Shade for All

Trace how a civic speech combines evidence, values, and action.

10.T.T.3.d "Integrate multiple rhetorical devices or appeals strategically. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each fact or source reference. Circle language that appeals to values or feelings, and number each rhetorical device you notice so you can trace how the writer builds toward a call to action.

Remarks on the Canopy Plan

(1) At noon in July, the walk from Lincoln High to the bus stop feels like crossing a skillet. Students wait beside bare pavement, while the nearest shade sits blocks away in a private parking lot. Our city should fund trees along bus routes and near schools, starting in neighborhoods with the least canopy. This is not a decoration project. It is a public health measure. The U.S. Environmental Protection Agency explains that shade trees can lower surface and air temperatures, helping cities reduce the urban heat island effect. When heat warnings arrive, a cooler walk can mean safer travel for everyone.

(2) Some residents may ask whether planting is worth the cost. Consider the cost of doing nothing: hotter sidewalks, higher cooling bills, and fewer comfortable places to wait for a bus. According to the U.S. Forest Service, trees can reduce energy use by shading buildings and cooling the air. Trees are not a cure for every heat problem, but they are a practical tool we can begin using now. Why should a student's route to school depend on whether a neighborhood has room for shade? We can plan, plant, and protect.

(3) Council members, this proposal asks for more than seedlings. It asks us to treat shade as part of safe public space, like crosswalks and streetlights. Picture a child stepping off a bus onto pavement that burns through thin shoes, then picture that same stop beneath a leafy canopy. Which city would we choose for our younger neighbors? Let us map the hottest routes, pay local crews to care for new trees, and report progress each year. Plant trees for cooler streets, plant trees for fairer streets, plant trees for the people who walk them. Approve the canopy plan this fall.

2 ANSWER WITH EVIDENCE

Use the passage

1. What policy does the writer support in paragraph 1, and which source-based detail makes the argument logical?

2. Why does the writer admit that trees are not a cure for every heat problem in paragraph 2?

3. What rhetorical question does the writer ask, and what value does it emphasize?

4. How do the repeated words "Plant trees" and the final command work together in paragraph 3?

3 YOUR TURN

Your own words

Write exactly three sentences to a school board supporting one specific school improvement. Include a fact or credible-source reference, a rhetorical device, and a value-based appeal, then add parenthetical labels identifying those choices.

ANSWER KEY

Shade for All

GRADE 10 · 10.T.T.3.d

PART 1 · READ AND MARK

Underline each fact or source reference. Circle language that appeals to values or feelings, and number each rhetorical device you notice so you can trace how the writer builds toward a call to action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What policy does the writer support in paragraph 1, and which source-based detail makes the argument logical?	**The writer supports funding trees along bus routes and near schools, especially in neighborhoods with little canopy. The EPA detail explains that shade trees lower surface and air temperatures and reduce the urban heat island effect.**
2	Why does the writer admit that trees are not a cure for every heat problem in paragraph 2?	**The admission makes the argument sound balanced and credible while presenting trees as a practical part of the solution.**
3	What rhetorical question does the writer ask, and what value does it emphasize?	**"Why should a student's route to school depend on whether a neighborhood has room for shade?" It emphasizes fairness and equal safety for students.**
4	How do the repeated words "Plant trees" and the final command work together in paragraph 3?	**The repetition makes the benefits memorable and urgent. The command, "Approve the canopy plan this fall," turns that urgency into a specific action for council members.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

School board members, install refill stations in the gym and main hallway so students can fill reusable bottles without missing class. According to the Centers for Disease Control and Prevention, drinking water helps prevent dehydration, and who can focus well while thirsty? (source-based appeal; rhetorical question) Choose a school that protects students' health and cuts plastic bottle waste, one refill at a time. (value-based appeal)

Accept accurate identifications of logical, ethical, and emotional appeals when students explain how the choices support the writer's purpose. For the open response, accept varied school improvements if the response has exactly three sentences and strategically combines all required elements.