

# Persuasion by Design

Trace how a proposal builds support among different audiences.

**12.T.T.3** "Argumentative Techniques: Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Read this fictional school proposal. Underline the central claim and circle the rhetorical question. Mark one concern and its response with matching numbers; name the audience addressed by that pair. Judge whether the response supplies evidence or requests information still needed.

### A Courtyard Worth Using

- ① At noon, the west side of Lincoln High's courtyard has little shade. In this fictional case, student representatives describe hot metal tables and classmates choosing indoor spaces. Their observations suggest a question for the school board, not a completed design study: could additional shade make the lunch area more usable? The student council asks the board to have facilities staff compare feasible options, including shade sails, before the spring purchasing period. A campus built for learning should offer places where students can gather comfortably, but a persuasive image should not substitute for site and cost evidence.
- ② Some residents may ask whether funding should go first to academic programs. That concern deserves more than a claim that another budget can pay. The board should ask which funds could be used and what other projects would be affected. A local partnership might help, but no contribution has been committed in this case. Why leave a shared space out of the planning conversation simply because its improvement requires careful comparison? The question invites consideration; it does not prove that shade sails are the best option or that their benefits would outweigh their costs.

- ③ Board members should request an options report before spring purchasing begins. Staff could compare cost, site suitability, maintenance and expected shade at relevant times. If the board then approves a pilot, a public cost report and observations of student use could inform a later decision. This sequence acknowledges uncertainty while giving residents a way to follow the proposal. Families, staff and students can share their experiences before the vote. Respect for students' daily lives and respect for limited funds belong in the same argument.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

- ① What immediate action does the writer request, and how is it different from approving an installation?

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- ② How does paragraph 2 respond to the concern about academic funding, and why does the partnership qualification matter?

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- ③ What does the rhetorical question invite readers to do, and what does it not establish?

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- ④ Explain how the conditional pilot and public reporting could appeal to cautious board members.

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### 3 YOUR TURN

## Your own words

Write a 90-110-word message to the school board advocating a campus improvement. Use a real detail you can support or a clearly labeled fictional case. Include a claim, a concrete supporting detail, a fair concern and response, and a final board-level action request. Do not assume funding, technical suitability or measured benefits that your evidence does not establish.

## Build a responsible argument

Write the complete 90-110-word message. Make the supporting detail's status clear, answer a fair concern and tailor the final request to the board's decision-making role.

[illegible]

**PART 1 • READ AND MARK**

Read this fictional school proposal. Underline the central claim and circle the rhetorical question. Mark one concern and its response with matching numbers; name the audience addressed by that pair. Judge whether the response supplies evidence or requests information still needed. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                               | ANSWER                                                                                                                                                                                                                    |
|---|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | What immediate action does the writer request, and how is it different from approving an installation?                 | <b>The writer asks for an options report before spring purchasing. That commissions a comparison of feasibility, costs and shade; it does not commit the board to a design or installation.</b>                           |
| 2 | How does paragraph 2 respond to the concern about academic funding, and why does the partnership qualification matter? | <b>It asks the board to check usable funds and competing projects rather than assume a separate budget removes all trade-offs. No contribution is committed, so the partnership cannot be counted as secured funding.</b> |
| 3 | What does the rhetorical question invite readers to do, and what does it not establish?                                | <b>It invites readers to include the courtyard in planning. It does not establish that shade sails are the best option or that benefits exceed costs.</b>                                                                 |
| 4 | Explain how the conditional pilot and public reporting could appeal to cautious board members.                         | <b>They separate investigation from installation, acknowledge unresolved suitability/costs, and create a record the public can assess. The proposal makes a testable request without claiming proven results.</b>         |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

Board members should ask staff to evaluate evening access to the school's rehearsal rooms. In this fictional case, student performers report that the rooms close before some late buses arrive. That mismatch deserves investigation, even though the report does not count how many students need access. Extended hours could create staffing costs and compete with other priorities. Please request a schedule survey and a supervision estimate before considering a short pilot. Put the findings on the October agenda so students and taxpayers can examine the options together before the board commits funds.

Evaluate argumentative choices and audience fit, not agreement with the proposed project. Require 90-110 words, claim, concrete detail, fair concern/response and a specific board-level request. The model labels its scenario fictional, treats a report as limited evidence and requests staffing/schedule information. In the passage, a possible partnership is not committed funding, and separate budget categories do not erase trade-offs. An options report is a meaningful advocated action, not an approved installation. Accept proposals for feasible actions supported by the stated evidence and reject invented measured results presented as real.