# Curators Write Clearly

Analyze how parallel structure and punctuation clarify an exhibit narrative.

**ELA.11.C.3** "Following Conventions"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline every series with matching grammatical parts. Circle each semicolon and the comma-plus-conjunction or nor construction that connects complete thoughts, so you can see how conventions guide a reader.

### Planning a Public Exhibit

1 Before the museum opened its new community exhibit, the student curators met beside a long table covered with maps, labels, and photographs. Their task was not simply to arrange objects. They needed to select reliable sources, to explain each object's context, and to credit the people who had preserved it. Because several neighborhoods had contributed materials, the team checked every caption carefully. A date, a name, or a place could change a visitor's understanding of the display. By the end of the afternoon, the group had built a timeline that was accurate, readable, and ready for review.

2 On the following morning, one curator noticed that a photograph had been placed beside the wrong decade. She did not hide the error, nor did she blame the volunteer who had filed it. Instead, she compared the image with a newspaper notice; the two sources confirmed that the photograph belonged in 1948, not 1958. Her correction protected the exhibit's credibility, and it showed visitors how historical claims are tested. The team then revised the label, moved the photograph, and recorded the reason for the change in its project log. These actions made the process visible as well as dependable.

3 At the exhibit's entrance, visitors encountered a short statement explaining the curators' choices. It asked them to notice whose voices appeared, whose voices were missing, and whose voices could be added later. The statement did not claim that the display was complete; no single collection can represent every experience. Rather, it invited residents to bring letters, programs, and family stories to a future scanning day. A well-designed exhibit can preserve evidence, invite questions, and encourage further research. In this case, careful conventions helped the curators present complex information without making the work seem mysterious or final.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, copy the three parallel infinitive phrases that explain the curators' task.

2. In paragraph 2, what two complete ideas does the first semicolon join?

3. In paragraph 2, which words follow nor, and what do they show about standard word order after nor?

4. In paragraph 3, copy the three parallel verb phrases that describe what a well-designed exhibit can do.

## 3 YOUR TURN

Your own words

Write a three-sentence proposal for a new feature at a community exhibit. Include one series of three parallel phrases, one semicolon joining two related complete sentences, and one sentence using nor with inverted word order.

ANSWER KEY

# Curators Write Clearly

GRADE 11 · ELA.11.C.3

## PART 1 · READ AND MARK

Underline every series with matching grammatical parts. Circle each semicolon and the comma-plus-conjunction or nor construction that connects complete thoughts, so you can see how conventions guide a reader. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | In paragraph 1, copy the three parallel infinitive phrases that explain the curators' task. | **to select reliable sources, to explain each object's context, and to credit the people who had preserved it** |
| 2 | In paragraph 2, what two complete ideas does the first semicolon join? | **She compared the image with a newspaper notice; the two sources confirmed that the photograph belonged in 1948, not 1958.** |
| 3 | In paragraph 2, which words follow nor, and what do they show about standard word order after nor? | **did she blame; the helping verb did comes before the subject she.** |
| 4 | In paragraph 3, copy the three parallel verb phrases that describe what a well-designed exhibit can do. | **preserve evidence, invite questions, and encourage further research** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To make the exhibit more accessible, I propose a listening station where visitors can hear interviews, compare memories, and record responses. The station would preserve local voices; it would also give students a way to analyze how memories differ. It would not replace written sources, nor would it treat personal memories as unquestionable facts.

Accept equivalent accurately copied phrases and clauses. For the open response, check for exactly three sentences, a parallel series, a correctly used semicolon between complete sentences, and correct inversion after nor.