek feel gloomy and difficult to reach. Together, they create an uneasy mood.**
2	What does Maya exaggerate about the bags? Explain how that choice might affect her listeners.	**She says the bags could have swallowed the whole school. The exaggeration makes the amount of litter seem enormous and gives her account an urgent tone.**
3	Why is the sign scene ironic? How did the delivery you heard affect its meaning?	**The clean-creek sign stands over overflowing trash. A sharper performed voice may emphasize that contradiction; accept effects supported by the actual delivery.**
4	What might the blue ribbon symbolize? Explain how a word choice or vocal change you heard affected the final mood.	**The ribbon may suggest a shared commitment to the creek. The invitation image and warmer performed delivery can suggest hope; accept other interpretations supported by words or delivery actually heard.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My partner whispered about damp coats, then said “Clack!” sharply as a locker closed. The contrast caught my attention and made the crowded hallway feel tense; the later steady voice made the solution easier to follow.

Teacher: perform slow, subdued opening words, a pause, a sharper voice in paragraph 2, then warmer delivery in paragraph 3. Read the sound words aloud. Accept other supported interpretations, and judge vocal effects against the actual performance, not unperformed printed cues. Students must hear their partner before writing the evaluation; the sample illustrates one possible performance.