

Closing Time Voices

Build a shared theme through distinct perspectives.

ELA.12.C.1.2 "Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this original classroom fiction. Label each paragraph with its viewpoint character. Underline one detail that reveals each character's feelings about the closing library; circle the library card when it appears.

The Last Library Card

- ① I reached the library at 6:40 with an empty archive box. Through the glass, I saw Mr. Bell stacking chairs. He had taught me to use the microfilm reader when I was ten; now he had called to say that my grandmother's donated papers were ready for me to collect before the branch closed for good. I told myself they were only papers. Buildings were only buildings. Inside, I set the box on the circulation desk and tried not to look at the bare shelves.
- ② Mr. Bell watched Maya fold and unfold the cardboard flaps. He had opposed the closure, but the roof needed repairs the council would not fund. For thirty years he had learned something of his neighbors from their borrowed books: divorce guides, hospice memoirs, college catalogs. Maya's grandmother had visited every Tuesday, sometimes staying long after she finished her research. He placed her folder beside Maya's box, then found her old blue library card inside it. The account had been closed years ago. Still, he could not drop the card into the recycling bin. "You might want this, too," he said.
- ③ I recognized my grandmother's slanted handwriting before I read her name. Mr. Bell slid the card toward me. I tucked it into the folder and packed the papers, but I did not pick up the box. "Where do these chairs go?" I asked. He pointed to the wall, and we worked until the movers arrived. Keeping her card could not keep the branch open. Helping him could not make that loss fair. Yet when we carried the last chair together, the room felt less empty. I had come to retrieve what belonged to my family; I stayed for someone who had helped us belong.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Maya and Mr. Bell initially respond differently to the closure? Use a detail from each viewpoint.

2 What does paragraph 2 let readers understand that Maya's first-person account alone would not reveal?

3 How does the card connect the two perspectives and help develop a theme?

4 Plan your own scene: name two viewpoint characters, one shared event and a recurring object. What will each character understand differently?

3 YOUR TURN

Your own words

Write a 180-220 word, three-paragraph scene about a small loss or mistake. Use one viewpoint character in paragraph 1, a second in paragraph 2, and return to the first in paragraph 3. Make each shift clear. Reveal different private thoughts, repeat a concrete object and develop a universal theme through choices rather than stating a moral.

Write your scene

Write three paragraphs. Leave a blank line between them; choose where each paragraph ends.

[illegible]

PART 1 • READ AND MARK

Read this original classroom fiction. Label each paragraph with its viewpoint character. Underline one detail that reveals each character's feelings about the closing library; circle the library card when it appears. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Maya and Mr. Bell initially respond differently to the closure? Use a detail from each viewpoint.	Maya tries to detach by calling the papers and building only things. Mr. Bell remembers neighbors through their reading and cannot discard the card; he openly values the relationships the branch held.
2	What does paragraph 2 let readers understand that Maya's first-person account alone would not reveal?	It gives direct access to Mr. Bell's memories, his opposition to the closure and his reluctance to discard the card. Maya can observe his actions but does not narrate those private thoughts.
3	How does the card connect the two perspectives and help develop a theme?	Mr. Bell sees the card as a trace of a valued neighbor; Maya recognizes her grandmother's handwriting and accepts it. The exchange connects their losses and suggests that shared care can persist through change.
4	Plan your own scene: name two viewpoint characters, one shared event and a recurring object. What will each character understand differently?	Accept two distinct interior perspectives on the same event, with an object that can carry a different or changing meaning. Their actions should develop a shared theme, not merely repeat identical feelings.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Leah found a red glove beneath her seat as the bus reached the terminal. A silver star glittered on its thumb. She nearly left it there; after a long shift, even another person's lost property felt like work. Then she remembered accusing her own daughter of carelessness that morning. She picked up the glove and waited beside the open bus door, watching the platform for someone searching.

Across the platform, Tomas searched his pockets while his little sister tucked one bare hand inside her coat. He had promised their mother he would look after Nia. Instead, he had spent the whole ride arguing about baseball cards with a friend. Now every empty pocket seemed to announce what kind of brother he was. He turned back toward the bus. A woman at the door raised something red.

Leah stepped down and held out the glove. The boy took it, then knelt to pull it onto his sister's hand. Leah almost told him to be more careful. Instead, she waited while he straightened the silver star. As they hurried away together, she took out her phone. Her daughter answered, and Leah asked how her day had gone before mentioning anything that had been lost.

TEACHER ASSESSMENT NOTES

The model uses Leah/Tomas/Leah viewpoints, distinct private concerns and one shared glove. The locations remain continuous: Leah waits by the bus door while Tomas searches on the platform. Accept any coherent theme supported by both perspectives and their choices. Assess all assigned components and 180-220 total words; paragraph lengths need not be equal.