

Three Voices, One Lot

Compare persuasive appeals across three community genres.

ELA.10.R.3 "Reading Across Genres"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each writer's claim, circle a detail used to appeal to readers, and write E, P, or L beside it for ethos, pathos, or logos. Use your markings to compare how the three genres try to persuade.

The Maple Street Decision

- ① At a city council hearing, pediatric nurse Lena Ortiz supported turning the empty lot on Maple Street into a shaded public park. She told council members that children in her clinic need safe places to move after school, especially during hot months. Ortiz noted that trees can lower surface temperatures and provide shade, which makes outdoor play safer. "I see families every day who want nearby places to walk," she said. Her claim rested partly on her experience treating local children and partly on practical reasons for building the park.
- ② In an editorial for the Maple Street Gazette, columnist Devon Price opposed the plan. Price argued that the city should first repair broken sidewalks around existing parks. The editorial cited the city budget, which sets aside \$180,000 for the new park but only \$40,000 for sidewalk repairs this year. Price wrote that a new park would not help residents who cannot safely reach it. By presenting budget figures and a cause-and-effect argument, the editorial urged readers to question whether the council's spending order matched the neighborhood's most immediate need.
- ③ On a neighborhood association flyer, volunteers asked residents to attend Saturday's vote and support the park. The flyer pictured the fenced, littered lot and described it as "a space our children deserve to reclaim." It promised that volunteers would help plant native trees and organize cleanup days if the council approved the project. Unlike the editorial, the flyer did not list costs or compare budget choices. Instead, its words and image invited residents to feel responsible for improving a familiar place. The flyer aimed to build community pride and motivate people to act.

2 ANSWER WITH EVIDENCE Use the passage

1 Compare Ortiz's claim with Price's claim. What does each writer want the city to do?

2 What rhetorical appeal does Ortiz use when she refers to her experience in a clinic? Explain how that appeal supports her claim.

3 How does Price use logos in the editorial? Identify the evidence and explain the point it supports.

4 How does the flyer's use of pathos differ from the editorial's main appeal? Use one detail from each text.

3 YOUR TURN Your own words

Write an 80-100-word public comment urging a school improvement different from the park debate. State a clear claim, use two different rhetorical appeals, and label each appeal with ethos, pathos, or logos.

PART 1 • READ AND MARK

Underline each writer's claim, circle a detail used to appeal to readers, and write E, P, or L beside it for ethos, pathos, or logos. Use your markings to compare how the three genres try to persuade. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare Ortiz's claim with Price's claim. What does each writer want the city to do?	Ortiz wants the city to turn the empty lot into a shaded public park. Price wants the city to repair sidewalks around existing parks before building a new park.
2	What rhetorical appeal does Ortiz use when she refers to her experience in a clinic? Explain how that appeal supports her claim.	Ethos. Her experience as a pediatric nurse gives her credibility when she describes what local children and families need.
3	How does Price use logos in the editorial? Identify the evidence and explain the point it supports.	Price uses the budget figures of \$180,000 for the new park and \$40,000 for sidewalk repairs. The figures support the point that the city should prioritize repairing sidewalks.
4	How does the flyer's use of pathos differ from the editorial's main appeal? Use one detail from each text.	The flyer uses pathos by showing the littered lot and calling it a space children deserve to reclaim, which builds pride and responsibility. The editorial mainly uses logos through budget figures and reasoning about safe access.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Public Comment: [Claim] Our school should add a covered bike rack near the main entrance. [Logos] On rainy days, wet seats and rusted chains can make cycling less practical, and a roof would protect bikes from both rain and sun. [Ethos] As a student who rides to school four days each week, I know that secure parking matters to families choosing a low-cost way to travel. A covered rack would show that our school values safe, dependable transportation for everyone who arrives on two wheels.

Accept equivalent descriptions of each claim and appeal when students support them with accurate passage details. For the open response, accept any school improvement and any two clearly labeled, relevant rhetorical appeals within the required length.