Light With Purpose

Analyze how a civic argument builds urgency and trust.

11.T.SS.2 "Craft: Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that make the lighting ordinance sound necessary, practical, or beneficial. Circle repeated sentence openings or patterns, then write 1, 2, or 3 beside three concrete images that help readers picture its effects.

A Better Kind of Night

1 At 10:17 p.m., the last bus pulls away from Harbor Street, and the block grows quieter. Yet the storefront signs keep blazing, washing the sidewalk in blue and white light. That glare does not merely brighten the pavement. It erases the night for people walking home, for migrating birds circling above the river, and for apartment windows that never become fully dark. Our city can keep streets safe without treating every corner as a billboard. The question is not whether we need light. The question is what kind of light we choose.

2 A proposed lighting ordinance offers a practical answer: shielded fixtures aimed downward, warmer bulbs near homes, and timers for signs after midnight. These changes are modest, but their effects are not. A shield directs light where feet and wheels need it, rather than into bedroom curtains or the sky. Warmer bulbs contain less blue-rich light, which can be especially disruptive to many nocturnal animals. Timers tell visitors that businesses are closed without making an empty street look abandoned. Critics may call the plan restrictive. In reality, it asks us to use light with precision, not extravagance.

3 City leaders will vote next month, and the ordinance deserves support because it replaces waste with judgment. Imagine looking up from a bench by the river and seeing stars instead of a pale ceiling of reflected glare. Imagine a child sleeping beside a window that is no longer lit like a stage. Those images are not sentimental decorations. They show what policy reaches: bodies, habitats, and ordinary evenings. Approve the ordinance, then measure its results in safer crossings, darker bedrooms, and a sky returned to view. A city that uses light carefully does not become dim. It becomes more livable.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the repeated sentence opening, “The question is,” shape the argument in paragraph 1?

2. What effect does the contrast in “These changes are modest, but their effects are not” create?

3. Why does the writer name “feet and wheels,” “bedroom curtains,” and “the sky” instead of simply saying that light should be directed better?

4. What effect does repeating “Imagine” in paragraph 3 have on the reader?

3 YOUR TURN

Your own words

Write a 90- to 120-word paragraph urging your school to make one specific improvement to a shared space. Use at least two concrete images, one repeated sentence pattern, and one contrast such as “not this, but that” to make your proposal persuasive.

ANSWER KEY

Light With Purpose

GRADE 11 · 11.T.SS.2

PART 1 · READ AND MARK

Underline words or phrases that make the lighting ordinance sound necessary, practical, or beneficial. Circle repeated sentence openings or patterns, then write 1, 2, or 3 beside three concrete images that help readers picture its effects. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the repeated sentence opening, "The question is," shape the argument in paragraph 1?	**It shifts the issue from whether the city needs lighting to choosing better lighting, making the proposal seem reasonable rather than anti-safety.**
2	What effect does the contrast in "These changes are modest, but their effects are not" create?	**It presents the ordinance as a small, practical adjustment with significant benefits.**
3	Why does the writer name "feet and wheels," "bedroom curtains," and "the sky" instead of simply saying that light should be directed better?	**The concrete details help readers picture who and what is affected, making the benefits feel immediate and specific.**
4	What effect does repeating "Imagine" in paragraph 3 have on the reader?	**It invites readers to visualize calmer, darker spaces and creates an emotional connection to the policy.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Add shaded outdoor seating near the library, not as a decoration, but as a usable part of our school day. At lunch, students now press against the narrow strip of shade beside the building while empty tables bake in the sun. During study hall, a student who needs fresh air must choose between glare and a crowded hallway. We need a place to read, a place to talk, a place to reset. Trees or sturdy canopies would turn hot pavement into a space for focus and connection. This proposal is not about making campus prettier. It is about making shared space work for the people who use it.

Accept equivalent explanations that connect a specific language choice to its effect on the reader. For Part 3, accept varied proposals if the response is 90 to 120 words and includes concrete imagery, repetition or parallel structure, and a clear contrast.