Make Your Case

Study how a short speech moves from a problem to a practical request.

9-10.SL.4.a "Demonstrate organization, development, substance, and style."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's proposal, number the two reasons introduced in the second paragraph, and circle the direct request in the final paragraph. These marks will help you trace how the speaker builds a case for the audience.

One Place to Look

1. Picture the hallway after the last bell: someone checks three empty pockets for a missing bus pass while a jacket sits unclaimed on a nearby bench. At our school, found items can end up in different places, so looking for one can feel like a scavenger hunt. I propose one labeled lost-and-found station near the main office, open during the school day. This is not a call for new technology or a costly renovation. It is a simple way to make a common problem easier to solve. Let me explain how the station could help students and staff.

2. First, a single location would give students a clear place to check before they report an item missing or replace it. A student searching for a sweatshirt would not need to ask at every classroom door. Second, a labeled station could make returns easier for staff, too. Instead of deciding where to leave a found notebook, a teacher could bring it to the same spot each time. These examples do not prove that every item will be recovered, but they show how a consistent routine could save time and reduce confusion during a busy school day.

3. Some people may worry that the station would become a pile of unclaimed things. That is a fair concern, and the plan needs a limit: a staff member could check it weekly and follow the school's existing rules for handling unclaimed property. [Pause.] Notice what this plan asks for: one visible place and one manageable routine, not a guarantee that nothing will ever go missing. Please approve a two-week trial of a labeled lost-and-found station near the main office. At the end of the trial, staff could report whether the station stayed orderly and whether students used it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening scene prepare the audience for the speaker's proposal?

2. How do the two reasons in the second paragraph develop the proposal for different people at school?

3. What concern does the speaker address, and how does the response make the plan more practical?

4. How do the pause and the final request help the audience follow the speech and know what to do?

3 YOUR TURN

Your own words

Write a 75 to 100 word speech for your school council proposing a school improvement other than a lost-and-found station. Give two concrete reasons, address one concern, end with a specific request, mark one place with [Pause.], and then deliver your speech aloud to a partner.

ANSWER KEY

Make Your Case

HIGH SCHOOL · 9-10.SL.4.a

PART 1 · READ AND MARK

Underline the speaker's proposal, number the two reasons introduced in the second paragraph, and circle the direct request in the final paragraph. These marks will help you trace how the speaker builds a case for the audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening scene prepare the audience for the speaker's proposal?	**The search for a bus pass and the unclaimed jacket make the problem of misplaced items concrete before the speaker proposes one place to collect them.**
2	How do the two reasons in the second paragraph develop the proposal for different people at school?	**A single location would give students a clear place to search, while a consistent drop-off spot would make it easier for staff to return found items.**
3	What concern does the speaker address, and how does the response make the plan more practical?	**The station might fill with unclaimed items. Weekly checks and the school's existing rules offer a way to keep it orderly.**
4	How do the pause and the final request help the audience follow the speech and know what to do?	**The pause separates the response to the concern from the concluding point. The request gives the audience a specific action: approve a two-week trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Have you ever reached the bike racks after rain and found your seat soaked? I propose adding a cover over the bicycle parking area. First, a cover would help keep bikes dry, so students could ride home more comfortably. Second, it could make biking to school more practical when rain is possible. A cover would cost money, so the council should request a price estimate before deciding. [Pause.] Please ask the facilities team for one estimate and a possible location by next month.

Accept varied explanations that connect specific passage details to the speech's organization, development, or delivery. For Part 3, check for a distinct proposal, two developed reasons, a response to one concern, a specific request, and an audible pause during delivery.