The Garden Gate

Compare three texts about caring for a shared space.

9.3.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 Underline one detail in each text that shows a view about sharing the garden, then number two underlined details that disagree with each other 1 and 2.

Who Gets Through the Gate?

1. **Text A: Diary entry.** Yesterday I found the garden gate chained. Someone had crushed three young tomato plants, so I understood why Mrs. Ortiz was angry. Still, I stood outside with my little brother, who had come to see the first green fruit. The chain kept him out, though he had never hurt a leaf. I left a note asking whether we could repair the beds together instead. By sunset, two neighbors had brought spare stakes, and my brother carried a watering can. The broken stems were still broken, but the gate stood open while we worked.

2. **Text B: Letter to the garden committee.** The chain was not meant to punish anyone. Last week, I spent an hour pressing loose soil around the damaged tomato plants, and I found fresh footprints across the beds the next morning. An open gate invites people who do not know which paths to use. I propose keeping the gate locked except when a volunteer is present. Anyone could request a key from the committee, and new visitors could come during posted hours. Some neighbors call this unfriendly, but a garden with no surviving plants will welcome no one.

3. **Text C: A scene.** At the meeting, Malik held up a muddy sneaker. "These prints could be mine," he said. "The path disappears after rain." Mrs. Ortiz folded her arms. "And how do we stop another crushed plant?" Malik suggested laying flat stones along the path and tying bright string around the newest beds. When someone proposed a key system, he glanced at the apartment building across the street. "What about the families who don't know there is a committee?" he asked. The room went quiet. Then Mrs. Ortiz asked Malik to bring his sketch of the path to the next meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do Texts A and B differ in their views of the chained gate? Use one detail from each text.

2. What different causes of plant damage do Texts B and C suggest? Support your answer with details from both texts.

3. How do Texts A and C offer different ways to care for the plants without shutting everyone out? Cite a detail from each.

4. How might the writers of Texts B and C disagree about whether a key system is fair to new visitors? Use evidence from both texts.

3 YOUR TURN

Your own words

Propose a new rule for the garden that none of the texts suggests. In one paragraph, explain how people in two different texts might respond to your rule, using one specific detail from each text as evidence.

ANSWER KEY

The Garden Gate

GRADE 9 · 9.3.R.7

PART 1 · READ AND MARK

Underline one detail in each text that shows a view about sharing the garden, then number two underlined details that disagree with each other 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do Texts A and B differ in their views of the chained gate? Use one detail from each text.	**Text A shows that the chain kept out a child who had harmed nothing. Text B argues that a locked gate can protect plants, since fresh footprints appeared after the damaged beds were tended.**
2	What different causes of plant damage do Texts B and C suggest? Support your answer with details from both texts.	**Text B suggests visitors do not know which paths to use. In Text C, Malik suggests the path is hard to see after rain, holding up his muddy sneaker as evidence.**
3	How do Texts A and C offer different ways to care for the plants without shutting everyone out? Cite a detail from each.	**In Text A, neighbors repair the beds together while the gate is open. In Text C, Malik proposes stones to mark the path and string to protect new beds.**
4	How might the writers of Texts B and C disagree about whether a key system is fair to new visitors? Use evidence from both texts.	**Text B presents requesting a key or visiting during posted hours as ways for anyone to enter. In Text C, Malik worries that families who do not know about the committee might not know how to get a key.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would place a visitor notebook beside an unlocked gate and ask people to record when they notice damage. This rule lets people enter without asking permission, but it also gives gardeners a way to spot problems quickly. The writer of Text A might welcome it because the writer's little brother could enter without facing a chain. The writer of Text B might object: fresh footprints appeared even after the damaged plants were tended, and a notebook would not keep anyone on the path. Both want the plants to survive, but they disagree about how much freedom visitors should have.

Accept other supported comparisons and inferences. For the open response, check that the rule is new and that the predicted reactions draw on specific details from two texts.