Waiting in Heat

Analyze how an editorial builds a persuasive case.

ELA.9.R.3.4 "Explain an author's use of rhetoric in a text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each rhetorical question or repeated phrase. In the margin, write L beside evidence or an expert source and C beside a response to an opposing view, then use your marks to explain how the author persuades readers.

A Roof for the Ride Home

1 At 3:15 each afternoon, students gather beside the bare bus stop on Grant Avenue. In August, the metal bench can burn through thin clothing, and riders stand in direct sun while traffic sends heat upward from the pavement. Our city would not ask students to wait in a classroom without a roof. Why should the trip home begin that way? The council should install shade structures at the busiest stops before next summer. This is not a request for luxury. It is a request for a safer, more usable public space.

2 Heat is more than an inconvenience. The Centers for Disease Control and Prevention advises people to limit time outdoors during the hottest part of the day and to drink water regularly in hot weather. A roof at a bus stop cannot replace those habits, but it can reduce direct exposure to sunlight while riders wait. Shade reduces direct sun on skin. Shade cools the bench. Shade tells riders that their time matters. When a city plans for heat, it plans for students, older adults, workers, and anyone who depends on a bus.

3 Some people will say that the city has more urgent needs. Yet a practical project can address safety, comfort, and access at the same time. The council can begin with the stops that serve schools, clinics, and transfer points, then publish a schedule for the rest. We do not need to choose between a responsible budget and humane waiting areas. We can spend carefully. We can build gradually. We can make a daily trip less punishing. Council members, approve a shaded-stop plan this fall, so riders can see that public transportation includes the people standing beside it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the question about waiting in a classroom without a roof support the author's argument?

2. What is the effect of repeating “Shade” at the start of three sentences in paragraph 2?

3. How does the reference to the Centers for Disease Control and Prevention strengthen the author's case?

4. How does the author respond to the idea that the city has more urgent needs?

3 YOUR TURN

Your own words

Write a three-sentence message asking for a school improvement. Use a rhetorical question, repetition, and a response to one opposing view. Then write one sentence explaining how those choices support your request.

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PART 1 · READ AND MARK

Underline each rhetorical question or repeated phrase. In the margin, write L beside evidence or an expert source and C beside a response to an opposing view, then use your marks to explain how the author persuades readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the question about waiting in a classroom without a roof support the author's argument?	**It compares an unshaded bus stop to an unacceptable classroom condition, leading readers to see the lack of shade as unreasonable.**
2	What is the effect of repeating “Shade” at the start of three sentences in paragraph 2?	**The repetition emphasizes several benefits of shade and makes the author's main point more memorable.**
3	How does the reference to the Centers for Disease Control and Prevention strengthen the author's case?	**It uses an expert public health source to support the claim that heat exposure is a real safety concern.**
4	How does the author respond to the idea that the city has more urgent needs?	**The author argues that shaded stops address several needs at once and could be installed gradually while using the budget responsibly.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

How can students focus when the library closes before many can use it? Longer library hours would give us time to research, time to read, and time to ask for help. Some may worry about staffing costs, but one extra afternoon each week would begin responsibly while serving more students. These choices make the need feel immediate, emphasize the benefits, and show that the plan considers costs.

Accept accurate explanations of how a rhetorical choice affects readers, even when students use different terms such as appeal, repetition, contrast, or counterargument. For Part 3, accept varied school improvements if the response includes all three required rhetorical moves and a reasonable explanation of their effect.