Make Your Case

Read a model speech, then prepare and deliver your own.

8.SL.4 "Present claims and findings appropriate to the purpose and audience. Include relevant evidence, sound valid reasoning, and well-chosen details. Use appropriate eye contact, adequate volume, and clear pronunciation..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Part 1 READ AND MARK: Underline the speaker's main claim, circle the counted evidence, and number the delivery notes in the order the speaker would use them.

A Speech to the School Council

1. (Look at the council members. Speak so everyone can hear.) I ask our school council to add a water bottle refill station near the cafeteria. Right now, the closest drinking fountain is down the hall, so students in the lunch line may choose a disposable bottle instead. A refill station would make tap water easier to get during a short lunch period. I am not asking anyone to stop using the fountain. I am asking us to put another way to get water where students already gather.

2. (Say 'disposable' clearly.) On Tuesday, I counted 18 empty disposable water bottles in one cafeteria trash bin after lunch. That count does not tell us how many bottles the whole school throws away, but it shows that some students use single-use bottles at lunch. A refill station could help students who bring reusable bottles fill them without leaving the cafeteria area. If filling a reusable bottle is convenient, more students may choose it instead of buying a new bottle. That would mean fewer bottles in our trash.

3. (Pause before the next sentence, then stress the words 'near the cafeteria'.) The location matters as much as the station itself. A station in a distant hallway would not solve the problem of a short lunch period. Please ask the school staff to check the cost and a safe location near the cafeteria before making a decision. If the cost is manageable, I urge you to approve one refill station there. (Look up from your notes.) This is a small change that could make refilling a bottle the easy choice at lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1 Part 2 QUESTIONS, 1. What does the speaker want the school council to approve, and where?

2 2. What counted evidence supports the speaker's claim, and what limit does the speaker place on that evidence?

3 3. How does the speaker reason that a station near the cafeteria could lead to fewer bottles in the trash?

4 4. Which words does the final paragraph tell the speaker to stress, and why do those words matter to the proposal?

3 YOUR TURN

Your own words

Part 3 YOUR TURN: Write a 4- to 6-sentence speech to classmates proposing one specific change at school. Include a claim, one observation or clearly labeled hypothetical example, reasoning that connects it to your claim, and two delivery notes that cover eye contact, audible volume, and clear pronunciation. Then present your speech aloud to a partner using your notes.

ANSWER KEY

Make Your Case

GRADE 8 · 8.SL.4

PART 1 · READ AND MARK

Part 1 READ AND MARK: Underline the speaker's main claim, circle the counted evidence, and number the delivery notes in the order the speaker would use them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Part 2 QUESTIONS, 1. What does the speaker want the school council to approve, and where?	**One water bottle refill station near the cafeteria.**
2	2. What counted evidence supports the speaker's claim, and what limit does the speaker place on that evidence?	**The speaker counted 18 empty disposable water bottles in one cafeteria trash bin after lunch. That count does not show how many bottles the whole school throws away.**
3	3. How does the speaker reason that a station near the cafeteria could lead to fewer bottles in the trash?	**Students could refill reusable bottles without leaving the cafeteria area. That convenience may lead more students to use reusable bottles instead of buying disposable ones.**
4	4. Which words does the final paragraph tell the speaker to stress, and why do those words matter to the proposal?	**The speaker stresses 'near the cafeteria' because a distant station would not address the short lunch period.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

(Look at your partner; speak so they can hear you.) Our classrooms should keep a tray for clean scrap paper. Imagine that ten sheets with blank backs get thrown away after a writing activity. A tray would let students use those blank sides for practice drafts instead of taking new paper. (Pronounce 'reuse' clearly.) Reuse would make a simple classroom habit out of saving paper. Please try a scrap-paper tray in one classroom for a week.

Accept other school changes if the speech includes a specific claim, relevant evidence or a clearly labeled hypothetical example, and reasoning that connects them. Listen for the student to use the written cues for eye contact, volume, and pronunciation during the presentation.