A Scene With Purpose

Use a brief story to make a case for change.

C.9-10.3 "Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the actions and details that tell what happened at lunch. Circle the writer's proposed change, then number three events in the order they happened to see how the story supports it.

A Place to Finish

1. At lunch on Thursday, I balanced a history poster on my knees while the cafeteria tables shook with conversation. Our group had to revise its captions before seventh period, but the library doors were locked for lunch. A strip of blue tape peeled off the poster each time someone brushed past. "Can we finish here?" I asked Maya, who was holding our stack of notes. She looked at the milk carton inches from our work and shook her head. We carried everything into the hallway, where we found a narrow ledge beside the drinking fountain.

2. For ten minutes, Maya read captions aloud while I wrote against the wall. When the bell rang, our last caption still said "maybe" where a source citation belonged. In seventh period, we used the first five minutes to fix it instead of checking the whole poster. That scramble is why I want our school to test a supervised, quiet library lunch on Tuesdays and Thursdays. A pilot would not require every student to change lunch plans. It would give students with time-sensitive group work a place to spread out papers and hear each other.

3. This proposal needs a real plan, not just an unlocked door. Administrators could ask whether a staff member is available to supervise two lunches a week, then count how many students use the space during a four-week trial. Quiet work rules would protect students who need to read as well as groups who need to talk softly. I still remember Maya pinning the poster to the classroom wall as I searched for the missing citation. That moment did not prove every lunch needs a library, but it showed why a limited trial is worth trying.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem does the opening scene establish, and whose point of view lets you experience it?

2. How do the move to the hallway and the unfinished citation build toward the writer's proposal?

3. Choose one detail from the cafeteria or hallway. How does it help readers understand the group's difficulty?

4. How does the final paragraph connect the poster incident to the writer's purpose without claiming that every student needs the library?

3 YOUR TURN

Your own words

Write one paragraph of 80 to 110 words proposing a small improvement to a school routine other than library access. Tell a brief first-person story with at least three events in order, one line of dialogue, and a concrete detail, then state your proposal and end by connecting the story to it.

ANSWER KEY

A Scene With Purpose

HIGH SCHOOL · C.9-10.3

PART 1 · READ AND MARK

Underline the actions and details that tell what happened at lunch. Circle the writer's proposed change, then number three events in the order they happened to see how the story supports it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem does the opening scene establish, and whose point of view lets you experience it?	**The group needs to revise its poster before seventh period but cannot use the library at lunch. The student narrator tells the scene from a first-person point of view.**
2	How do the move to the hallway and the unfinished citation build toward the writer's proposal?	**The hallway gives the group too little room to work, and they reach class without a finished citation. These events show why a supervised library lunch could help students complete time-sensitive work.**
3	Choose one detail from the cafeteria or hallway. How does it help readers understand the group's difficulty?	**The peeling tape shows how easily the crowded cafeteria disrupts the poster work. Accept another specific detail with a supported explanation.**
4	How does the final paragraph connect the poster incident to the writer's purpose without claiming that every student needs the library?	**The writer recalls searching for the missing citation, then argues for a limited, supervised trial rather than opening the library for everyone at every lunch.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the end of practice, I reached the hallway water fountain just as six other students lined up behind me. The stream barely rose above the drain. "We'll miss the bus," Jordan said, glancing at the clock. I filled my bottle halfway, stepped aside, and spent the ride home thirsty. Our school should test a bottle-filling station near the gym. A station could let students refill quickly after practice, though the school should first check installation costs and maintenance. That slow line showed me how a small change to our after-school routine could help students get home on time with water.

Accept varied interpretations when students cite passage details and explain how the sequence or technique supports the proposal. For Part 3, check that the story serves the proposed change and that the ending explicitly connects them.