The Crossing Choice

Use evidence and respectful talk to consider a town decision.

3.P.1 "Apply critical thinking skills to address authentic civic issues. Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. Explain how people make decisions in a constitutional republic..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the two safety ideas neighbors suggest, underline one observation used as evidence, and put a star beside a respectful reply to a different idea. These marks will help you track how the town considers its choices.

A Safer Way to the Library

1. In the made-up town of Pine Bend, many children cross Elm Street to reach the library. Some neighbors worry that drivers may not notice them. At a town meeting, Nora suggests a flashing sign to warn drivers. Malik suggests a crossing guard after school to help children cross. Both ideas could help, but the town council has money for only one new safety plan.

2. Before choosing, neighbors gather evidence. On Wednesday, Nora counts 23 people using the crossing in 15 minutes. Malik notices that the busiest time may be after school, but no one has counted then. The count shows that people use the crossing. It does not show how fast cars drive or whether one safety idea would work better than the other.

3. At the next meeting, Malik says, "A guard could help children after school." Nora replies, "I see why you want a guard. Could we learn when children cross before we decide?" Neighbors share their views, and council members listen. The council votes to ask town workers to study the crossing at different times. After reading the report, members will vote on a safety plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Nora's count show? Name one thing it cannot tell the council.

2. How would Nora's idea and Malik's idea help people in different ways?

3. How does Nora show respect for Malik's idea, even though she suggested a different one?

4. Why does the council ask for a study before voting on a safety plan?

3 YOUR TURN

Your own words

Think of a different problem in your community. Write four sentences that name the problem, describe evidence you could collect, suggest an action a local leader could consider, and give a respectful reply to someone who prefers another action.

ANSWER KEY

The Crossing Choice

GRADE 3 · 3.P.1

PART 1 · READ AND MARK

Circle the two safety ideas neighbors suggest, underline one observation used as evidence, and put a star beside a respectful reply to a different idea. These marks will help you track how the town considers its choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Nora's count show? Name one thing it cannot tell the council.	**It shows that 23 people used the crossing in 15 minutes. It cannot tell the council how fast cars drive or which safety idea would work better.**
2	How would Nora's idea and Malik's idea help people in different ways?	**Nora's flashing sign would warn drivers. Malik's guard would help children cross after school.**
3	How does Nora show respect for Malik's idea, even though she suggested a different one?	**She says she understands why Malik wants a guard, then asks a question instead of dismissing his idea.**
4	Why does the council ask for a study before voting on a safety plan?	**The neighbors have not counted crossings after school, and their evidence does not show which plan would work better. The study can give council members more information before they vote.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our park has too few trash cans, so litter collects near the benches. I could count pieces of litter there on three afternoons and ask park visitors what they notice. The town council could consider adding a trash can by the benches. If someone prefers more cleanup days, I would say, "I hear your idea, and I think we should compare both plans."

Accept answers that use passage evidence to explain the council's choice, even if wording differs. For Your Turn, look for a new community problem, evidence the student could gather, a possible local action, and a respectful response.