Tomorrow, For Whom?

Analyze how a narrator's language shapes a viewpoint about neighborhood change.

11.RL.2.B "Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four words or phrases that reveal the narrator's viewpoint, circle two sentence patterns that add emphasis, and number the point where the tone shifts. Use your marks to explain how the narrator's voice conveys an intent.

The Fence's Promise

1 At six each morning, the bell of the Marlowe Foundry used to shake dust from our kitchen windows. Now the bell hangs silent above a fence printed with cheerful apartments, bicycle lanes, and a slogan: Tomorrow Begins Here. I read the sign while my father, who poured iron there for thirty-two years, folds his hands around a paper cup. The developer has chosen bright verbs, begins, rises, renews. None of them mentions the people who will be priced beyond the new gates, or the rent notices already taped to doors on our block.

2 At the hearing, planners displayed a clean model beneath glass. Its tiny trees cast no shade, its tiny shops had no closed signs, and its tiny residents had no faces. One council member praised the project for replacing "blight," a word that made our street sound diseased rather than lived in. I wanted to object, yet I remembered the factory's smoke, the burns on my father's wrists, the nights when trucks rattled sleep from every room. Memory is not a museum. It keeps the broken chair, the wedding photograph, and the unpaid bill in the same drawer.

3 Then Ms. Alvarez stood, leaning on the cane she had bought after a fall on the factory stairs. She did not call the foundry beautiful. She called it dangerous, loud, and necessary. "Do not build a monument to us," she said. "Build homes we can enter." Her plain sentence quieted the room more completely than the architect's glowing slides. Outside, the fence still promised tomorrow. I no longer wanted to tear it down. I wanted someone to add three smaller words beneath it: for all of us.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the words “cheerful,” “bright,” and “priced beyond” shape the narrator’s view of the development plan?

2. What is the effect of the parallel clauses and repeated word “tiny” in the sentence about the planners’ model?

3. How does the sentence “Memory is not a museum” change the tone, and what viewpoint does the comparison express?

4. Evaluate how Ms. Alvarez’s direct imperative sentences and the final phrase “for all of us” convey the passage’s central intent.

3 YOUR TURN

Your own words

Write a 90 to 110 word first-person response to a proposed change in a familiar place. Use one deliberate repeated word or phrase and one deliberate sentence pattern to convey a clear viewpoint, then add exactly two sentences explaining how those choices express your intent.

ANSWER KEY

Tomorrow, For Whom?

GRADE 11 · 11.RL.2.B

PART 1 · READ AND MARK

Underline four words or phrases that reveal the narrator's viewpoint, circle two sentence patterns that add emphasis, and number the point where the tone shifts. Use your marks to explain how the narrator's voice conveys an intent. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the words "cheerful," "bright," and "priced beyond" shape the narrator's view of the development plan?	**They contrast the developer's upbeat advertising with the narrator's concern that current residents will be excluded by higher costs.**
2	What is the effect of the parallel clauses and repeated word "tiny" in the sentence about the planners' model?	**The repetition makes the model seem artificial and incomplete, showing that it removes the real people and problems of the neighborhood.**
3	How does the sentence "Memory is not a museum" change the tone, and what viewpoint does the comparison express?	**It shifts the tone from criticism to reflection. The comparison shows that the narrator sees the neighborhood's past as containing both harm and value, not as a perfect past to preserve.**
4	Evaluate how Ms. Alvarez's direct imperative sentences and the final phrase "for all of us" convey the passage's central intent.	**The commands make her demand urgent and clear, while "for all of us" broadens the concern to the whole community. Together, they argue that new housing should include the people already living there.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The city plans to replace our branch library with a glass coworking hub. Officials call it flexible, flexible, flexible, as if a building can bend itself toward a child who needs a warm chair after school. I remember the stained carpet, the slow radiator, and the librarian who kept granola bars in her desk. The library is imperfect. It is crowded. It is ours. I do not want a polished room that rents silence by the hour; I want a public room where anyone can open a book, charge a phone, or wait without buying anything. The repeated word "flexible" gives the officials' language a skeptical tone, while concrete details establish the speaker's personal voice. The three brief declarative sentences create emphasis and convey the intent to defend an imperfect public space as necessary and shared.

Accept equivalent analyses that connect precise language or syntax to a supported inference about viewpoint, tone, voice, or intent. For the open task, accept varied topics when the response includes the required repetition, sentence pattern, clear viewpoint, and two-sentence explanation.