The Case for Shade

Analyze three appeals in a public comment.

9.T.T.3.b "Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that build the writer's credibility, circle evidence or reasoning, and write P beside language meant to create an emotional response. Your marks should show how ethos, logos, and pathos support the writer's argument.

Shade at Every Stop

1. Members of the transit board, our city should add shade structures at the busiest bus stops before next summer. I am a volunteer with the neighborhood heat-safety team, and I have spent the past two summers handing out water near the Central Avenue stop. I have watched riders, including older adults and parents with toddlers, wait on bare concrete with no shelter. A shaded bench will not end every heat risk, but it can make a daily trip safer and more humane for people who depend on the bus.

2. Shade is a practical investment, not just a comfort. The Centers for Disease Control and Prevention advises people to seek shade during hot weather, because direct sun adds to the body's heat load. At an uncovered stop, riders may stand outside for 10, 20, or 30 minutes when a bus is delayed or crowded. Installing a roof and bench at high-use stops gives riders a place to wait out of direct sunlight. The board can begin with stops near clinics, grocery stores, and senior housing, where many riders cannot easily switch to another way of traveling.

3. Think of Mr. Alvarez, who uses a cane and rides Route 4 to dialysis three times each week. On a July afternoon, he should not have to choose between missing an appointment and standing in the sun without a seat. Children coming home from school and workers carrying groceries face the same exposed wait. Our transit system says it connects neighbors to essential places. Adding shade at major stops would show that this promise includes people whose trips are hardest, not only people who can drive away from the heat.

2 ANSWER WITH EVIDENCE

Use the passage

1. What detail in paragraph 1 is an example of ethos? Explain how it makes the writer more credible.

2. Identify one example of logos in paragraph 2. What reasoning does it provide for adding shade structures?

3. Which details in paragraph 3 create pathos? What feeling is the writer trying to create in the transit board members?

4. How do ethos, logos, and pathos work together to support the writer's main claim?

3 YOUR TURN

Your own words

Write a 3-sentence message to your principal arguing for later library hours. Use one sentence with ethos, one with logos, and one with pathos. Label each sentence [ethos], [logos], or [pathos].

ANSWER KEY

The Case for Shade

GRADE 9 · 9.T.T.3.b

PART 1 · READ AND MARK

Underline words or phrases that build the writer's credibility, circle evidence or reasoning, and write P beside language meant to create an emotional response. Your marks should show how ethos, logos, and pathos support the writer's argument. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What detail in paragraph 1 is an example of ethos? Explain how it makes the writer more credible.	**The writer says they volunteer with the neighborhood heat-safety team and have handed out water at the Central Avenue stop. This experience suggests that the writer has firsthand knowledge of the problem.**
2	Identify one example of logos in paragraph 2. What reasoning does it provide for adding shade structures?	**The passage states that the Centers for Disease Control and Prevention advises people to seek shade during hot weather because direct sun adds to the body's heat load. This supports the reasoning that shade can reduce riders' exposure to heat while they wait.**
3	Which details in paragraph 3 create pathos? What feeling is the writer trying to create in the transit board members?	**Mr. Alvarez choosing between dialysis and standing in the sun, along with children and workers waiting in the heat, create pathos. The writer wants board members to feel concern and compassion for vulnerable riders.**
4	How do ethos, logos, and pathos work together to support the writer's main claim?	**Ethos shows that the writer has relevant experience, logos explains why shade can reduce heat exposure, and pathos highlights the hardship riders face. Together, the appeals support the claim that the city should add shade structures at busy bus stops.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

As a student who regularly uses the library for research, I know its quiet tables and reference books help me complete challenging assignments. [ethos] Keeping the library open for one additional hour would give students who ride late buses or attend after-school activities time to use those resources before going home. [logos] When a student has nowhere calm to study, closing the library can make schoolwork feel like one more locked door. [pathos]

For the open task, accept varied school-based arguments that contain three distinct, correctly labeled appeals and a clear request for later library hours.