Whose Corner?

Compare three views of a changing public space.

10.3.R.7 "Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read all three texts. Underline one detail in each that shows what the writer values about the corner, and circle one detail in each that complicates the writer's view.

Beside the Bus Stop

1. Text A, from a gardener's notebook: Every Thursday, I carry a dented watering can to the four raised beds beside the bus stop. Last spring, Mr. Imani showed me how to pinch basil without hurting the plant; now I teach the younger kids. The city plans to remove two beds to make room for a covered, step-free waiting area. I know rain soaks people at the stop, and wheels catch in the cracked path. Still, a shelter built without the beds would erase the place where neighbors learned one another's names. Could the city build around what already grows?

2. Text B, from a bus rider's letter: On wet mornings, I stand beside the garden and watch the bus arrive through a sheet of rain. My father uses a wheelchair, so he waits farther down the block where the sidewalk is smooth. From there, he cannot see whether the driver has stopped. The proposed shelter and step-free boarding space would let us wait together and board safely. I like the smell of basil, but I cannot take a plant home if I miss the bus to work. A public corner should welcome people who cannot easily reach it now.

3. Text C, from a student's journal: At the meeting, the gardener brought a jar of seeds; the bus rider brought a photograph of the broken curb. People passed both objects around instead of speaking over one another. I sketched a shelter roof that could collect rain for the remaining beds, but the city engineer said pipes would need money and regular care. No one voted that night. Walking home, I noticed a handwritten sign on the garden gate: "Who will water what stays?" A drawing can begin a conversation, I thought, but a shared place needs people willing to do the work.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the writers of Texts A and B define a welcoming public corner differently? Support each view with a detail.

2. Both Texts A and B mention basil. What different purpose does that detail serve in each text?

3. Compare how the writers of Texts A and C think residents can shape the corner's future. Use a detail from each text.

4. What different obstacles to improving the corner appear in Texts B and C? Cite a detail from each.

3 YOUR TURN

Your own words

Write a short proposal to the city for the corner that adds an idea of your own. Explain one tradeoff your plan addresses, using a specific detail from each of two different texts.

ANSWER KEY

Whose Corner?

GRADE 10 · 10.3.R.7

PART 1 · READ AND MARK

Read all three texts. Underline one detail in each that shows what the writer values about the corner, and circle one detail in each that complicates the writer's view. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the writers of Texts A and B define a welcoming public corner differently? Support each view with a detail.	**In Text A, the corner welcomes neighbors by giving them a place to teach and learn gardening. In Text B, it must be reachable and safe for riders such as the writer's father, who waits down the block because he uses a wheelchair.**
2	Both Texts A and B mention basil. What different purpose does that detail serve in each text?	**In Text A, learning to care for basil shows how the garden connects generations. In Text B, the pleasant smell of basil is set against the rider's more urgent need to catch the bus to work.**
3	Compare how the writers of Texts A and C think residents can shape the corner's future. Use a detail from each text.	**Text A asks whether the city could build around the garden, suggesting residents should have a say in what is preserved. Text C shows residents sharing seeds and a photograph at a meeting, then raises the need for people to care for whatever remains.**
4	What different obstacles to improving the corner appear in Texts B and C? Cite a detail from each.	**Text B describes a current access problem: the writer's father waits farther down the block because the sidewalk near the stop is difficult for him to use. Text C raises a future maintenance problem: rain-collecting pipes would cost money and require regular care.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I propose that the city build the step-free shelter and start a neighborhood schedule to care for the two beds that remain. The new waiting area would take garden space, but Text B shows why access matters: the rider's father must wait down the block. Text A shows what the beds offer in return, since neighbors teach children to grow basil there. A care schedule would help preserve that activity after construction.

Accept other comparisons supported by accurate details from the named texts. For the proposal, look for a new, workable idea, a clear tradeoff, and evidence from two different texts.