

Shape the Story

Analyze how an exhibit uses order and style to guide its audience.

11.T.SS.1 "Organization: Analyze, evaluate, and use organizational structures and style to shape thoughts across genres."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one sentence in each paragraph that seems most important to the paragraph's role, and circle words or phrases that signal a shift in the writer's approach.

Building a Waterfront Exhibit

- ① At 7:15 on a Tuesday morning, students at Harborview High gathered around a cracked wooden table in the public library. On it sat a reel to reel recorder, labeled in fading ink: Dockworkers, 1978. Archivist Lena Ortiz pressed play, and the room filled with gulls, truck engines, and the voice of a retired crane operator. The recording was not merely a relic. It became the first piece in the school's project to map how the waterfront changed after container shipping reshaped the city. Students began with one voice because a single memory gave the large economic story a human scale.
- ② Next, the class built outward from that opening recording. They paired interviews with port maps, newspaper photographs, and shipping data, arranging the materials by decade. This chronological middle section let readers trace a pattern: fewer workers handled more cargo as containers standardized loading. Yet the students did not treat statistics as a final verdict. Beside each graph, they placed short quotations that complicated the numbers. One former worker described losing a job, while another remembered safer equipment and steadier schedules. By placing evidence types side by side, the exhibit asked visitors to consider change as both economic and personal.
- ③ The exhibit ended by returning to the recorder on the library table. This circular ending reminded visitors that public history begins with someone choosing to speak and someone choosing to listen. It also widened the project beyond the port. A blank card invited residents to name another change in the city and explain who benefited, who struggled, and what evidence should be saved. The final invitation shifted the exhibit from explanation to participation. Instead of presenting the waterfront's transformation as a closed chapter, the students used the conclusion to show that historical narratives are still being assembled, challenged, and revised.

2 ANSWER WITH EVIDENCE Use the passage

1 What organizational role does paragraph 1 play, and which detail makes that role effective?

2 Why does the writer move from one recorded memory in paragraph 1 to maps, photographs, interviews, and data in paragraph 2?

3 How does placing quotations beside graphs shape the exhibit's message?

4 What two choices make paragraph 3 function as a conclusion instead of another body paragraph?

3 YOUR TURN Your own words

Write a 120 to 150 word, three-paragraph description of an exhibit about a change at your school or in your community. Begin with a concrete object or scene, organize the middle paragraph with at least two types of evidence in chronological or comparison order, and end by returning to the opening image while inviting the audience to think or respond.

PART 1 • READ AND MARK

Underline one sentence in each paragraph that seems most important to the paragraph's role, and circle words or phrases that signal a shift in the writer's approach. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What organizational role does paragraph 1 play, and which detail makes that role effective?	It opens the exhibit and gives the topic a human entry point. The retired crane operator's recorded voice makes the larger economic story personal.
2	Why does the writer move from one recorded memory in paragraph 1 to maps, photographs, interviews, and data in paragraph 2?	The movement expands from an individual experience to broader evidence about changes at the waterfront.
3	How does placing quotations beside graphs shape the exhibit's message?	The quotations complicate the statistics, showing that the changes had different personal effects and were not simply positive or negative.
4	What two choices make paragraph 3 function as a conclusion instead of another body paragraph?	It returns to the recorder from the opening, creating a circular ending, and it invites residents to contribute, shifting from explanation to participation.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At Jefferson High's library entrance, a dented card catalog stands beside tablets. Its drawers once held paper cards that directed students to books. Now it introduces an exhibit about finding information. Beginning with this object gives visitors a familiar image before the exhibit explains broader changes in research. Photographs show students using card catalogs in 1988, while a circulation report records the library's first computers in 1999. A current survey shows that students search databases and ask librarians for help. Arranged by time, these sources reveal that new tools changed searching, but they did not remove the need to judge sources. At the end, the exhibit returns to the card catalog, with one drawer open. Visitors place a note inside naming a tool they trust and a question they still have. This ending changes the exhibit from a technology history into a conversation about responsible research.

Accept equivalent explanations that identify each paragraph's function and support the explanation with a relevant passage detail. For the open response, accept varied topics and structures if the response has three paragraphs, falls within the word range, and uses the required organizational moves.