

Route 18 Appeal

Analyze how a public comment shapes a transit board's response.

12.T.C.1.b "Evaluate the impact of voice and tone on a text's reception by the audience. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline four words or phrases that reveal the speaker's voice or tone. In each paragraph, circle one appeal to the board's sense of responsibility, concern about costs, or willingness to collaborate. Write a tone label beside each paragraph.

Public Comment: Keep Route 18 Running

- ① Members of the transit board, Route 18 is not merely a blue line on a map. At 6:42 each morning, it carries nurses from East Harbor to Memorial Clinic, students to Central High, and older residents to the grocery store. When the bus arrives late, people do not simply lose minutes; they miss shifts, exams, and appointments. I ask you to see the route as a shared bridge, one that lets neighbors reach workplaces, classrooms and services that their families rely on.
- ② The proposed cut may look efficient in a budget table, but its costs will appear elsewhere. A parent who cannot reach work may lose wages. A teenager who cannot reach an after-school job may lose experience and income. These are not abstract inconveniences. They are pressures placed on households already arranging their days around limited time, limited rides, and limited money. I understand that the board must balance expenses, and I respect that duty. Still, a decision that saves dollars by isolating riders asks the people with the fewest options to carry the heaviest burden.
- ③ Keeping Route 18 does not require pretending that money is unlimited. The board could preserve the busiest morning and afternoon trips while studying ridership on the quieter midday runs. It could also publish a clear schedule of public meetings before any final vote. Those steps would treat riders as partners rather than as figures in a spreadsheet. I am asking for caution, not sympathy, and for a solution that can be explained honestly to every person waiting at a bus stop. A city earns trust when its plans make room for the people who keep it moving.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What tone does the speaker create in paragraph 1, and how might the phrase “shared bridge” affect the transit board’s view of Route 18?

- 2** How does the speaker’s statement that the board must balance expenses affect the reception of the criticism that follows in paragraph 2?

- 3** How might the repetition of “limited” in paragraph 2 affect an audience of board members?

- 4** Compare the tone of paragraphs 2 and 3. How does the shift likely influence the board’s response?

3

YOUR TURN

Your own words

Write a 90–120-word public comment to your principal about a school policy you want changed. Use a deliberate voice and tone. Then add one separate sentence predicting an audience reaction and identifying the language that may cause it. Count only the public comment, not that final explanatory sentence. Your school scenario may be invented for practice.

1. Public comment

Write 90–120 words addressed to the principal. Make deliberate language choices for that audience; support a clear proposed change. Use a fictional school situation if needed.

2. Predicted reception

In one separate sentence, identify language from your comment and explain a likely audience response. Treat the reaction as a reasoned possibility rather than a guaranteed result.

PART 1 • READ AND MARK

Underline four words or phrases that reveal the speaker's voice or tone. In each paragraph, circle one appeal to the board's sense of responsibility, concern about costs, or willingness to collaborate. Write a tone label beside each paragraph. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What tone does the speaker create in paragraph 1, and how might the phrase "shared bridge" affect the transit board's view of Route 18?	The tone is earnest and inclusive. "Shared bridge" frames the route as an essential community connection, not just a line on a map.
2	How does the speaker's statement that the board must balance expenses affect the reception of the criticism that follows in paragraph 2?	It makes the speaker sound fair and credible because the speaker recognizes the board's responsibility before challenging its decision.
3	How might the repetition of "limited" in paragraph 2 affect an audience of board members?	It emphasizes riders' constrained choices and may make board members see that a cut would place a heavier burden on vulnerable households.
4	Compare the tone of paragraphs 2 and 3. How does the shift likely influence the board's response?	Paragraph 2 is serious and critical, while paragraph 3 is practical and cooperative. The shift may make the board more willing to consider the speaker's alternatives instead of dismissing the comment as a complaint.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal Alvarez, the school should keep the library open for one hour after the final bell. Many students need a quiet place to research, revise applications, or wait safely for rides. This change would not require a new building or a complicated program, only a predictable schedule and one staffed room. I recognize that supervision has a cost, but closing the library at dismissal shifts that cost onto families who have fewer options. Extending access would show that the school treats study time as a shared responsibility. Please consider a short trial with clearly reported staffing costs.

The phrase “I recognize that supervision has a cost” may make administrators more willing to consider the proposal because it acknowledges their responsibility.

Accept supported interpretations of tone and audience response when students cite relevant language. The model comment alone is within 90–120 words; its separate explanation is excluded from that count. Accept varied school policies and invented practice scenarios. Require purposeful voice/tone and a reasoned connection between specific language and a likely audience response, not a promise that all readers react alike. The source public comment is original classroom fiction; its examples are offered for rhetorical analysis.