

Shade, Voice, Action

Analyze how a civic testimony persuades a city council.

11.T.SS.2.b "Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two examples of figurative language, circle every rhetorical question, and write L, E, or P beside one appeal to logic, ethics, or emotion in each paragraph. Marking these choices will help you see how the speaker builds support for shade at bus stops.

Testimony for Cooler Bus Stops

- ① Members of the council, our bus stops should not feel like small ovens. Last July, riders waited beneath bare poles while the pavement threw heat back at their faces. A shaded stop is not a luxury for a person carrying groceries, an older neighbor, or a student in a dark uniform. It is basic public care. We ask residents to use transit, yet we leave them standing in the sun. That contradiction speaks loudly. Planting trees and adding shade structures would turn a hard wait into a safer, more dignified part of the day.
- ② Consider the cost. When the heat index reaches 100 degrees Fahrenheit, waiting outside can become more than uncomfortable. A metal bench can become a warning sign rather than a place to rest. Shade lowers the temperature people experience, and trees can cool nearby surfaces as well. The proposed pilot, thirty shaded stops along the busiest routes, is modest beside the cost of heat-related illness and missed work. We can measure its results through rider surveys, temperature readings, and boarding data. Good policy should be both compassionate and testable.
- ③ Some may ask, "Is shade worth the expense?" I ask, "Can we afford to ignore it?" What message do bare stops send to the people who rely on them most? Not another delay, not another study, not another summer of excuses. Let this council choose a visible answer: shade. Let it choose streets that welcome riders instead of testing them. A canopy is a small roof, but it can be a wide promise, proof that public space belongs to everyone. Fund the pilot this year, evaluate it honestly, and expand what works.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the comparison of bus stops to “small ovens” affect the speaker’s message?

2 What contradiction does the speaker identify in paragraph 1, and which appeal does this contradiction mainly use?

3 Identify one appeal to logic in paragraph 2. How does it make the proposal more convincing?

4 What effect does the repetition in “Not another delay, not another study, not another summer of excuses” create?

3 YOUR TURN Your own words

Write a 90 to 110 word statement to your student council supporting a quiet after-school study room. Include one rhetorical question, anaphora that repeats the same opening at least three times, one figurative comparison, and one logical reason for the proposal.

PART 1 • READ AND MARK

Underline two examples of figurative language, circle every rhetorical question, and write L, E, or P beside one appeal to logic, ethics, or emotion in each paragraph. Marking these choices will help you see how the speaker builds support for shade at bus stops. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the comparison of bus stops to “small ovens” affect the speaker’s message?	It makes the heat feel intense and dangerous, helping the audience picture why riders need shade.
2	What contradiction does the speaker identify in paragraph 1, and which appeal does this contradiction mainly use?	The city asks residents to use transit but leaves them in the sun. This mainly uses an ethical appeal by arguing that riders deserve basic public care.
3	Identify one appeal to logic in paragraph 2. How does it make the proposal more convincing?	The speaker proposes measuring the pilot with surveys, temperature readings, and boarding data. This shows that the plan can be evaluated with evidence.
4	What effect does the repetition in “Not another delay, not another study, not another summer of excuses” create?	The repetition creates urgency and frustration with inaction, pressuring the council to act soon.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Members of the student council, where can a student go when the cafeteria is loud and the library is full? We need a quiet study room after school. We need tables, outlets, and a staff member nearby. We need a place where unfinished work can become finished work. This room would help students prepare for tests, complete applications, and ask classmates for help without competing with hallway noise. A quiet room is an anchor in a crowded day, not a luxury. Reserve the unused conference room for a three-month trial, track attendance, and survey users before deciding whether to continue it.

Accept other supported explanations of each device’s effect, as long as students connect the language choice to persuasion and the council audience. For the writing task, accept varied positions and language choices if the response meets the word count and includes all four required elements.