

Shade Matters

Analyze how a public comment builds a persuasive oral message.

11.C.2 "Speaking and Presentation of Ideas Report orally on a topic or text or present an opinion. This includes: Selecting the modes and purposes for presentations and synthesizing multiple streams of information..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the speaker's main claim, circle one example each of ethos, pathos, and logos, and box the counterclaim and its rebuttal. Put a star beside each bracketed delivery cue to notice how words and actions work together. This is a simulated public comment; the weather statistic is real.

Testimony for Shade

- ① Members of the Phoenix City Council, I am asking you to fund shade structures at four busy bus stops before next summer. I ride the Route 6 bus after school, and in July an uncovered bench can feel like a skillet. In 2023, Phoenix recorded 31 consecutive days when the temperature reached at least 110 degrees Fahrenheit. Heat is not merely uncomfortable; it can cause dehydration and heat exhaustion, especially for older riders and children. A shaded stop says that public transportation users deserve basic protection while they wait outside.
- ② Some residents may argue that the city should spend every available transit dollar on air-conditioned transit centers instead. Those centers matter, but riders still wait at ordinary stops before reaching one. That choice presents a false either-or. Shade is not a substitute for larger investments; it is a practical layer of protection where people already stand. I have volunteered at a neighborhood cooling center, so I have seen how quickly extreme heat limits a person's choices. When a rider skips a trip because the wait feels unsafe, a bus route exists on paper but not fully in daily life.

- ③ Approve a pilot at four high-use stops, then review rider feedback after the hottest months. [Pause.] We can protect a grandmother carrying groceries, a student carrying a backpack, and a worker heading home. We can protect riders before illness forces a crisis. Shade is a small structure with a large human purpose, but its effect reaches beyond a bench. [Make eye contact with council members.] I urge you to vote for the pilot today, and I invite skeptical residents to examine its results with us next fall.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What is the speaker's central claim, and what action does the speaker want the city council to take?

- ② What specific evidence is an example of logos, and how does it support the speaker's claim?

- ③ What opposing perspective does the speaker address? How does the speaker rebut it?

- ④ Identify one verbal choice and one nonverbal choice in the final paragraph. How could each choice affect the audience?

3 YOUR TURN

Your own words

Sources for Your Turn

You may use this source to support a school-start-time proposal, or read another reliable source for a different practical school change. Name the source in your statement and distinguish its evidence from your proposed local outcome.

Source A: CDC (2024). Sleep and Health.

Editorial summary: CDC reports the American Academy of Sleep Medicine recommendation that adolescents ages 13-18 obtain 8-10 hours of sleep per 24 hours. Adequate sleep supports attention, concentration and academic performance. The page discusses later school starts together with good sleep habits as ways to support adolescent sleep.

Scope and limits: This guidance does not measure a particular school's students or guarantee the effect of a proposed 30-minute delay. Transportation, family schedules and sleep habits still matter.

<https://www.cdc.gov/physical-activity-education/staying-healthy/sleep.html>

Write a 110-130-word oral statement to your school board proposing one practical school change. Include a clear claim, a fact from a reliable source, an ethos, pathos, or logos appeal, an opposing view and rebuttal, and one bracketed delivery cue.

Write your oral statement

Keep the original 110-130-word range and all requested elements. Use the source accurately and choose language suited to the school board.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Deliver and reflect

Deliver your statement aloud to a partner, small group or teacher. Use your delivery cue and an intentional voice choice. Ask the listener which choice helped the message, then record that feedback and one adjustment for your next delivery.

PART 1 • READ AND MARK

Underline the speaker's main claim, circle one example each of ethos, pathos, and logos, and box the counterclaim and its rebuttal. Put a star beside each bracketed delivery cue to notice how words and actions work together. This is a simulated public comment; the weather statistic is real. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's central claim, and what action does the speaker want the city council to take?	The speaker claims that bus riders need protection from extreme heat and asks the council to fund shade structures at four busy bus stops before next summer.
2	What specific evidence is an example of logos, and how does it support the speaker's claim?	The speaker cites Phoenix's 31 consecutive days at or above 110 degrees Fahrenheit in 2023. This statistic shows that extreme heat is a serious and recurring risk for people waiting outside.
3	What opposing perspective does the speaker address? How does the speaker rebut it?	The opposing view is that transit money should go only to air-conditioned transit centers. The speaker rebuts it by explaining that riders still wait at ordinary stops and that shade adds protection rather than replacing larger investments.
4	Identify one verbal choice and one nonverbal choice in the final paragraph. How could each choice affect the audience?	The repeated phrase "We can protect" emphasizes shared responsibility and the human impact. The pause and eye contact can focus attention and make the appeal feel more direct and serious.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Members of the school board, move our high school start time 30 minutes later next year. The Centers for Disease Control and Prevention says teens ages 13 to 18 need 8 to 10 hours of sleep each night. Yet many students begin class before they can meet that need. A later start would not solve every stressor, but it would give learning a healthier opening. [Pause and look up.] Some families may worry that sports, jobs, and bus schedules would become harder to manage. Those concerns deserve planning, so the district should publish new schedules early and coordinate with employers and teams. Rested students listen better, think more clearly, and arrive ready to learn. Let school begin when students can begin well.

Accept equivalent explanations that accurately identify the claim, evidence, counterclaim, rebuttal, and delivery choices in the speech. For the open task, accept varied proposals if the response is 110-130 words and includes all requested presentation elements. The 122-word sample models the written statement; assess the actual delivery separately. Accept listener feedback tied to a specific voice or nonverbal choice and a practical adjustment. The speaker and four-stop pilot in the reading are fictional. NWS confirms Phoenix's 31 consecutive days with highs at least 110 F from June 30 through July 30, 2023: <https://www.weather.gov/psr/ExtremeTemps> . The CDC source supports the sleep recommendation; a particular 30-minute delay remains a proposal, not a guaranteed local result.