

Heat, Voice, Purpose

Compare how three public texts shape a city heat response.

ELA.12.R.3.4 "Evaluate rhetorical choices across multiple texts."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB All three texts are fictional classroom compositions; the speakers, city notice and pilot are invented. In each text, underline one phrase showing its writer's purpose and circle one rhetorical choice. Rank the tones from 1, most urgent, to 3, most cautious. Evaluate the texts as constructed examples, not verified testimony.

Three Voices on City Heat

- ① Text 1, fictional council testimony by Dr. Lena Ortiz, an invented public health director: Phoenix recorded 31 consecutive days with highs of at least 110 degrees Fahrenheit from June 30 through July 30, 2023. Think about a resident waiting outside for a bus in that heat. A route to work should not require a daily search for shelter. I urge this council to fund shade structures, cooling spaces and tree planting. Our choice is about access as well as comfort: public transportation should serve people throughout the summer. Let us compare the places where protection is most needed, set clear priorities and make the budget reflect them.
- ② Text 2, fictional op-ed by invented resident Malik Jones: Last August, my apartment felt like an oven long after dark. My daughter slept beside a fan because our window unit could not keep up. Across town, streets lined with mature trees seemed cooler, quieter, and more livable. We need shade for the walk to school. We need shade at bus stops. We need shade where older neighbors wait for rides. Critics may call tree planting a luxury, but a city that plans for extreme heat is planning for people. Council members, choose a budget that lets every neighborhood breathe easier.

- ③ Text 3, fictional City Parks Department notice for an invented city: Beginning this fall, the city will test a heat-ready route near three public libraries. The pilot will add shade canopies at selected bus stops, drinking-water stations, and 150 young trees. Crews will track tree survival and maintenance costs for two years before officials consider expanding the program. Residents can view the route map online and submit comments by October 4. This notice does not promise immediate results. Instead, it explains a limited plan, identifies what will be measured, and invites public input before the next budget decision.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Compare the likely audiences of Text 1 and Text 2. What rhetorical choices show how each writer addresses that audience?

- ② How does Text 1 connect its historical heat evidence to an argument about public access? Evaluate the reasoning rather than treating the recommendation as a measured result.

- ③ What is the effect of repeating “We need shade” in Text 2? How does this approach differ from Text 3's approach?

- ④ Which text most carefully limits its claim? Identify a phrase or detail that creates this cautious tone and explain its effect.

3 YOUR TURN

Your own words

Write 80 to 100 words for the city communications director. Recommend whether a future heat campaign should borrow most from Text 1, Text 2, or Text 3. Name one rhetorical choice from two texts, evaluate each choice for a stated audience, and explain your recommendation.

PART 1 • READ AND MARK

All three texts are fictional classroom compositions; the speakers, city notice and pilot are invented. In each text, underline one phrase showing its writer's purpose and circle one rhetorical choice. Rank the tones from 1, most urgent, to 3, most cautious. Evaluate the texts as constructed examples, not verified testimony. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the likely audiences of Text 1 and Text 2. What rhetorical choices show how each writer addresses that audience?	Text 1 addresses council members through a historical heat record, public-access reasoning and a direct funding request. Text 2 addresses officials and residents through a personal story, repetition and direct address.
2	How does Text 1 connect its historical heat evidence to an argument about public access? Evaluate the reasoning rather than treating the recommendation as a measured result.	The heat record gives urgency to an appeal about riders' access to work. The speaker reasons that public transit should include protection while waiting. This supports a funding argument but does not measure the benefits of a particular proposal.
3	What is the effect of repeating "We need shade" in Text 2? How does this approach differ from Text 3's approach?	The repetition makes the need for shade sound urgent and personal. Text 3 uses measured, procedural language about a pilot, tracking results, and public comments rather than an emotional call for action.
4	Which text most carefully limits its claim? Identify a phrase or detail that creates this cautious tone and explain its effect.	Text 3. Its statement that the notice "does not promise immediate results," along with its description of a limited pilot and two years of tracking, signals transparency and makes the plan seem credible.

PART 3 · YOUR TURN (SAMPLE ANSWER)

To the city communications director, I recommend that a campaign borrow most from Text 1, while pairing its evidence with Text 2's human voice. For council members, Text 1's heat record and access argument make funding seem necessary, not optional. For residents who may not read a report, Text 2's apartment anecdote and repeated call for shade make heat feel immediate. Text 3 is credible because it admits that the pilot cannot promise quick results. A campaign should lead with evidence, then show whom the policy protects.

Accept supported comparisons that identify a rhetorical choice and explain its effect on an audience or purpose. For the open response, accept another defensible recommendation if it evaluates choices from two texts, names audiences, and stays within 80 to 100 words. All three texts, their speakers and the described city pilot are fictional classroom compositions. Only the Phoenix historical temperature record in Text 1 is presented as a real event; its dates were checked against NWS Extreme Temperature Facts (<https://www.weather.gov/psr/ExtremeTemps>). Distinguish a speaker's persuasive claim from a verified effect. Fictional examples permit rhetorical analysis but are not evidence that these people, speeches, city programs or deadlines exist. Students need only the supplied texts.