

Speak for Shade

Prepare, present, answer questions and recite with purpose.

7.C.2 "Speaking and Presentation of Ideas Report orally on a topic or text or present an opinion. This includes: Clearly communicating information in an organized and succinct manner. Providing evidence to support the main ideas..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB In section 1, mark two cooling mechanisms and one planning consideration. In section 2, underline how the speaker handles a question the sources cannot answer. Read the complete poem in section 3 aloud once.

Evidence, Voice and a Shared Space

1. Evidence you may use

The U.S. Environmental Protection Agency explains that trees can cool surfaces and air in two ways: by blocking sunlight with shade and through evapotranspiration, when water moves through plants and evaporates. Its tree-planting guidance also stresses choosing suitable species and locations and planning ongoing care. These are general findings, not a measurement of your school or a price estimate. These source summaries are paraphrases.

Sources: EPA, Benefits of Trees and Vegetation (epa.gov/heatislands/benefits-trees-and-vegetation); Community Member Tree Planting Efforts (epa.gov/heatislands/community-member-tree-planting-efforts).

2. A spoken proposal - fictional classroom model

"Student council, I propose that we ask the facilities team to assess a shaded waiting area near school. The EPA explains that shade blocks sunlight and that water evaporating from plants helps cool the air. Those two mechanisms support investigating trees. They do not tell us exactly how much cooler our waiting area would become. We should check the site, suitable trees and future care before choosing a plan." The speaker pauses after the proposal, faces the group and explains the technical term in familiar words. A listener asks about cost. The speaker answers, "The supplied sources do not give a local price. We need an estimate before deciding."

3. A Little Room - original classroom poem

At noon the pavement holds the sun,
a stored-up fire beneath our feet.
One slender tree has just begun
to lay a question on the street.
What might we leave for those who pass
when we have walked beyond this place?
A living roof above the grass,
a little room, a slower pace.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which two details support investigating trees, and what does the evidence not establish about this school?

- 2 How do the model speaker's words and delivery choices help the student-council audience?

- 3 What does the poem suggest leaving for future walkers? Explain a vocal choice that would support that meaning.

3 YOUR TURN

Your own words

Every student completes both an evidence-based oral presentation and a memorized poem recitation.

Plan and rehearse

Prepare notes for your own shade proposal to student council. Organize a claim, two details from section 1, a source acknowledgment and a practical next step. Identify one fact you still need to check. Choose an audience-aware vocal and nonverbal delivery choice, then rehearse aloud.

Present and respond

In groups of three or four, every student delivers their proposal and names the EPA source aloud. A listener asks an unscripted question; answer aloud using the evidence, or explain what remains unknown and how you would check it. Afterward, record the actual question, response and one useful piece of listener feedback.

Prepare the poem

Interpret A Little Room and mark pauses or emphasis on its printed lines. Rehearse in short sections until you can say all eight lines from memory. Use these lines to explain one choice you will make with pace, volume or emphasis.

Recite and reflect

Each student recites the complete poem from memory to the group. A partner follows the printed text to check accuracy and gives feedback on how delivery conveys meaning. Record one strength and one specific adjustment after your actual performance.

PART 1 • READ AND MARK

In section 1, mark two cooling mechanisms and one planning consideration. In section 2, underline how the speaker handles a question the sources cannot answer. Read the complete poem in section 3 aloud once. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which two details support investigating trees, and what does the evidence not establish about this school?	Shade blocks sunlight and evapotranspiration helps cool air. The sources do not establish the exact local cooling effect or a local price.
2	How do the model speaker's words and delivery choices help the student-council audience?	The proposal comes first, reasons follow, and the ending requests a practical assessment. Pausing, facing the group and explaining the technical term help listeners follow the idea.
3	What does the poem suggest leaving for future walkers? Explain a vocal choice that would support that meaning.	It suggests a living, shaded space as a gift to people who come later. A pause after the question or a calmer final couplet can emphasize that reflection; accept other supported choices.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible presentation notes

Proposal: ask the facilities team to assess shade at the entrance. Support: shade blocks sunlight; evaporating water can cool surrounding air. Say the EPA source title aloud. Explain the two mechanisms without claiming a measured local temperature. End with a request for a site and care assessment.

Delivery and audience response

Face the audience, speak audibly and pause between reasons. Explain evapotranspiration as cooling when water evaporates from plants. For a question about price or local cooling, distinguish the source evidence from missing local information and identify the check needed. Record only the question actually asked and your actual response.

Poem recitation

One defensible reading treats the tree as a gift to future walkers. A pause after the question in lines 5-6 can invite reflection, followed by a calmer final couplet. Other choices are valid if they support the poem's meaning. Recite all eight printed lines from memory; the teacher checks wording against the supplied text.

Assessment

Observe every student's presentation, source acknowledgment, audible answer to a live question and memorized recitation. Written plans alone are incomplete. Look for clear organization, supported claims, audience-aware delivery and accurate wording; do not score a particular policy opinion.

TEACHER ASSESSMENT NOTES

The proposal and poem are original classroom examples. EPA summaries are supplied for source-based speaking; no outside research is required for this practice. Do not invent observations, temperatures or costs. Students must deliver and respond orally and recite all eight poem lines from memory. Allow accessible presentation arrangements while assessing the same speaking actions. Assess source use, organization, audience fit, responsiveness and expressive accuracy, without fixed speech word counts.