Lights After Dark

How a community weighs competing needs

E.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 Underline the ways people share their views, circle the concerns they raise, and number the steps that lead to a decision. Use your marks to track how the plan changes.

A Trial at Eastside Court

1. At the Eastside public basketball court, games often end when the sun goes down, even though many teens are free only after dinner. A group of teens asked the parks board to add lights. Nearby residents worried that bright lights and late games would disturb their sleep. Instead of starting a petition for one solution, the teens held two listening sessions at the community center, one in the afternoon and one in the evening. They also collected written comments at the library, so people who could not attend could still describe how they use the park.

2. At the sessions, participants compared three options: permanent lights until 10 p.m., shielded lights until 8 p.m., or no new lights and longer weekend court hours. Parks staff explained that the budget could cover shielded lights but not both lights and extra staff for longer hours. Teens described why an 8 p.m. closing time would still allow games after dinner. Neighbors asked for a way to report glare. In small groups, participants weighed access, cost, and noise, then revised the middle option to include a phone number for complaints and a three-month trial.

3. Before the parks board meeting, the organizers sent every commenter a summary of all three options, including objections to each. At the public meeting, speakers had equal time, and the board voted for the revised trial rather than permanent lights. The board agreed to publish the cost, the number of evening court users, and complaints about light or noise each month. After three months, residents and teens would meet again to review those records and recommend whether to keep, change, or remove the lights. The board would then hold another public vote.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the organizers make it possible for more people to take part before the board voted? Name two choices and explain whom each could help include.

2. If a participant suggested adding lights and paying staff for longer weekend hours, what information should the group consider before supporting that plan?

3. Why might the revised middle option address concerns raised by both teens and neighbors?

4. After the trial, how could residents use the published records to help shape the next board decision?

3 YOUR TURN

Your own words

Your neighborhood bus stop has no shade or bench, and the transit agency can afford only one improvement this year. In four to five sentences, propose two ways to involve riders, explain how you would weigh both options, and describe a decision process and a way to check its results.

ANSWER KEY

Lights After Dark

HIGH SCHOOL · E.P.1.1.B

PART 1 · READ AND MARK

Underline the ways people share their views, circle the concerns they raise, and number the steps that lead to a decision. Use your marks to track how the plan changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the organizers make it possible for more people to take part before the board voted? Name two choices and explain whom each could help include.	**They held afternoon and evening sessions for people with different schedules and collected library comments from people who could not attend.**
2	If a participant suggested adding lights and paying staff for longer weekend hours, what information should the group consider before supporting that plan?	**Parks staff said the budget could not cover both lights and the extra staff needed for longer hours.**
3	Why might the revised middle option address concerns raised by both teens and neighbors?	**The lights would allow some games after dinner, while the 8 p.m. limit, shielded lights, complaint number, and trial would address neighbors' concerns.**
4	After the trial, how could residents use the published records to help shape the next board decision?	**They could review costs, evening use, and complaints, then recommend keeping, changing, or removing the lights before the board's next public vote.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would talk with riders at the stop during morning and evening trips and offer a short paper survey on the bus. At a public meeting, riders could compare how many people need a place to sit with how often they wait in direct sun. I would ask the agency to share costs and maintenance needs before riders vote on the options. The agency could choose the option with the most support that fits its budget. After installation, riders could report whether the change makes waiting easier, and the agency could publish those responses.

Accept other passage-based explanations that connect participation or evidence to a decision. For Your Turn, look for two distinct ways to involve riders, a comparison of the options, a fair decision process, and a follow-up check.