Every Voice Counts

Read how neighbors make room for everyone to take part.

5.C.3.4.B "the equality of all individuals"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two barriers that kept people from sharing ideas, then circle the action that addressed each one to show how everyone can have a chance to take part.

Plans for the Park

1. At a neighborhood park meeting, families shared ideas for a new play area. Some wanted a climbing wall, while others hoped for a quiet garden. The planners said each person deserved the same chance to be heard, whether that person was young or old. They handed out cards so people who did not want to speak aloud could still share their ideas.

2. One neighbor used a wheelchair and could not enter the meeting room because of its steps. The planners moved the next meeting to a room with a ramp. They also offered notices in the languages neighbors used at home. These changes did not make one neighbor's ideas more important. They removed barriers so more people could take part.

3. After listening, the planners compared ideas using the same questions: Is it safe? Can many people use it? Will it fit the park's space and budget? They chose a smooth path to the garden and a small climbing structure. Not every suggestion was chosen, but each was considered. Treating people as equals meant respecting their voices, not promising everyone the exact same result.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the cards give more people an equal chance to share ideas?

2. Why did moving the meeting to a room with a ramp matter for treating neighbors as equals?

3. How could notices in the languages neighbors used at home help more people take part?

4. The planners did not choose every suggestion. What did they do to treat the people who made suggestions equally?

3 YOUR TURN

Your own words

Imagine your class is choosing a project to help your school. In three sentences, describe a new barrier that could keep someone from sharing an idea, a way to remove it, and how the class can treat everyone's suggestions equally.

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PART 1 · READ AND MARK

Underline two barriers that kept people from sharing ideas, then circle the action that addressed each one to show how everyone can have a chance to take part. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the cards give more people an equal chance to share ideas?	**People who did not want to speak aloud could write down their ideas instead.**
2	Why did moving the meeting to a room with a ramp matter for treating neighbors as equals?	**The steps kept a neighbor who used a wheelchair from entering. The ramp let that neighbor take part.**
3	How could notices in the languages neighbors used at home help more people take part?	**More neighbors could understand the meeting notices and know how to join.**
4	The planners did not choose every suggestion. What did they do to treat the people who made suggestions equally?	**They considered each idea using the same questions about safety, use, space, and budget.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A classmate who is away during the discussion may miss the chance to suggest a project. We can wait until the classmate returns and invite them to share an idea before we decide. Then we can judge every suggestion by how much it helps our school and whether we can do it.

For the marking job, accept any two matched barriers and actions, such as not wanting to speak aloud and the cards, or the room's steps and the move to a room with a ramp. For Your Turn, look for a new barrier, a practical response, and an equal way to consider ideas.