

Library Space Proposal

Plan, show and present a reasoned proposal.

8.C.3.A "Plan and present a multimodal presentation that Sequences ideas logically. Uses pertinent descriptions, facts, and details. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language..."

NAME _____

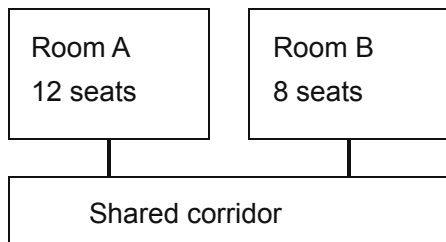
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two planning facts. Circle each group's concern. In paragraph 3, label the beginning, middle and ending of the proposed presentation.

One library, two needs

- ① This is a fictional school planning case. During lunch, the library has two separate rooms beside a shared corridor. Room A has twelve seats; Room B has eight. Both rooms have doors that can close. The librarian wants to keep the corridor clear. Students who read quietly want a space without conversation. Students working on group projects want to talk without interrupting readers. No student survey or sound test has been done.
- ② One proposal assigns Room A to quiet reading and Room B to group work for a one-week trial. Another reverses the rooms to give group work more seats. Both are possible plans, not proven solutions. The map in A and the viewpoints in panel B are the full planning packet. Use these facts to support a choice, and acknowledge what is still uncertain. Do not invent survey results or promise complete silence.
- ③ A logical presentation could begin by naming the two needs and recommending a room assignment. In the middle, show a labeled map and explain how its seating and closed-door option support the plan, while fairly addressing both groups. End by proposing a trial and naming information to collect before making the arrangement permanent. Spoken explanation and a drawn plan should work together: point to a room as you explain its purpose.

A · Fictional library planning packet**Rooms beside a shared corridor**

Room A: 12 seats. Room B: 8 seats. Each room has a door to the corridor that can close. The corridor must stay clear. Diagram is schematic, not to scale.

Room use is undecided; choose either assignment.

B · Fictional planning meeting**Two groups, two priorities**

Quiet readers
Less conversation

Project groups
Talk and work together

Quiet readers: "We want to read without conversation nearby." Project groups: "We need space to talk and work together." Both want to use the library during lunch.

These views describe needs, not measured demand.

2 ANSWER WITH EVIDENCE

Use the media and background

- 1** How does the suggested beginning-middle-ending order help the audience follow the proposal?

- 2** Give one planning fact that supports a room assignment and one uncertainty that limits the claim.

- 3** How could you fairly address both viewpoints in B while using the map in A?

- 4 What does a labeled map communicate that spoken explanation alone makes harder to follow?

3 YOUR TURN

Your own words

Create two presentation boards in the Message boxes. In Message 1, draw and label your room assignment with a short recommendation. In Message 2, show both groups' needs, a trial plan and what to check. Use the lines for beginning-middle-ending speaking cues. Then give a one-minute proposal to a partner or group, showing and pointing to your boards, using two packet facts and explaining both viewpoints. Listen to feedback and revise one part if needed.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Underline two planning facts. Circle each group's concern. In paragraph 3, label the beginning, middle and ending of the proposed presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the suggested beginning-middle-ending order help the audience follow the proposal?	It introduces the problem and recommendation, then explains support and viewpoints, then ends with a trial and next-step evidence.
2	Give one planning fact that supports a room assignment and one uncertainty that limits the claim.	Room A seats 12, so assigning it to readers offers more reading seats than Room B. Demand has not been surveyed, so we cannot claim this matches student needs best. Other packet-based choices are valid.
3	How could you fairly address both viewpoints in B while using the map in A?	Point to separate rooms for reading and conversation; acknowledge that readers need quiet while groups need talking space. Offer a trial because closed doors have not been sound-tested.
4	What does a labeled map communicate that spoken explanation alone makes harder to follow?	It shows the rooms relative to the shared corridor and makes their assigned uses and seating easy to compare while the speaker explains reasons.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Message 1 could adapt map A, labeling Room A "Quiet reading: 12 seats" and Room B "Group work: 8 seats," with the corridor left clear. Message 2 could pair the two needs from B with a one-week trial and a check for room use and noise. Beginning: "I propose separate reading and discussion rooms during lunch." Middle, pointing to the map: "Room A has twelve seats for readers; Room B has eight for groups. Doors can close, but that does not prove sound will stay inside. Readers need quiet, and project groups need conversation." Ending, pointing to board 2: "Try this for a week; ask both groups about noise and count room use before deciding."

Students create and deliver their own two-board proposal; the printed map and viewpoint panel supply visible models. Either room assignment is acceptable with accurate reasons. Assess logical order, two relevant facts, fair treatment of both viewpoints and purposeful spoken plus visual communication. Observe the actual presentation; a written plan alone is incomplete. No digital device or outside research is needed.