Make the Case

Evaluate how a presentation makes its case.

10.C.2.A.iii "Report orally on a topic or text or present an opinion. This includes: Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the presenter's main claim, number the two central ideas 1 and 2, and circle the call to action. Use your marks to judge how clearly the presentation is built.

A Later Bell for High School

1 Imagine trying to solve an algebra problem at 7:20 each morning after waking before sunrise. In my proposal, our high school would begin at 8:30, not 7:45. I support this change because teenagers' body clocks shift later during adolescence, and because students learn more when they arrive alert. The American Academy of Pediatrics has recommended that middle and high schools aim for start times of 8:30 or later. Today I will explain the science of teen sleep, then consider how a later schedule could improve learning without ignoring transportation challenges.

2 First, sleep researchers describe a biological reason for later mornings. During puberty, the release of melatonin, a hormone linked to sleepiness, tends to occur later at night. Starting school later gives many students a better chance to get the eight to ten hours of sleep recommended for teens. Second, a change can be planned responsibly. The district could survey bus routes, coordinate athletic practices, and test one adjusted schedule for a semester. These steps would not guarantee perfect results, but they would let leaders compare attendance, tardiness, and student feedback before making a permanent decision.

3 A later start time is not a cure for every problem students face, and it would require careful planning. Still, the current schedule asks many teenagers to learn at odds with their developing sleep patterns. We should approve a one-semester pilot that begins at 8:30 and publicly review its results. If attendance improves, tardiness falls, and students report more sleep, the board will have evidence for a lasting change. This proposal begins with a daily experience, supports it with science, and ends with a practical next step: test the schedule, measure the results, and decide from evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two details make the introduction effective for this audience?

2. What are the presenter's two central ideas, and how does each one support the proposal?

3. How do the words "First," "Second," and "Still" help organize the presentation?

4. Is the conclusion effective? Use one detail from the final paragraph to explain your judgment.

3 YOUR TURN

Your own words

In 4 to 5 sentences, evaluate a presentation on a different topic that you have seen, read, or invented. Judge its introduction, central ideas and organization, and conclusion, using at least two precise details and suggesting one revision.

Make the Case

PART 1 · READ AND MARK

Underline the presenter's main claim, number the two central ideas 1 and 2, and circle the call to action. Use your marks to judge how clearly the presentation is built. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two details make the introduction effective for this audience?	**It opens with a familiar early-morning algebra scenario and clearly states the proposal to begin school at 8:30. It also previews the sleep science and transportation issues.**
2	What are the presenter's two central ideas, and how does each one support the proposal?	**The first idea is that teen sleep patterns shift later, so a later start may help students get enough sleep. The second is that the change can be planned through route surveys, practice coordination, and a semester pilot.**
3	How do the words "First," "Second," and "Still" help organize the presentation?	**"First" and "Second" separate the two central ideas. "Still" shifts from admitting a limitation to restating why the proposal matters.**
4	Is the conclusion effective? Use one detail from the final paragraph to explain your judgment.	**Yes. It acknowledges that later starts require planning, then gives a specific call to action, a one-semester 8:30 pilot, and explains what evidence leaders should review.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In the presentation "Plastic-Free Lunches," the speaker's introduction was effective because she opened by holding up one day's pile of cafeteria wrappers and stated her claim that reusable containers could reduce waste. Her first central idea, that students throw away many single-use items, was supported by a lunchtime count, while her second idea, that change could be affordable, included a plan for a container-sharing shelf. The organization was clear because she moved from the problem to evidence and then to solutions, although she repeated the cost point twice. Her conclusion asked students to bring one reusable item next week, but it would be stronger if it restated how the plan would reduce waste.

Accept evaluations that make a clear judgment about each required presentation element and support that judgment with accurate, specific details. For the open task, accept varied topics and reasonable revisions when the response includes all required elements.