The Shelter Decision

How a community weighs needs and recommends a solution

AWH.P.1.1.B "Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB READ AND MARK: Underline two ways the council includes different voices, circle evidence used to compare options, and number the steps from proposal to follow-up.

A Plan for the Elm Street Stop

1. At the Elm Street bus stop, students and neighbors wait beside a busy road without a shelter. After several riders described getting soaked, a neighborhood council invited riders, nearby shop owners, and a transit agency employee to a public meeting. The council posted the meeting time at the bus stop and offered a phone number for people who could not attend. At the meeting, each person had two minutes to speak before anyone spoke twice. Riders wanted cover from rain; one shop owner worried that a shelter might block the store window. A student recorded each concern without naming a winner.

2. Rather than vote right away, the group compared three ideas: a shelter at the current stop, a shelter farther down the block, or a smaller canopy. The transit employee explained that the agency could approve a shelter only if it left enough sidewalk space for wheelchairs. Students measured the sidewalk with an adult volunteer, then asked riders which location they could reach safely. The current stop had room for a smaller canopy, but not a full shelter. The farther location had more space, yet riders said its crossing felt unsafe after dark. People discussed whose needs each choice might leave out.

3. At a second meeting, a rider proposed a small canopy at the current stop and a request for a safer crossing later. The shop owner agreed after the group shifted the proposed canopy away from the window. Members checked that the plan left the required sidewalk space, then voted on whether to send it to the transit agency. Most voted yes; two voted no because they preferred the larger shelter. The council included both views in its letter. The agency would make the final decision. Meanwhile, students planned to ask riders about rain protection and sidewalk access if the canopy was installed.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the council make room for people who could not attend and keep frequent speakers from dominating the meeting?

2. Why was a full shelter farther down the block not an easy solution, even though that spot had more space?

3. How did the proposed plan address both riders' need for cover and the shop owner's concern?

4. Why should the agency see the no votes, and how could students check whether the plan worked?

3 YOUR TURN

Your own words

YOUR TURN: Your local park's drinking fountain has been broken for weeks. Some neighbors want it repaired, while others want the money used for shaded seating. In five or six sentences, plan how residents and park staff could hear different views, compare the options with evidence, recommend a choice, and check the result.

ANSWER KEY

The Shelter Decision

HIGH SCHOOL · AWH.P.1.1.B

PART 1 · READ AND MARK

READ AND MARK: Underline two ways the council includes different voices, circle evidence used to compare options, and number the steps from proposal to follow-up. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the council make room for people who could not attend and keep frequent speakers from dominating the meeting?	**It offered a phone number for people who could not attend and gave each person two minutes before anyone spoke twice.**
2	Why was a full shelter farther down the block not an easy solution, even though that spot had more space?	**Riders said the crossing to that location felt unsafe after dark.**
3	How did the proposed plan address both riders' need for cover and the shop owner's concern?	**It placed a small canopy at the current stop for rain protection and shifted it away from the store window.**
4	Why should the agency see the no votes, and how could students check whether the plan worked?	**The no votes show that some members still preferred a larger shelter. If the canopy was installed, students could ask riders about rain protection and sidewalk access.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would invite park visitors, nearby residents, and park staff to a meeting and accept written comments from people who cannot come. Each speaker would get equal time, and a student would record concerns. We would ask staff for repair costs and collect visitor reports about heat and access to water. After comparing both needs, we could vote on a recommendation to repair the fountain first and seek a grant for shade. Our letter to the parks department would include opposing views. One month after the repair, we would ask visitors whether the fountain works and whether shade is still needed.

Accept other evidence-based explanations that connect participation, competing needs, a recommendation, and follow-up. The proposed plan is a recommendation, not a decision the council can impose on the transit agency.