

Lights On Late

Analyze how a public comment blends evidence, imagery, and rhetorical choices.

10.P.AC.2.a “Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the writer's main claim and requested action, circle words or images that appeal to the council's values or feelings, and number three pieces of evidence or reasoning that support the request.

Public Comment on Library Hours

- ① Members of the Riverton City Council, at 6:15 each evening, the windows of our public library glow like lanterns beside the darkened shops. Inside, a ninth grader finishes a scholarship application while her father waits for the late bus home. A cashier studies for a nursing certificate between shifts. These are not distant ideas. They are neighbors using the only quiet, free space still open after work. I ask you to preserve library hours until 9:00 p.m. on weekdays rather than approve the proposed 7:00 p.m. closing.
- ② The question is not whether Riverton must manage its budget. It must. The question is whether a small saving justifies removing access from people whose schedules leave them few choices. Library sign-in records from the past school year show that 38 percent of weekday visitors entered after 6:00 p.m. During those hours, staff members report that students use computers, adults attend job-search workshops, and families borrow books together. Cutting evening service would not affect every resident equally. It would weigh most heavily on workers, bus riders, and households without reliable internet at home.
- ③ You were elected to spend public money carefully, but also to protect the services that let residents participate fully in community life. Keep the library open until 9:00 p.m., then review evening attendance and costs after one year. This measured plan respects taxpayers while preserving a proven resource. What message would an earlier closing send to the student at the computer, the parent on the bus, or the worker building new skills? Please vote to retain weekday evening hours, and let Riverton's lights remain on for everyone.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the writer's target audience, and what specific action does the writer want that audience to take?

2 What does the comparison of library windows to “lanterns” suggest, and why might that image appeal to city council members?

3 How does the statistic about 38 percent of weekday visitors help the writer persuade an audience concerned about the budget?

4 Copy the rhetorical question in the final paragraph. How does it support the writer's purpose?

3 YOUR TURN _____ Your own words

Write a 90-110-word public comment to your school board asking it to keep a late activity bus. Address the board directly, state a clear action, and combine one concrete example or fact with one vivid comparison and one rhetorical move, such as a concession, rhetorical question, or call to action.

PART 1 • READ AND MARK

Underline the writer's main claim and requested action, circle words or images that appeal to the council's values or feelings, and number three pieces of evidence or reasoning that support the request. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the writer's target audience, and what specific action does the writer want that audience to take?	The target audience is the Riverton City Council. The writer wants the council to keep the library open until 9:00 p.m. on weekdays instead of closing it at 7:00 p.m.
2	What does the comparison of library windows to "lanterns" suggest, and why might that image appeal to city council members?	It suggests that the library offers light, safety, and help when other places are closed. The image appeals to council members by presenting the library as an important community service.
3	How does the statistic about 38 percent of weekday visitors help the writer persuade an audience concerned about the budget?	It shows that many people use the library after 6:00 p.m., so evening hours serve a significant need rather than a small number of people.
4	Copy the rhetorical question in the final paragraph. How does it support the writer's purpose?	"What message would an earlier closing send to the student at the computer, the parent on the bus, or the worker building new skills?" It asks council members to consider how closing early could exclude residents who depend on the library.

PART 3 • YOUR TURN (SAMPLE ANSWER)

School Board members, please keep the late activity bus for the next school year. After robotics practice, students without rides should not have to choose between learning and getting home safely. Last spring, 46 students used the bus at least twice each week, according to the activity office. I understand transportation costs matter, yet this route protects access to clubs, tutoring, and rehearsals. A late bus is a bridge, not a luxury, connecting students to opportunities beyond the final bell. If we remove that bridge, who gets left behind? Vote to continue the route and review ridership in December.

Accept equivalent explanations that connect the writer's choices to the council's responsibilities, values, or likely concerns. For the open response, check for a clear audience and request, a concrete detail, vivid language, and at least one purposeful rhetorical move within the required word count.