The Bus Debate

Use boarding data and public testimony to weigh a transit decision.

OKH.P.3.1.B "Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one claim from each hearing speaker, circle two table values that help test a claim, and number two limits of the counter data.

One More Bus Trip

1. In the fictional city of Cedar Bend, council members must choose where to add one weekday bus trip. A digital passenger counter recorded boardings at three stops during the same five weekdays in April. The table reports total boardings in two one-hour windows, not the number of people who wanted to ride. Each boarding is counted at its stop.

BOARDINGS DURING FIVE WEEKDAYS

Stop	6–7 a.m.	6–7 p.m.
North Clinic	24	63
High School	70	12
Mill Street	31	48

2. At a public hearing, a clinic worker said, "Some patients tell me they wait too long for a bus after work." A council member replied, "The evening rush is bigger than the morning rush, so every stop needs an evening trip." Both speakers describe a concern, but their statements make different kinds of claims.

3. The city can fund only one extra trip this month. The counter tracked people who boarded, not people who gave up waiting or walked away. It also tracked only selected stops and two time windows on weekdays. Council members may use the table alongside testimony, but they must explain which conclusions the evidence supports and which need more information.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which stop has the strongest numerical case for an evening trip instead of a morning trip? Compare its two counts.

2. Do the counts at these three stops support the council member's claim that the evening rush is bigger than the morning rush? Use totals to defend your answer.

3. Could this table justify adding a Saturday trip? Explain using what the counter recorded.

4. Does the counter data confirm the clinic worker's report of long waits? Explain what the counter does and does not measure.

3 YOUR TURN

Your own words

Write a three- or four-sentence recommendation for where and when to add one weekday bus trip. Compare two numbers from different stops, identify a limit of the counter data, and name another source that could help test your choice.

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PART 1 · READ AND MARK

Underline one claim from each hearing speaker, circle two table values that help test a claim, and number two limits of the counter data. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which stop has the strongest numerical case for an evening trip instead of a morning trip? Compare its two counts.	**North Clinic has 63 evening boardings and 24 morning boardings, a difference of 39. That is the largest evening-over-morning difference in the table.**
2	Do the counts at these three stops support the council member's claim that the evening rush is bigger than the morning rush? Use totals to defend your answer.	**No. The three stops had 123 evening boardings and 125 morning boardings over the five weekdays.**
3	Could this table justify adding a Saturday trip? Explain using what the counter recorded.	**No. The counter recorded boardings only on weekdays, so the table does not show Saturday use.**
4	Does the counter data confirm the clinic worker's report of long waits? Explain what the counter does and does not measure.	**No. It counts people who boarded, but it does not measure how long they waited or count people who left without boarding.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I recommend an added evening trip serving North Clinic. Its 63 evening boardings exceed Mill Street's 48, suggesting stronger observed evening use at the clinic. Boardings do not show how long anyone waited or whether people left. A survey at both stops could help the council learn where riders face longer waits.

Accept any recommendation supported by an accurate comparison of two values from different stops, a valid limit of the data, and a relevant additional source. Students should not treat boarding counts as proof of unmet demand.