Evidence at the Corner

Use evidence to think about a community decision.

3.P.1.2 "Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. Ask and respond to enduring essential questions of common concerns to the community and state..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two sets of morning counts, circle the shop owner's claim, and number the two ways the class plans to gather more evidence. Use your marks to compare what the sources can tell you.

A Safer Way Across

1. At Maple School, families asked the town to make the street near the school safer to cross. Some wanted a crossing guard. Others wanted drivers to slow down. The town council asked, "How can we help people cross safely?" Third graders in Ms. Lee's class decided to look for evidence before sharing an idea. They watched the corner from a safe spot with their teacher.

2. On Monday, the class counted 18 children crossing before school. Six cars drove past while children waited at the curb. On Tuesday, they counted 21 children crossing and four cars passing while children waited. A shop owner said, "The corner is always quiet." The class knew that one person's view might miss the busy morning. They wrote down the times of their counts.

3. One student asked, "Would a guard help at the busiest time?" The class could not answer that from its two morning counts. They planned to watch on more school days and ask families when they cross. Then they would share what they found with the council. Their counts showed a reason to look closer, but they did not prove which change would work best.

2 ANSWER WITH EVIDENCE

Use the passage

1. What do the class's counts show that makes the crossing worth studying?

2. Why is the shop owner's claim not enough to decide whether the corner is quiet?

3. A student says the counts prove a crossing guard will work best. Do you agree? Use evidence from the passage.

4. What two steps could the class take to learn when people need help crossing? Explain how one step would help.

3 YOUR TURN

Your own words

The town is thinking about adding a bench at a bus stop. Write one big question about the decision, two smaller questions you could check, and one sentence telling what evidence you would collect to answer a smaller question.

ANSWER KEY

Evidence at the Corner

GRADE 3 · 3.P.1.2

PART 1 · READ AND MARK

Underline the two sets of morning counts, circle the shop owner's claim, and number the two ways the class plans to gather more evidence. Use your marks to compare what the sources can tell you. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What do the class's counts show that makes the crossing worth studying?	**On the two mornings, six cars and four cars passed while children waited to cross.**
2	Why is the shop owner's claim not enough to decide whether the corner is quiet?	**The shop owner may not have seen the corner during the busy morning crossing time.**
3	A student says the counts prove a crossing guard will work best. Do you agree? Use evidence from the passage.	**No. The class counted children and passing cars on only two mornings. Those counts do not show whether a guard would work better than another change.**
4	What two steps could the class take to learn when people need help crossing? Explain how one step would help.	**The class could watch on more school days and ask families when they cross. Asking families would help the class learn when people use the crossing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Should our town add a bench at the bus stop? How many people wait there each day? How long do they wait? I would count people and time their waits on several days to find out how often a bench might be used.

Accept answers supported by the passage, including different ways to explain the limits of two morning counts. For Part 3, look for a community decision question, two checkable supporting questions, and evidence that could help answer at least one of them.