# Lights, Stars, Choices

Analyze how appeals and figurative language build a persuasive purpose.

**ELA.9.R.2.3** "Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline claims supported by facts or expert sources, circle comparisons or vivid images, and write L for logic, CR for credibility, or V for values or concern beside each example. Marking these choices will help you see how the author persuades readers.

### A Better Night for Our Town

1 On clear nights, the stars above our town are fading behind a yellow haze. Streetlights, store signs, and porch lamps send light upward, where it scatters in the air instead of helping people see the ground. This light pollution does more than hide constellations. It can confuse migrating birds, which use stars to navigate, and it can disrupt the sleep of people and wildlife. Our town council is considering new outdoor-lighting rules. Before deciding, residents should understand that darkness is not an empty space. It is a shared natural resource, as real as a clean stream or a quiet park.

2 Supporters of the rules are not asking the town to switch off every light. They propose shielded fixtures that aim light down, warmer bulbs that attract fewer insects, and timers that dim lights when streets are nearly empty. The International Dark-Sky Association recommends directing outdoor light only where it is needed. In places that have improved lighting, people can still walk and drive safely while seeing more of the night sky. Picture a baseball field at midnight with every floodlight blazing, even though no game is being played. Leaving unnecessary lights on is like running a faucet into a full bucket, wasteful and difficult to justify.

3 Some business owners worry that lighting rules would cost too much. Yet replacing fixtures gradually, when old equipment wears out, can limit the expense. The U.S. Department of Energy notes that well-designed outdoor lighting can reduce wasted energy, and lower energy use can lower electric bills. Council members also have a responsibility to protect residents, including people who work late shifts and families walking home. A smart policy can meet that responsibility without pouring light into bedroom windows or nesting areas. The choice is not safety versus stars. It is careless glare versus useful light. By adopting practical rules, the council can protect both the town's budget and its night.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is the author's main purpose? Explain how two details from the passage help achieve that purpose.

2. How does the reference to the International Dark-Sky Association strengthen the author's argument?

3. What does the comparison between unnecessary lighting and “running a faucet into a full bucket” mean? Explain how this figurative language supports the author's purpose.

4. How does the contrast, “not safety versus stars” but “careless glare versus useful light,” appeal to readers?

## 3 YOUR TURN

Your own words

Write a 70 to 90 word message persuading your school to reduce unnecessary outdoor lighting. Include and label one logical appeal and one figurative comparison, while proposing at least one practical solution.

**ANSWER KEY**

# Lights, Stars, Choices

**GRADE 9 · ELA.9.R.2.3**

## PART 1 · READ AND MARK

Underline claims supported by facts or expert sources, circle comparisons or vivid images, and write L for logic, CR for credibility, or V for values or concern beside each example. Marking these choices will help you see how the author persuades readers. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What is the author's main purpose? Explain how two details from the passage help achieve that purpose. | **The author aims to persuade the town council and residents to adopt practical outdoor-lighting rules. Details about disrupted bird navigation and sleep show the problem, while shielded fixtures and timers show that the rules can work without removing needed light.** |
| 2 | How does the reference to the International Dark-Sky Association strengthen the author's argument? | **It adds credibility because an organization focused on protecting dark skies recommends directing outdoor light only where it is needed.** |
| 3 | What does the comparison between unnecessary lighting and "running a faucet into a full bucket" mean? Explain how this figurative language supports the author's purpose. | **The comparison means that leaving unneeded lights on wastes a resource, just as overflowing water wastes water. It makes the waste seem obvious and unreasonable, supporting the call for lighting rules.** |
| 4 | How does the contrast, "not safety versus stars" but "careless glare versus useful light," appeal to readers? | **It appeals to readers' concern for safety while showing that protecting dark skies does not require unsafe darkness. The contrast presents the rules as a balanced, practical choice.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should install shields on parking-lot lights and set timers for empty areas. [Logic] Light aimed at the ground helps walkers see paths without wasting electricity in the sky. Timers can reduce the hours that unneeded lamps run. [Figurative language] Unshielded glare is a blanket thrown over the stars. These changes can protect nighttime visibility, reduce energy use, and keep the campus welcoming for students leaving evening events and families attending performances.

Accept equivalent explanations that connect a rhetorical appeal or figurative choice to the author's purpose of supporting practical lighting rules. For the open response, accept varied school-based solutions if the response is 70 to 90 words and clearly labels both required techniques.