Show Your Case

Choose displays that give an audience a reason to look and listen.

8.SL.5 "Integrate relevant multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the three types of displays the speaker plans to use, then circle the words that tell how each display helps the audience.

A Case for More Shade

1. Our student council wants a shade sail over the blacktop where students wait after lunch. To build a case, I measured the pavement at two spots on the same sunny afternoon with the same infrared thermometer. The patch in direct sun read 41°C; a patch under a tree read 30°C. In my presentation, I would show a simple two-bar chart with both temperatures and the labels "sun" and "tree shade." A listener could compare the readings instantly instead of trying to remember both numbers.

2. Numbers alone do not show where students actually stand. I would add a photo of the waiting area with a small arrow pointing to the sunny section. The photo would help the audience picture the proposed location, while the chart would support my claim that shade can lower the pavement temperature there. I would keep faces out of the frame so the image focuses on the place, not on classmates. Neither visual proves that every shaded spot will be 11°C cooler on every day.

3. At the end, I would play a ten-second silent video of shoes shifting into the narrow strip of shade beneath the tree. The movement would make the need for more shaded space vivid, but it would not count as temperature evidence. I would pause on a final frame and point back to my chart before asking for a shade sail. That sequence lets the video capture attention, the photo locate the problem, and the chart back my claim with measurements from one afternoon.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why would the two-bar chart be more useful than saying the two temperatures aloud?

2. Which display would help listeners see where the shade sail could go? What detail would direct their attention?

3. What would the silent video add to the presentation, and why could it not replace the chart?

4. What limit should the speaker mention when using the chart as evidence?

3 YOUR TURN

Your own words

Choose a school improvement other than shade. In four sentences, state your claim, name two different visuals or media you would use, and explain what each would show and how it would help your audience. Name evidence you would collect instead of inventing results.

ANSWER KEY

Show Your Case

GRADE 8 · 8.SL.5

PART 1 · READ AND MARK

Underline the three types of displays the speaker plans to use, then circle the words that tell how each display helps the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why would the two-bar chart be more useful than saying the two temperatures aloud?	**It lets listeners compare the sun and tree-shade readings at a glance instead of remembering both numbers.**
2	Which display would help listeners see where the shade sail could go? What detail would direct their attention?	**The photo of the waiting area would show the location. An arrow would point to the sunny section.**
3	What would the silent video add to the presentation, and why could it not replace the chart?	**It would capture attention by showing people moving into the narrow shade. It would not provide temperature measurements.**
4	What limit should the speaker mention when using the chart as evidence?	**The readings came from one afternoon, so they do not show that every shaded spot will be 11°C cooler every day.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should add a second water bottle refill station near the gym. I would make a bar chart showing how many students wait at the current station during several lunch periods, using counts I collect. I would show a photo of the hallway near the gym so the audience can see where a new station might fit. The chart would support the need for another station, while the photo would clarify the proposed location.

Accept other explanations that distinguish what each display contributes. For Part 3, look for two distinct, relevant media choices and a clear plan to collect evidence without inventing results.