A Quieter Choice

Read a model argument and study how its strategies support a claim.

9-10.W.1.b "Use rhetorical strategies to enhance the effectiveness of the claim."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the comparison in the opening, underline the question in the first paragraph, and number a concern and its response in the second paragraph. Box the repeated word near the end, then consider how these choices strengthen the claim.

Make Room for Quiet at Lunch

1 At lunch, the cafeteria can sound like a subway station: trays clatter, friends call across tables, and every conversation competes with the next. That noise belongs at lunch, but it does not suit everyone. Our school should open a supervised quiet room during lunch two days a week. A student finishing a lab report or reading before a test could use those minutes without having to ask for silence at a crowded table. Must lunch offer only one kind of break? A quiet room would add a choice, not take the cafeteria away from anyone.

2 Some students may worry that a quiet room would pull friends apart, while staff may wonder who would supervise it. Those concerns deserve a plan, not a shrug. The school could start with a four-week trial in an available classroom, if an adult supervisor and room can be scheduled. Students would sign in, keep food in the cafeteria, and use the room for quiet work or reading. After the trial, the school could ask participants and staff whether the room was useful and manageable. A small test would let evidence, rather than guesses, guide the decision.

3 A quiet room would not solve every problem students face during the school day. It could, however, give a student one calm place to review notes, gather thoughts, or simply breathe before afternoon classes. We make space for eating together, and we can make space for thinking alone. If the trial works without overburdening staff, keep the room open twice a week; if it does not, revise the plan. Give students a choice. Give staff a workable trial. Give our school a better way to use lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the comparison in the opening help readers understand the need for a quiet room?

2. What does the question in the first paragraph invite readers to reconsider about lunch?

3. Choose one concern in the second paragraph. How does the proposed trial address it?

4. How does repeating “Give” in the final three sentences strengthen the argument?

3 YOUR TURN

Your own words

Write 5 to 7 sentences arguing for a school improvement other than a quiet lunch room. State your claim, use two rhetorical strategies from the passage, and explain a realistic way to address one concern.

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PART 1 · READ AND MARK

Circle the comparison in the opening, underline the question in the first paragraph, and number a concern and its response in the second paragraph. Box the repeated word near the end, then consider how these choices strengthen the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the comparison in the opening help readers understand the need for a quiet room?	**Comparing the cafeteria to a subway station makes its noise easy to imagine and shows why some students might want a quieter option.**
2	What does the question in the first paragraph invite readers to reconsider about lunch?	**It asks readers to consider whether lunch should offer only a noisy, social break instead of more than one choice.**
3	Choose one concern in the second paragraph. How does the proposed trial address it?	**The concern about supervision is addressed by making the trial conditional on scheduling an adult supervisor and by gathering staff feedback afterward.**
4	How does repeating “Give” in the final three sentences strengthen the argument?	**The repetition emphasizes benefits for students, staff, and the school, ending the argument with a clear call for the trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should install a water-bottle refill station near the gym. After practice, a long line at a fountain can turn a quick drink into a waiting game. Why make students choose between getting water and reaching class on time? A refill station would give students another place to fill reusable bottles. Installation costs money, so the school could request a price estimate and seek funding before deciding. Give athletes a quicker stop, give students another option, and give the school a practical goal.

For the questions, accept other explanations that connect a specific passage choice to its effect on the claim. For the open task, look for a clear claim, two identifiable rhetorical strategies, and a feasible response to a concern.