Borrowed Tools, Shared Choices

Trace how a writer makes a case for a local proposal.

RI.9-10.6 "Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the action the author proposes, circle two situations that show why someone might need it, and number two places where the author addresses a possible objection so you can trace how the argument works.

Should the Library Lend Tools?

1. On a Saturday morning, a neighbor needs a drill to hang a shelf. The job takes ten minutes; the drill may spend the next ten years in a closet. Our town should let residents borrow a few basic tools from the public library, just as they borrow books. A library already turns one shared purchase into hundreds of useful hours. Tools could do the same for tasks that are too small to justify buying equipment. This is not a call to replace hardware stores. It is a proposal for a modest lending program that gives more neighbors a practical way to fix what they own.

2. Picture a renter whose loose cabinet door will not close, or a student building a display for a school fair. Neither needs a private workshop; each needs a safe tool for an afternoon. Critics may worry that borrowed tools will break or hurt someone. Those risks matter, which is why the library should start with low-risk items, require a brief safety guide, and inspect each item when it comes back. Libraries already track due dates and damaged materials. A tool program would need additional staff time, but a small trial could show whether demand and repair costs make the service worthwhile.

3. We should not confuse a shared tool shelf with a promise that every repair will be easy. A hammer cannot teach someone to find a wall stud, and staff should not be expected to give construction advice. Still, a well-marked set of tools can remove one obstacle between a broken thing and a working one. Before voting on a permanent program, the library board could test a limited collection for six months and publish its borrowing and repair records. If the trial fails, the board can stop it. If it works, why leave useful equipment gathering dust in separate closets?

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the author want the town to do, and what decision does the author want the library board to make first?

2. How do the examples of the renter and the student help advance the author's point of view?

3. The author raises concerns about broken tools and injuries. How does the response to those concerns help persuade a cautious reader?

4. What is the effect of the final question about equipment gathering dust in closets?

3 YOUR TURN

Your own words

Write five or six sentences arguing against the proposed tool-lending trial. Acknowledge one reason people might support it, give your own concrete example, and use your final sentence to explain how that example helps persuade the library board.

ANSWER KEY

Borrowed Tools, Shared Choices

HIGH SCHOOL · RI.9-10.6

PART 1 · READ AND MARK

Underline the action the author proposes, circle two situations that show why someone might need it, and number two places where the author addresses a possible objection so you can trace how the argument works. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the author want the town to do, and what decision does the author want the library board to make first?	**The author wants the town to lend basic tools through the library. The author wants the board to approve a six-month trial before deciding on a permanent program.**
2	How do the examples of the renter and the student help advance the author's point of view?	**They show two people who need a tool briefly rather than a private workshop, making a shared collection seem useful to different residents.**
3	The author raises concerns about broken tools and injuries. How does the response to those concerns help persuade a cautious reader?	**The author takes the risks seriously, then proposes low-risk items, a safety guide, and inspections. These steps make a trial seem more responsible and manageable.**
4	What is the effect of the final question about equipment gathering dust in closets?	**It contrasts unused private tools with tools people could share, prompting readers to see lending as a better use of equipment if the trial succeeds.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A tool-lending trial sounds helpful for residents who need equipment only once. Yet even a small program would ask librarians to inspect tools, explain rules, and handle damaged items. Imagine a busy Saturday when a returned drill has a frayed cord and three patrons are waiting at the desk. Staff cannot safely lend it again without checking the problem, and the line keeps growing. For now, the library board should reject the trial and protect staff time for existing services. The crowded-desk example shows the board how a simple loan could create extra work.

Accept other well-supported interpretations of the author's rhetorical choices. For the open task, look for an opposing position, a genuine acknowledgment of the proposal's appeal, a new concrete example, and an explanation of that example's persuasive effect.