

Speak for Shade

Use purposeful rhetoric in a speech, then check what listeners understood.

12.C.2.A.iii "Report orally on a topic or text or present an opinion. This includes: Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the final paragraph's policy request. Circle paragraph 2's rhetorical question. Bracket groups of phrases that repeat an opening word or use the same grammatical pattern; number each group once, in reading order.

A Plan for Cooler Streets

- ① In this fictional council speech, the speaker argues: Members of the council, our city's hottest blocks are not merely uncomfortable, they are unsafe. On a July afternoon, pavement can hold heat long after the sun drops, while bus riders and children wait beside bare sidewalks. Trees offer more than a pleasant view. Shade can reduce surface heating, and water released by leaves can help cool surrounding air. When we decide where to plant, we are deciding who gets relief. A future tree inventory could identify places with little shade; local need still requires investigation. We should begin where shade is scarce and need is greatest.
- ② Some may say that planting trees costs too much. But what costs more: a young tree and regular care, or another summer of overheated stops, higher cooling bills, and emergency visits? A responsible proposal still needs local estimates for the care plan and its possible benefits. We cannot plant every street this year, nor should we promise instant change. We can set a clear first step. Fund a neighborhood tree inventory, consult residents about species and maintenance, and protect new trees with watering plans. Plant carefully, plant fairly, plant now. This is not a choice between beauty and practicality. A healthy canopy is public infrastructure, as necessary to daily life as a safe crossing or a working bus shelter.

- ③ Picture the first day of school in August. Students cross a parking lot that radiates heat, then enter classrooms already working hard to stay cool. A tree will not solve every heat problem, but it can change the walk, the wait, and the block. That is why I ask you to approve a three-year shade plan for school routes and transit stops. Publish the planting map, measure survival each season, and report progress publicly. If we measure what we plant, we can improve what we protect. Let us replace bare routes with living shade, one priority block at a time.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① What is the speaker’s main request, and which places does the request prioritize?

- ② A reviewer says the question in paragraph 2 proves trees are cheaper. Is that conclusion justified? Name two kinds of information needed to compare costs.

- ③ What effect does the line “Plant carefully, plant fairly, plant now” have when spoken aloud?

- ④ How does the sentence beginning “A tree will not solve every heat problem” strengthen the clarity of the speaker’s argument?

3 YOUR TURN

Your own words

Write and deliver a 130–160 word opinion proposing one practical school improvement. Give a precise claim and two concrete reasons. Use three different rhetorical devices: a rhetorical question, purposeful repetition or parallelism, and an analogy. Explain how each clarifies your purpose; devices must not substitute for evidence.

Speaking script

Write 130–160 words for a named decision-making audience. Use a hypothetical proposal or clearly identified observations; do not invent measured results. Include the question, repeated/parallel wording, and analogy.

This image shows a single 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.

Explain your devices

Label the three devices in your script. Below, explain how each one clarifies your purpose: one sentence for the question, one for the repeated/parallel wording, and one for the analogy. These notes are outside the script word count.

Deliver and test the devices

Rehearse, then deliver to a partner or teacher with purposeful pauses and emphasis. The listener states your claim and explains one device's effect. Record the feedback, then revise or redeliver an unclear line. Exchange roles.

PART 1 • READ AND MARK

Underline the final paragraph's policy request. Circle paragraph 2's rhetorical question. Bracket groups of phrases that repeat an opening word or use the same grammatical pattern; number each group once, in reading order. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's main request, and which places does the request prioritize?	The speaker asks the council to approve a three-year shade plan that prioritizes school routes and transit stops.
2	A reviewer says the question in paragraph 2 proves trees are cheaper. Is that conclusion justified? Name two kinds of information needed to compare costs.	No. A rhetorical question supplies no calculation. We need tree planting/care costs and locally supported estimates of heat-related costs the plan might avoid, measured over a comparable time period. Accept equivalent relevant cost information.
3	What effect does the line "Plant carefully, plant fairly, plant now" have when spoken aloud?	Its repeated structure makes the recommendation memorable and urgent while emphasizing thoughtful, equitable action.
4	How does the sentence beginning "A tree will not solve every heat problem" strengthen the clarity of the speaker's argument?	It acknowledges a limit, then clearly explains the specific benefits trees can provide, which makes the claim more credible.

PART 3 · YOUR TURN (SAMPLE ANSWER)

School board members, please investigate two bottle-filling stations in the older classroom wing. Students spend much of the day there, so convenient refill access deserves attention. Why should a reusable bottle be easy to fill in one building and difficult in another? Nearby stations could reduce the distance students travel for water and offer an alternative to buying bottled drinks. Access is like a bridge: it helps only when it connects people with the place they need to reach. We need access that is close, access that is clear, access that works throughout the day. Before selecting locations, staff should check existing refill points, accessibility, plumbing, and maintenance costs. Those findings could change the number or placement of stations. Please authorize that review and invite students to identify inconvenient routes. A useful proposal begins with a daily need and becomes stronger when evidence shapes the design.

Device explanations: The question highlights uneven convenience. Repeating “access” organizes the desired qualities. The bridge analogy explains why location matters.

Illustrative delivery record: A listener understood the review request but asked whether two stations were already justified. I clarified that the review could change the number and redelivered that sentence slowly. Actual students must record feedback from their own delivery.

The 130-160 word range applies only to the spoken script. Observe actual delivery, three distinct devices, two reasons, and a clear request. An analogy or rhetorical question can clarify a position but does not prove costs or outcomes. Accept measured hypothetical proposals and avoid invented statistics. The source speech is fictional; tree-cooling mechanism background: U.S. EPA, <https://www.epa.gov/heatislands/benefits-trees-and-vegetation>. No supplied map is required because the source now proposes a future inventory.