Beyond the Glass

Trace how a speaker builds a case for change.

10.LL.18 "Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two phrases that shape your view of the library, circle a concern the speaker acknowledges, and number the three paragraphs to trace how the argument builds toward its request.

Before the First Bell

1 At 7:25 each morning, I wait outside our school library while the hallway fills with footsteps. Through the glass, I can see the empty tables and the outlets along the wall. Students beside me balance unfinished homework on their knees or search for a quiet corner that does not exist. I am speaking to the school board as one of those students. An unlocked library before the first bell would not give us extra hours in a day. It would give us a place to use the hours we already have.

2 Of course, a door cannot open itself. Someone would need to supervise the room, and staff time has a cost. I am not asking a librarian to arrive early without pay. Instead, I ask you to test a supervised opening on two mornings each week, using a paid staff shift if the budget allows. Count how many students come in and ask the staff member what the work requires. If the plan strains the budget or leaves the room unsafe, change it. A trial gives us evidence instead of a hallway full of guesses.

3 Think again of that glass door. On one side are shelves, tables, and a place to think; on the other are students trying to begin the day with purpose. A locked door can stand for a problem we have learned to walk past. Opening it twice a week will not erase every obstacle, and I do not claim that every student will come. But a modest test can show us who needs the space and what it takes to offer it. Please put a two-morning trial on your next meeting agenda, and let the results guide what happens after that.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the speaker want the school board to do, and how does the speaker's point of view shape that request?

2. How does the image of the glass door, used near the beginning and end, shape the way readers see the problem?

3. Why does the speaker call the current situation "a hallway full of guesses" instead of simply asking for longer library hours?

4. How does placing the concerns about staffing and cost before the final request help the speaker address the school board?

3 YOUR TURN

Your own words

Imagine a neighborhood bus stop with no shelter. Write a four-sentence appeal to a local council that opens with a concrete scene, acknowledges a concern, and ends with a specific request. Add one sentence explaining how your order and wording fit that audience.

ANSWER KEY

Beyond the Glass

GRADE 10 · 10.LL.18

PART 1 · READ AND MARK

Underline two phrases that shape your view of the library, circle a concern the speaker acknowledges, and number the three paragraphs to trace how the argument builds toward its request. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the speaker want the school board to do, and how does the speaker's point of view shape that request?	**The speaker wants the board to put a two-morning trial of early library access on its agenda. As a student who waits outside the library, the speaker presents the change as a practical response to students' need for a place to work.**
2	How does the image of the glass door, used near the beginning and end, shape the way readers see the problem?	**The door separates students from an available place to work. Returning to it makes the barrier feel concrete and emphasizes the gap between what students need and what they can use.**
3	Why does the speaker call the current situation "a hallway full of guesses" instead of simply asking for longer library hours?	**The phrase contrasts uncertainty with the evidence a trial could provide. It presents the request as a way to make an informed decision, not just a demand for more hours.**
4	How does placing the concerns about staffing and cost before the final request help the speaker address the school board?	**It shows the speaker takes the board's responsibilities seriously. The final request then sounds like a limited, testable plan rather than a request to ignore costs or safety.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On rainy mornings, riders huddle beneath the narrow eaves of a nearby shop while the bus approaches. I know a shelter would cost money and could crowd the sidewalk. A dry place to wait should not mean a blocked path for anyone else. Please ask the transit agency to study a shelter that keeps the sidewalk clear and report its cost at your next meeting. I began with a scene to make the need visible, then addressed cost and access before asking for a practical first step.

Accept answers that identify specific language or structural choices and explain their effect on the board audience. For Part 3, the appeal should contain four sentences, followed by one sentence explaining the choices.