

Voices at the Crossing

How residents use evidence and public participation to influence local decisions.

SS.5.CG.2 "Civic and Political Participation"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action residents take to influence a local decision, then number the actions in the order they happen to show how people can participate in civic life.

A Safer Walk Home

- ① At Pine Ridge Elementary, students noticed that cars moved quickly near the crosswalk after school. The student council asked classmates and families to describe what they saw. They counted cars for five afternoons and wrote down times when people waited to cross. Their notes gave the group evidence to share, rather than only a complaint.
- ② The council wrote a petition asking the city's traffic department to study the crossing. Students invited neighbors to sign if they agreed. Two council members spoke during the public-comment time at a city council meeting. They explained their counts and asked for a crossing guard or a slower speed zone. Speaking and petitioning let residents share ideas with local government.
- ③ Several weeks later, the traffic department placed a temporary sign and watched traffic. The city council would use the study to decide whether to make a longer-lasting change. Adults in the neighborhood could also learn where candidates stood on street safety before voting in city elections. Civic participation includes gathering facts, sharing views respectfully, and making informed choices.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What evidence did the student council collect before sharing its concern?

2 Name two ways the students shared their ideas with local government.

3 Why did the students invite neighbors to sign the petition?

4 What should adults learn before voting in city elections, according to the passage?

3 YOUR TURN _____ Your own words

Choose a community issue that is not named in the passage. In 3 sentences, state the issue, tell what facts you would gather, and explain one respectful way you would share your idea with a local government group.

PART 1 • READ AND MARK

Underline each action residents take to influence a local decision, then number the actions in the order they happen to show how people can participate in civic life. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What evidence did the student council collect before sharing its concern?	They counted cars for five afternoons and recorded times when people waited to cross.
2	Name two ways the students shared their ideas with local government.	They wrote a petition and spoke during public-comment time at a city council meeting.
3	Why did the students invite neighbors to sign the petition?	Neighbors could show that they agreed with the request for the traffic department to study the crossing.
4	What should adults learn before voting in city elections, according to the passage?	They should learn where candidates stand on street safety.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our neighborhood park has broken swings. I would take photos and ask visitors how often they use the swings. I would send the information to the parks department and speak politely at its public meeting.

Accept any realistic community issue and a fact-gathering step connected to it. The response should name a respectful civic action and an appropriate local government group.