Council in Action

Discuss a problem, make a decision, and plan what comes next.

7.P.1.1.B "Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways the council hears different views. Circle the tests it uses to compare ideas, then number the steps it takes from decision to action.

The Courtyard Gate

1. After lunch, wrappers often collect near the courtyard gate at Arroyo Middle School. The student council wants a plan that students can carry out and the principal can approve. At its meeting, each representative gets one minute to describe what students have noticed, without interruptions. Students who dislike speaking in a group can leave unsigned notes in a box. The council reads those notes aloud, then writes the problem on the board: reduce litter near the gate without blocking the walkway or blaming any group.

2. Two ideas come forward. One group suggests moving an existing trash bin closer to the gate. Another suggests assigning students to remind classmates to pick up wrappers. Before debating, the council agrees on three tests: Will the plan cost little, keep the walkway clear, and treat students fairly? Members ask questions about each idea rather than attacking its supporters. A custodian says a bin by the gate could block carts, but a spot beside the wall would not. Several students worry that peer reminders might turn into arguments.

3. The council first tries to reach agreement. Most members favor moving the bin beside the wall, but two worry it could still fill too quickly. The council adds a weekly check of how full the bin gets. Members then vote: nine support the revised bin plan, and three prefer peer reminders. The secretary records both the vote and the remaining concern about overflow. The council sends its proposal to the principal and asks for a two-week trial. After the trial, members will ask students and the custodian whether litter and access have improved.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the one-minute turns and unsigned notes help the council hear different views?

2. Using the council's tests, why might moving the bin beside the wall work better than peer reminders?

3. Why does the council add a weekly bin check before voting?

4. After the vote, what steps will help the council put its choice into action and judge whether it works?

3 YOUR TURN

Your own words

A bus stop in your neighborhood has a litter problem. Write a five-sentence plan for a youth group meeting: explain how you will hear different views, name two possible actions and a fair test for comparing them, describe how you will decide, and include a first step and a way to check the result.

ANSWER KEY

Council in Action

GRADE 7 · 7.P.1.1.B

PART 1 · READ AND MARK

Underline two ways the council hears different views. Circle the tests it uses to compare ideas, then number the steps it takes from decision to action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the one-minute turns and unsigned notes help the council hear different views?	**The turns give representatives a chance to speak without interruption. The notes let students who dislike speaking in a group share their views.**
2	Using the council's tests, why might moving the bin beside the wall work better than peer reminders?	**Moving an existing bin should cost little, and the spot beside the wall would leave room for carts. Peer reminders might lead to arguments, making that idea less fair to students.**
3	Why does the council add a weekly bin check before voting?	**Two members worry the bin could fill too quickly. A weekly check addresses their concern about overflow.**
4	After the vote, what steps will help the council put its choice into action and judge whether it works?	**The council will send the proposal to the principal, request a two-week trial, and then ask students and the custodian whether litter and access have improved.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At our youth group meeting, everyone will get a turn to speak or submit an unsigned note. We could ask the city for a covered bin or hold a weekly volunteer cleanup. We will compare the ideas by cost, safety, and the amount of work they require. After discussing concerns, we will vote and make the option with more votes our proposal. We will ask the city for permission, then count litter before and after a two-week trial.

Accept other passage-supported comparisons in question 2. For Your Turn, accept workable actions and decision procedures that give group members a fair chance to participate.