Beyond the Line

Deliberating a community food pantry decision

TOT.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 two proposed strategies, circle evidence about their limits, and number the steps the group uses to reach and test a decision. Your marks should show how people affected by a problem help shape a response.

A Shorter Wait at Harbor Street

1. At the Harbor Street food pantry, families often wait outside for nearly an hour on Thursday afternoons. A student volunteer group wants a plan that reduces the wait without shutting anyone out. Some members suggest assigned pickup times, booked online or by phone. Others propose opening on a second evening each week. Neither option is free: scheduled pickups require someone to manage bookings, while another evening needs enough volunteers and space. The pantry director can approve a short trial, but asks the group to consult the people who use the pantry before choosing.

2. The group asks pantry users for private feedback on paper and by phone, so people do not have to speak about their needs in a public meeting. Several users say they cannot reliably book a time online. Others say a second evening would help them avoid a conflict with work. Volunteers report that three people could cover an extra evening for four weeks, but not indefinitely. At a meeting, a facilitator gives each person time to speak before opening discussion. The group lists benefits and drawbacks of both options instead of treating the loudest opinion as the community's choice.

3. After reviewing the feedback, pantry users and volunteers at the meeting vote on a recommendation. A majority favors a four-week trial of a second pickup evening, and the director approves it. The group does not treat the vote as the end of the decision. Each week, volunteers record wait times on both evenings and ask users privately whether the new hours help. Some people still prefer assigned times, so the group keeps that option for its next discussion. After four weeks, the group will compare the results with its goal and recommend whether to continue, change, or end the trial.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the group collect private feedback before holding a vote?

2. Use one detail from the passage to explain a limit of assigned pickup times.

3. How does the group use what it learned to choose a trial rather than a permanent second evening?

4. If wait times stay long during the trial, how should the group use its decision process to respond?

3 YOUR TURN

Your own words

Choose a problem at an out-of-school place in your community. In one paragraph, propose two strategies, explain how affected people will take part in a fair decision, identify evidence you need, and tell how you will test and revisit the choice.

ANSWER KEY

Beyond the Line

HIGH SCHOOL · TOT.P.1.1.B

PART 1 · READ AND MARK

Underline the two proposed strategies, circle evidence about their limits, and number the steps the group uses to reach and test a decision. Your marks should show how people affected by a problem help shape a response. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the group collect private feedback before holding a vote?	**Private feedback lets pantry users share needs without speaking publicly and brings affected people's views into the decision before the vote.**
2	Use one detail from the passage to explain a limit of assigned pickup times.	**Several users cannot reliably book online, and scheduled pickups also require someone to manage bookings.**
3	How does the group use what it learned to choose a trial rather than a permanent second evening?	**Users say a second evening would help with work conflicts, but volunteers can cover it for only four weeks. A four-week trial tests the option without assuming it can continue indefinitely.**
4	If wait times stay long during the trial, how should the group use its decision process to respond?	**The group should review the recorded wait times and private user feedback, discuss whether to change or end the trial, and reconsider assigned times as an option.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Trash piles up at our neighborhood park after weekend games. Teams could take turns cleaning up, or the parks department could add bins near the fields. I would ask players, nearby residents, and park workers for their views, including through a paper survey. We need to know when trash appears and whether workers can empty more bins. At an open meeting, everyone would have a chance to speak before participants vote on a recommendation to the parks department. If the department agrees, we could try a team cleanup schedule for one month, count litter each week, and discuss whether to change the plan.

Accept other evidence-based explanations that connect participation, tradeoffs, voting, and revision to the passage. For the open task, look for two distinct strategies and a realistic way for affected people to shape and revisit the decision.