# From Voices to Votes

Deliberate, decide, and revisit a community plan

**USG.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 two ways people can take part, circle the two proposed improvements, and number three actions that take the council from gathering concerns to making and checking a decision.

### A Safer Wait for the Bus

1. After evening programs at the Eastside Recreation Center, riders wait at a dim bus stop across a busy street. The city has set aside money for one improvement this season. At a public meeting, the neighborhood council asks riders, nearby residents, and a city transit worker to describe the problem before anyone proposes a fix. Riders say they struggle to see approaching buses; one resident worries that a new lamp could shine into bedroom windows. A student volunteer records each concern without attaching names. The council also offers a paper comment form at the center so people who cannot attend can still speak.

2. At a second meeting, small groups compare two plans: install a shielded lamp at the current stop, or ask the transit agency to move the stop to a brighter corner. The transit worker explains that a move would require an agency review and might add a longer walk for some riders. The lamp could be installed sooner, but the city must check where its light would fall. Each group lists who gains, who might face a new problem, and what information is missing. Representatives share their lists aloud; no one is asked to agree before the trade-offs are heard.

3. Council members post a summary of the comments at the center, then invite corrections before a public vote. The vote favors asking the city to install the shielded lamp, provided a lighting test shows it will not shine into nearby homes. If the test fails, the council will reopen discussion rather than quietly switch plans. The council also asks riders to report whether they can see buses clearly after installation. At a follow-up meeting, members will compare those reports with the original concerns and decide whether to request another change from the city.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How do the public meeting and paper comment form help more people take part in the decision?

2. What trade-off should the groups consider before recommending that the stop move, and who could be affected?

3. Why does the council invite corrections to its summary before the vote?

4. If the lighting test fails, what will the council do instead of switching plans on its own? Why?

## 3 YOUR TURN

Your own words

Choose a community problem outside school that is not about bus stops. In one paragraph, propose two ways affected people could take part, two strategies to compare, a fair way to decide, and a way to check the result and revise the plan if needed.

# From Voices to Votes



## PART 1 · READ AND MARK

Underline two ways people can take part, circle the two proposed improvements, and number three actions that take the council from gathering concerns to making and checking a decision. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How do the public meeting and paper comment form help more people take part in the decision? | **People can speak at the meeting, while those who cannot attend can submit comments on paper.** |
| 2 | What trade-off should the groups consider before recommending that the stop move, and who could be affected? | **Moving the stop requires an agency review and could make some riders walk farther, even though the new corner is brighter.** |
| 3 | Why does the council invite corrections to its summary before the vote? | **Corrections help ensure that the concerns people raised are represented accurately before voters choose a plan.** |
| 4 | If the lighting test fails, what will the council do instead of switching plans on its own? Why? | **The council will reopen discussion so people can reconsider the options and their effects before another decision is made.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our neighborhood park has litter near the picnic area. I would invite park users and nearby residents to a weekend meeting and provide paper surveys at the community center for people who cannot attend. Together, we would compare adding covered trash bins with organizing monthly volunteer cleanups, including the costs and who would do the work. Participants would first remove any plan that exceeds available park funds, then vote on the remaining plans. We would count littered items in the same area before and four weeks after the change, then meet again to decide whether to adjust the plan.

Accept reasonable inferences supported by passage details. For Part 3, look for meaningful participation by affected people, comparison of two strategies, a stated decision process, and a way to evaluate and revisit the choice.