Space for What?

Compare how place, time, and text type shape views of shared land.

9.CL.6 "Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the three texts. Underline one sentence in each that shows what its writer values most, then circle the words that identify its time or place.

Three Views of Growing Space

1. Fiction, London, 1943. Every morning, I carry a chipped watering can past the brick houses to our allotment. Before the war, this patch was a place to play football, but now it holds cabbages and beans. My father says ships cannot bring us all the food we once bought from abroad. I miss the games, especially when my boots sink into wet soil. Still, when our neighbor shares a handful of carrots with a family down the street, the garden feels bigger than a football field. I want this ground to feed us until the war ends.

2. Informational report, Singapore, today. In a city where land is scarce, food growing must compete with homes, roads, and other needs. Some growers use rooftops or indoor spaces instead of taking over ground-level lots. These methods can supply fresh produce close to customers, though equipment and electricity can make indoor growing costly. Singapore imports much of its food, so local farms offer one way to strengthen its food supply. A rooftop farm cannot replace every shipment or house every family. Its advantage is that the same footprint can support both a building and crops, if the structure is suitable.

3. Imagined neighborhood post, São Paulo, today. The empty lot beside our bus stop may become a community garden. I love the idea of fresh greens, but our block also needs homes people can afford. Last year, my cousin moved far away when her rent rose, and now she spends hours on buses. If we plant every meter of the lot, where will new neighbors live? Before anyone celebrates a plan, ask who gets a plot and who can reach it. I would support a garden along the edge if the rest of the land held apartments.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the London narrator and the Singapore report each connect growing food to a larger need? What differs about those needs?

2. The London narrator misses another use of the allotment. How is that tension like, and unlike, the São Paulo writer's concern?

3. Compare the Singapore report's and the São Paulo writer's ideas for sharing limited land. What do the ideas have in common?

4. How does each text type support its view of growing space? Identify one feature of the fiction, the report, and the post.

3 YOUR TURN

Your own words

Imagine an unused lot in your community. Write two sentences as a renter who wants apartments and two as a gardener who wants planting space, then write one sentence comparing what each person values.

ANSWER KEY

Space for What?

GRADE 9 · 9.CL.6

PART 1 · READ AND MARK

Read the three texts. Underline one sentence in each that shows what its writer values most, then circle the words that identify its time or place. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the London narrator and the Singapore report each connect growing food to a larger need? What differs about those needs?	**Both connect growing food to a reliable food supply. The narrator focuses on feeding neighbors during wartime, while the report considers ways Singapore can strengthen its food supply today.**
2	The London narrator misses another use of the allotment. How is that tension like, and unlike, the São Paulo writer's concern?	**Both see a garden competing with another use of land. The narrator misses playing football there but supports the garden, while the post writer worries that using the whole lot for a garden would leave less space for housing.**
3	Compare the Singapore report's and the São Paulo writer's ideas for sharing limited land. What do the ideas have in common?	**The report describes growing crops on suitable rooftops so a building and farm can share a footprint. The post writer proposes a garden beside apartments. Both seek room for food growing without giving all the space to it.**
4	How does each text type support its view of growing space? Identify one feature of the fiction, the report, and the post.	**The fiction uses the narrator's experience of sharing carrots, the report explains land-use options and limits, and the post uses a family example and a question about who benefits.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

As a renter, I want apartments on the lot because I cannot find a home near my job. A shorter trip would give me more time with my family. As a gardener, I want space to grow vegetables that neighbors can share. Working in the garden would also give us a place to meet. Both want the lot to help neighbors, but the renter puts housing first while the gardener puts growing food and gathering together first.

Accept other supported comparisons, including the narrator's mixed feelings about losing a play space. For Your Turn, look for two distinct priorities and a comparison that represents both fairly.