Make the Case

Read a model presentation and plan one of your own.

9-10.SL.4 "Present content appropriate to the audience, task, and purpose while respecting intellectual property. Demonstrate organization, development, substance, and style. Demonstrate effective nonverbal communication (eye contact…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's request, circle two details that support it, and number two bracketed delivery cues. Notice how the speaker makes the proposal clear to the student council.

A Two-Week Supply Exchange

1. [Stand still and look at the student council.] Last week, I watched a student search three classrooms for a pencil before a quiz. One missing pencil should not interrupt a whole morning. Today, I am asking you to approve a two-week school supply exchange beside the library desk. Students could leave usable pencils or unopened notebooks and take what they need, without paying. [Pause.] This is a small request, not a promise to solve every problem. It gives students a reliable place to find basic supplies while we learn whether the exchange is useful.

2. Here is how the trial would work. With the librarian's permission, volunteers would label two bins, check them after school, and remove damaged items. A sign would explain that taking a supply does not require donating one. At the end of each week, volunteers would count what remains and ask the librarian whether the bins caused any problems. I drew the sign's lettering myself; if we later add anyone else's artwork, we will get permission or use an image with a license that allows our use and credit its creator. [Gesture toward the proposed spot.]

3. [Speak clearly, at a steady pace.] You might worry that the bins will become messy or empty. That is why volunteers would check them daily and why this is a trial, not a permanent change. If the librarian reports a problem, we can adjust the location or stop. If students use the supplies and the space stays orderly, we can discuss continuing. [Look across the council before the final sentence.] Will you approve the two-week trial and let us ask the librarian for a spot beside the desk? Your decision today would let us test one practical idea rather than guess.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the speaker addressing? What request gives that audience a decision it can make?

2. Name two steps in the trial plan. How do they make the proposal more practical?

3. How does the speaker plan to respect someone else's intellectual property if artwork is added to the sign?

4. Choose one bracketed verbal cue and one bracketed nonverbal cue. How could each help the speaker deliver the request?

3 YOUR TURN

Your own words

Write a 70 to 100 word presentation to a school decision-maker proposing a change other than a supply exchange. Include a clear request, two concrete supporting details, a note identifying any borrowed material or stating that your ideas and observations are your own, and bracketed cues for one verbal and one nonverbal delivery choice.

ANSWER KEY

Make the Case

HIGH SCHOOL · 9-10.SL.4

PART 1 · READ AND MARK

Underline the speaker's request, circle two details that support it, and number two bracketed delivery cues. Notice how the speaker makes the proposal clear to the student council. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the speaker addressing? What request gives that audience a decision it can make?	**The speaker addresses the student council and asks it to approve a two-week supply exchange trial.**
2	Name two steps in the trial plan. How do they make the proposal more practical?	**Volunteers would check the bins after school and remove damaged items. These steps explain how the exchange would stay orderly.**
3	How does the speaker plan to respect someone else's intellectual property if artwork is added to the sign?	**The speaker would get permission or use an image licensed for that use, then credit its creator.**
4	Choose one bracketed verbal cue and one bracketed nonverbal cue. How could each help the speaker deliver the request?	**Speaking at a steady pace could make the plan easier to follow. Looking across the council could help the speaker address everyone before asking for a decision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Look at the principal.] I am asking you to try a quiet table in the cafeteria for two weeks. During lunch yesterday, I had trouble hearing my classmate explain a math problem, and an empty table stood near the far wall. These observations are my own; I have not used anyone else's words or images. We could label that table for quiet conversation and ask a lunch supervisor to check whether it causes problems. [Slow your pace.] If the trial works, we can ask students whether to keep it.

Accept other passage-supported explanations of how a planning step or delivery cue serves the request. For the original presentation, check that the proposal fits the named decision-maker and that both delivery cues are actionable.