Whose Stop, Whose Say?

Use public discussion and a vote to shape a community recommendation.

WG.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 group's shared goal, circle two competing concerns, and number three actions the group uses to develop, choose, or check its strategy.

A Safer Stop After Dark

1. At a bus stop in the fictional Harborview neighborhood, riders wait beside an unlit sidewalk after sunset. Teens returning from jobs and older riders describe difficulty seeing the curb. Nearby residents worry that bright lights could shine into bedrooms. The city transit office can change the stop, but its budget covers only one improvement this year. A neighborhood group invites riders, residents, a disability advocate, and a transit employee to a public meeting. Before discussing solutions, the group agrees on a goal: make the stop easier to use after dark without creating a new problem for neighbors.

2. At the meeting, each person has two minutes to speak without interruption. A facilitator then asks people to restate a concern they heard before proposing a fix. Riders request a brighter waiting area; the disability advocate asks for a clear path to the curb. Residents ask for light that does not reach their windows. The transit employee explains that a shelter would cost more than the available funds, while a downward-facing lamp and a painted curb would fit the budget. Members ask the office to check whether the lamp can be aimed away from homes before they choose.

3. After the office confirms the lamp can be aimed away from homes, the group holds an open vote among meeting participants. They choose a downward-facing lamp and painted curb over a shelter, and record the vote count and objections in meeting notes. The vote is advice, not a city decision: the transit office controls installation. The group sends its recommendation, cost estimate, and written concerns to the office and asks for a public reply. It also proposes a follow-up walk with riders and residents after installation. If the light still reaches windows or the curb remains hard to see, the group will request adjustments.

2 ANSWER WITH EVIDENCE

Use the passage

1. How could restating another person's concern help this group develop a solution? Use two concerns from the passage.

2. Which strategy fits the budget and addresses both riders' and residents' concerns? Why does the group not choose the shelter?

3. Why does the group record both the vote count and objections when it makes its recommendation?

4. Why is the open vote not the final decision, and how does the group plan to check the result?

3 YOUR TURN

Your own words

Choose a different real community problem, or a plausible one outside school. In one paragraph, name two affected groups, explain how they could discuss competing needs, who would make a fair decision, and how they could check and revise the strategy.

Whose Stop, Whose Say?

PART 1 · READ AND MARK

Underline the group's shared goal, circle two competing concerns, and number three actions the group uses to develop, choose, or check its strategy. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How could restating another person's concern help this group develop a solution? Use two concerns from the passage.	**It helps members consider both riders' need for a brighter waiting area and residents' need to keep light out of their windows before proposing a fix.**
2	Which strategy fits the budget and addresses both riders' and residents' concerns? Why does the group not choose the shelter?	**A downward-facing lamp aimed away from homes and a painted curb fit the budget. The shelter costs more than the available funds.**
3	Why does the group record both the vote count and objections when it makes its recommendation?	**The vote count shows which option meeting participants chose, while the objections preserve concerns the transit office should consider.**
4	Why is the open vote not the final decision, and how does the group plan to check the result?	**The transit office controls installation, so the vote is only advice. The group plans a follow-up walk with riders and residents and will request adjustments if problems remain.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a local park, overflowing trash bins affect visitors and nearby residents. Visitors want more bins, but residents worry that bins near homes could cause odors. At a public meeting, both groups could have equal speaking time, and park staff could explain collection costs. Participants could vote on a recommendation to add two bins along the main path, away from homes. The parks department would decide whether to place them. After a month, volunteers could check for overflowing bins and collect feedback, then ask the department to move the bins or empty them more often.

For the marking job, accept any three passage actions that help the group develop, choose, or check its strategy. For Part 3, accept a different community problem with competing needs, a discussion process, an appropriate decision-maker, and a way to check and revise the plan.