Who Gets Heard?

Trace how resources, reputation, and duties shape a community response.

S.3.4 "Identify aspects of social structure, including social class, social status and roles, as well as their influences on individuals and groups."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline differences in resources, circle clues about whose ideas get attention, and put a star beside expected duties to trace how class, status, and roles affect people.

A Place to Cool Down

1 During a July heat wave in Riverton, the public library opened a cooling room. Entry was free, but reaching it was not equally easy. Some families could drive over after work and return to air-conditioned homes at night. Others shared cars, waited for a bus that stopped running early, or lived in apartments without working air conditioning. A free service did not erase differences in money, transportation, and housing. By late afternoon, people with fewer options stayed longer, while some people with cars could leave when the room became crowded. These differences shaped who depended most on the room.

2 At the library, Ms. Chen, a longtime neighborhood organizer, suggested keeping the room open one hour later. Several visitors nodded, and the library director invited her to speak at the planning meeting. Teenager Luis had made the same suggestion that morning, but the director had thanked him without writing it down. Ms. Chen's trusted reputation gave her suggestion more weight, even though Luis knew the bus schedule from riding it every day. The director later asked Luis to explain the route changes. When he spoke, the group learned that an extra hour would help only if visitors could get home afterward.

3 The cooling room also depended on expected tasks. The director had the authority to set library hours, while staff members checked people in and watched for signs of heat illness. Volunteers filled water pitchers and helped visitors find seats. Luis was a volunteer, but he also cared for his younger sister while their mother worked an evening shift. He could not stay for every meeting, so the group sometimes missed his knowledge about the bus. After hearing him, the director arranged for staff to collect riders' comments during the day. The group used those comments when it planned future hours.

2 ANSWER WITH EVIDENCE

Use the passage

1. What differences in resources affected how people used the cooling room?

2. Ms. Chen and Luis suggested the same change. How did their social status affect the director's first response to each?

3. How did the director's role and the volunteers' role give them different ways to help visitors?

4. Why was a plan to stay open later incomplete until Luis spoke? Include one detail about access to resources and one about status.

3 YOUR TURN

Your own words

Imagine your school opens its gym as a free study space after class. In 4 to 5 sentences, describe a difference in access to resources, a difference in whose ideas get attention, and two people's expected duties; explain how these shape a decision for the group.

Who Gets Heard?

PART 1 · READ AND MARK

Underline differences in resources, circle clues about whose ideas get attention, and put a star beside expected duties to trace how class, status, and roles affect people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What differences in resources affected how people used the cooling room?	**Some people had cars and air-conditioned homes, while others relied on a bus or lacked working air conditioning. Those with fewer options depended on the room longer.**
2	Ms. Chen and Luis suggested the same change. How did their social status affect the director's first response to each?	**The director invited Ms. Chen to a meeting because her reputation gave her suggestion weight. The director initially thanked Luis but did not write down his suggestion.**
3	How did the director's role and the volunteers' role give them different ways to help visitors?	**The director could set library hours. Volunteers could fill water pitchers and help visitors find seats.**
4	Why was a plan to stay open later incomplete until Luis spoke? Include one detail about access to resources and one about status.	**Bus riders might not be able to get home after a later closing time. Luis knew the bus schedule, but his suggestion had received less attention than Ms. Chen's.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Some students have rides home, but others rely on the last bus and cannot stay late. A respected team captain's request for evening hours gets attention before another student's warning about the bus. The principal's role is to set building hours, while a teacher's role is to supervise the gym. After the teacher shares the bus concern, the principal sets hours that end before the last bus leaves. This choice lets more students use the space and get home.

Accept other passage-supported examples of resources, status, and roles. For the open task, look for all three aspects of social structure and a clear effect on the group's decision.