After the Bell

Evaluate a school board speech for its reasoning, evidence, and audience.

11-12.SL.3 "Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's request and circle two pieces of support. Write 1 beside a sentence that limits an evidence claim and 2 beside a sentence that acknowledges a practical obstacle, so you can see how the speaker builds the argument.

A Place to Study

1. Members of the school board, when the library closes at 3:30, the last bell does not end the need for a quiet place to work. I ask you to keep it open until 6:00 during the two weeks before final exams. Some students can study at a kitchen table; others share that table with siblings, dinner, and a television. A school library is not a luxury for those students. If we say exams measure learning, should access to a calm study space depend on the size of a student's home? This proposal offers time, not a promise of higher scores.

2. Last Thursday, our student council asked 62 students who stopped by its lunch table whether they would use later library hours; 44 said yes. That is evidence of interest, not proof that 44 students will show up. The students who approached our table may already care more about the library than their classmates do. Still, the count challenges the claim that nobody would use the space. We also know that the current schedule leaves no library time after practice ends at 4:30. Later hours would give those students an option, although students who ride early buses might not benefit.

3. Keeping a building open costs money, and supervision cannot be wished into place. Rather than approve permanent hours tonight, fund a two-week pilot with a staff member on duty and record how many students enter each afternoon. Publish the staffing cost alongside that count. If attendance is low, we should change course; if it is steady, consider how students who rely on buses could get home. Board members, you have asked students to show responsibility before asking for resources. Give us a chance to show whether this resource is worth its cost. A locked door cannot collect evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. What action does the speaker want the board to take? How does the final sentence reinforce that request?

2. What does the lunch-table count show, and why can it not establish how many students would actually use later hours?

3. How does the speaker connect students' different home study spaces to the request for later library hours? What premise does that connection depend on?

4. How does the speaker's tone toward costs and transportation fit a school board audience? Use two details from the speech.

3 YOUR TURN

Your own words

Rewrite the closing appeal for fellow students instead of board members in four or five sentences. Use one detail from the speech as evidence, acknowledge one limit or obstacle, and choose a tone that invites students to take part in the pilot.

ANSWER KEY

After the Bell

PART 1 · READ AND MARK

Underline the speaker's request and circle two pieces of support. Write 1 beside a sentence that limits an evidence claim and 2 beside a sentence that acknowledges a practical obstacle, so you can see how the speaker builds the argument. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What action does the speaker want the board to take? How does the final sentence reinforce that request?	**The speaker wants the board to fund a two-week trial of library hours until 6:00. The final sentence argues that opening the library is necessary to gather evidence about whether students will use it.**
2	What does the lunch-table count show, and why can it not establish how many students would actually use later hours?	**It shows that 44 of 62 students who stopped at the table said they would use later hours. Those students may be especially interested in the library, and saying they would attend does not prove they will.**
3	How does the speaker connect students' different home study spaces to the request for later library hours? What premise does that connection depend on?	**The speaker argues that later hours would give students without a quiet place at home another place to study. The reasoning depends on the premise that access to a calm study space matters when preparing for exams.**
4	How does the speaker's tone toward costs and transportation fit a school board audience? Use two details from the speech.	**The tone is practical rather than dismissive: the speaker acknowledges staffing costs and proposes publishing them, then notes that students who rely on early buses may not benefit. These details address concerns the board would need to weigh.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Forty-four of the 62 students who stopped at our lunch table said they would use later library hours. That does not mean everyone will come, especially if an early bus is their only ride home. If the board approves a two-week trial, stop by after school when you can and tell us what would make the space useful. Showing up, or explaining why you cannot, will help us make a stronger case for hours that work.

Accept other supported interpretations of tone and reasoning. For the rewrite, look for a student-directed appeal that uses a passage detail accurately, acknowledges a real limitation, and stays within four or five sentences.