

Bridge Voice Map

Use the whole story to plan, memorize and perform a faithful excerpt.

9.C.2.B "Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is original classroom fiction. Mark a pause with / and underline words you would emphasize. Beside a mark, note what meaning or tone your delivery would convey.

The Bridge Vote

- ① At the town meeting, Maya stepped to the microphone while rain tapped against the library windows. The council planned to close the old footbridge over Alder Creek because repairing its railings would cost money. Maya had crossed that bridge since kindergarten, first with her grandfather and later on her own way to school. She looked at the maps spread across the table and took one careful breath. "I know the bridge is old," she began. "I know it needs work. But it is not only wood and bolts. It is a path between our neighborhoods."
- ② Maya lifted a photograph of the bridge crowded with walkers after last spring's flood. "When the road was underwater, this bridge stayed above the current," she said, her voice steadier now. "Neighbors carried groceries across it. A nurse used it to reach Mr. Vale when he was ill. We did not ask whether the bridge was fashionable. We asked whether it could carry us home." The room grew quiet. Maya let the silence remain for a moment, then pointed toward the rain-dark windows. "Tonight, that creek is rising again. Listen to what the water is telling us."
- ③ Maya placed both hands on the table. "I am not asking you to preserve the bridge because it belongs to my childhood. I am asking you to repair it because it belongs to everyone who must cross it tomorrow. Find the funds. Ask volunteers to help. Close the bridge for repairs if you must, but do not erase it from the map." Her final words were quieter, yet each one was clear. "A town is measured by the routes it keeps open, especially when the weather turns against us." No one applauded at first. Then Mr. Vale stood, holding his cane, and said, "Keep the bridge."

2 ANSWER WITH EVIDENCE Use the passage

1 Why might a speaker emphasize "I know" in Maya's repeated opening?

2 Which sentence ends just before a pause supported by the narration? What could that pause accomplish?

3 Choose one command in paragraph 3. How would you voice it, and why?

4 Why might a quieter but clear final statement be effective after the commands?

3 YOUR TURN Your own words

Choose a short, continuous stretch of Maya's spoken words, without narration, from this longer story. Copy it exactly, add two / pause marks and underline at least two words for emphasis. Explain your delivery choices. Memorize it and recite to a partner who follows the printed story to check accuracy. Use feedback to recite again.

Select and mark the excerpt

Copy a continuous stretch of Maya's speech. Keep its words and order. Add two / marks and underline at least two words; markings guide delivery and are not spoken.

Explain and rehearse

Explain how your pauses and emphasized words convey meaning or tone. Rehearse, then put the text aside and recite from memory.

Check and recite again

Partner: compare with the story for added, omitted or changed words and comment on one delivery choice. Speaker: record a correction or strength, then recite again from memory.

PART 1 • READ AND MARK

This is original classroom fiction. Mark a pause with / and underline words you would emphasize. Beside a mark, note what meaning or tone your delivery would convey. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why might a speaker emphasize "I know" in Maya's repeated opening?	It acknowledges the council's concerns before Maya explains why the bridge matters. A measured emphasis can show that she has considered the objections.
2	Which sentence ends just before a pause supported by the narration? What could that pause accomplish?	"We asked whether it could carry us home." The following silence can let listeners reflect on the bridge's practical importance.
3	Choose one command in paragraph 3. How would you voice it, and why?	For "Find the funds," a firm but clear voice could stress the need for action. Accept other commands with a justified delivery choice.
4	Why might a quieter but clear final statement be effective after the commands?	It shifts from urgent instructions to a reflective claim about the town's values, inviting listeners to consider what keeping routes open means.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Marked excerpt. I am not asking you to preserve the bridge because it belongs to my childhood. / I am asking you to repair it because it belongs to everyone who must cross it tomorrow. / Find the funds.

Delivery explanation. Emphasize "childhood" and "everyone" to contrast a personal memory with the bridge's shared value. Pause after the first sentence to separate the ideas, then pause before "Find the funds" to shift to a firm request for action. **Feedback and repeat example.** My partner noticed that I omitted "must" before "cross" but heard the contrast clearly. I practiced the exact phrase "everyone who must cross it tomorrow" and recited again without that omission.

TEACHER ASSESSMENT NOTES

The underlined words and two slash marks are printed in the model. Its excerpt is continuous Maya dialogue from paragraph 3. Learners may choose another short continuous selection; no word quota applies. Check against the complete supplied story, allowing delivery markings but no paraphrasing. Assess accurate memorized words, clear voice and expression justified by meaning. A quiet voice can still be clear. Feedback in the model is an example, not a claim about the learner's performance.