Shade at Stake

Who can change a bus stop?

S.5.6 "Examine the extent to which individual and group responses influence potential resolutions to social problems."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline individual actions, circle group actions, and number two government decisions that expand or limit what those actions can achieve.

Waiting in the Heat

1 In the fictional city of Westhaven, the only bus stop beside a large apartment complex has no shade. On hot afternoons, riders wait on bare pavement, and some older residents skip trips to the pharmacy. Maya, a high school student, begins carrying extra water to share. Another rider asks the bus driver to stop closer to a nearby tree, but the driver cannot move the official stop. These individual actions ease a few waits, yet they do not change where everyone stands or protect riders who arrive when Maya is absent.

2 Neighbors form a riders' committee and count how many people use the stop during afternoon hours. They collect written accounts from riders who have missed appointments, then ask the transit agency to install a shelter. The agency controls bus stop equipment, but says its current shelter budget is already committed. The committee presents its findings at a public meeting and persuades the city council to fund a temporary canopy. Council members approve a three-month trial, provided the agency checks that the canopy will not block the sidewalk. Organized evidence and public support move an idea toward action, although neither guarantees a permanent shelter.

3 During the trial, the canopy shades part of the waiting area, but people using wheelchairs report that its posts narrow the path. The committee asks the agency to relocate the posts, while Maya keeps sharing water on especially hot days. The agency moves the canopy after a safety review. Riders now have more shade and a clear path, but the temporary permit expires in three months. A permanent shelter still depends on new funding and agency approval. Individuals can meet immediate needs, while organized riders can influence decisions, but lasting change also requires action from the agency and council.

2 ANSWER WITH EVIDENCE

Use the passage

1. To what extent does Maya's response address the problem? Use one detail that shows its effect and one that shows its limit.

2. How does the committee make a solution more likely after the agency says its shelter budget is committed?

3. Why does the committee's first solution need to change, and what role does the agency play?

4. How fully is the problem resolved by the end of the passage? Explain what still needs to happen.

3 YOUR TURN

Your own words

Imagine a school where students who take late buses cannot reach a free evening meal pickup before it closes. In four or five sentences, propose one individual response and one group response, explain how each could influence a resolution, and identify a remaining limit or decision someone else must make.

Shade at Stake

PART 1 · READ AND MARK

Underline individual actions, circle group actions, and number two government decisions that expand or limit what those actions can achieve. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	To what extent does Maya's response address the problem? Use one detail that shows its effect and one that shows its limit.	**Sharing water eases some hot waits, but it provides no shade and does not help riders when Maya is absent.**
2	How does the committee make a solution more likely after the agency says its shelter budget is committed?	**The committee gathers rider counts and written accounts, then presents them publicly. Its evidence helps persuade the city council to fund a temporary canopy.**
3	Why does the committee's first solution need to change, and what role does the agency play?	**The canopy posts narrow the path for people using wheelchairs. After the committee asks for a change, the agency moves the canopy following a safety review.**
4	How fully is the problem resolved by the end of the passage? Explain what still needs to happen.	**Riders have more shade and a clear path, but the canopy is temporary. A permanent shelter still requires new funding and agency approval.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

One student could tell cafeteria staff which late buses arrive after pickup closes, giving them evidence of the problem. A student group could survey riders and ask the school to keep meal pickup open longer. The group's shared evidence might persuade administrators to try a later pickup time. One student's report could start a conversation, but it would not change the schedule alone. Administrators would still need to arrange staffing and approve the new hours.

Accept other passage-supported judgments of impact and limits. For Part 3, look for distinct individual and group responses, an explanation of each response's possible influence, and a realistic remaining decision or constraint.