From Question to Action

Trace how a civic inquiry becomes a recommendation.

USG.P.1.2.D "Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the team's inquiry question, number three different ways the team gathers or checks evidence, and circle the audience for its final statement. Use your marks to trace how the team moves from a question to an action.

Where Should the Bus Stop Go?

1. In the fictional city of Alder, the transit board must decide whether to move the Oak Street bus stop beside a new shelter. At the current stop, riders wait in direct sun on summer afternoons. The proposed location has a roof, but it is farther from the marked crossing. A student team begins with a question it can investigate: Would moving the stop make waiting safer and easier for the people who use it? The question matters because a cooler place to wait may create a longer, less convenient trip for riders crossing the street.

2. The team plans more than a quick vote. For one week, members count how many riders wait at each hour and record the length of the walk from each location to the marked crossing. They request the transit board's stop proposal and ask riders, including people who use mobility devices, what makes a stop usable. One rider says the proposed shelter would reduce exposure to the sun. Another says its distance from the crossing would make a transfer difficult. The students keep both accounts instead of treating either one as proof for everyone.

3. Next, the team checks its first claim against the evidence. If the busiest wait times fall in direct sun, shade becomes more urgent; if the new location adds a difficult crossing, the shelter alone may not solve the problem. The students return at different times to check whether the first week's counts were unusual, then revise their question or recommendation if needed. Their final task is a short statement to the transit board. It should recommend an action, cite the counts, walking measurements, and rider accounts, and name what the team still cannot know from one week of observations.

2 ANSWER WITH EVIDENCE

Use the passage

1. After hearing the two riders, write a narrower question the team could investigate about the proposed move.

2. Which two measurements will the team collect? Explain how each could inform its recommendation.

3. Why does the team return at different times, and what might it change after that check?

4. What must the statement to the transit board include to support a recommendation rather than just report a preference?

3 YOUR TURN

Your own words

Choose a community decision other than the bus stop. In one paragraph, pose a question you would investigate, identify two different evidence sources and how you would use them, then name your final product and audience, a finding that might change your recommendation, and one limit of your evidence.

ANSWER KEY

From Question to Action

HIGH SCHOOL · USG.P.1.2.D

PART 1 · READ AND MARK

Underline the team's inquiry question, number three different ways the team gathers or checks evidence, and circle the audience for its final statement. Use your marks to trace how the team moves from a question to an action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	After hearing the two riders, write a narrower question the team could investigate about the proposed move.	**At what times would shelter help the most riders, and would the longer walk to the crossing make transfers harder for riders using mobility devices?**
2	Which two measurements will the team collect? Explain how each could inform its recommendation.	**Hourly rider counts show when and how many people wait. Walking measurements show how far riders would travel to the marked crossing from each location.**
3	Why does the team return at different times, and what might it change after that check?	**The team checks whether its first week's counts were unusual. The results might lead it to revise its question or recommendation.**
4	What must the statement to the transit board include to support a recommendation rather than just report a preference?	**It must recommend an action, cite rider counts, walking measurements, and rider accounts, and acknowledge what one week of observations cannot establish.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Should the public library stay open later on two school nights? I would compare hourly visitor counts with a survey of students and library staff. Counts would show current use, while the survey could reveal demand that current hours hide and whether staff could cover later shifts. If staffing makes two late nights unrealistic, I would recommend trying one night first. I would send a one-page proposal to the library board and suggest reviewing attendance after a month. A small survey might miss residents who rarely visit the library.

Accept varied inquiry questions and recommendations when they follow from details in the passage. For Your Turn, look for a question, two usable sources, a reason to reconsider a claim, an authentic product and audience, and an evidence limit.