

Ideas, Not Insults

Use claims, evidence, and respectful language in a public-policy discussion.

8.30.D “apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each claim or concern in the passage, then circle words or phrases that recognize another viewpoint or call for evidence.

A Lane Debate

- ① At a Riverton City Council meeting, members discussed a proposal to convert two downtown car lanes into bus-only lanes. Supporters argued that faster buses could help workers and students reach jobs, school, and appointments on time. Maya Chen said, “The change could make public transportation more dependable, especially for people who do not own cars.” She referred to the transit agency’s report that buses on Main Street often run late when traffic is heavy. Her claim connected a proposed action to evidence, rather than treating her opinion as proof.
- ② Some shop owners opposed the plan because they worried that fewer car lanes would slow deliveries and discourage customers from driving downtown. Carlos Ruiz, who owns a bakery, stated, “I understand why reliable buses matter, but I am concerned about morning deliveries.” Instead of calling supporters careless, he described a possible effect on his business. He asked the council to compare delivery times before and after a trial period. His words recognized another concern while clearly explaining his own perspective.
- ③ Council member Amina Patel summarized the discussion without deciding the issue that night. She said the group needed information about bus travel, delivery schedules, parking, and access for people with disabilities. She also reminded speakers to respond to ideas, not to insult people. The council voted to collect data during a six-month pilot and hold another public meeting. By using evidence, accurate summaries, and respectful questions, residents could disagree about the policy while working toward a decision everyone understood.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What claim did Maya Chen make, and what evidence did she use to support it?

2 Which words show that Carlos Ruiz recognized a viewpoint different from his own?

3 Name two kinds of information Patel said the group needed before deciding the issue.

4 How did the council's final action make room for continued civil discourse?

YOUR TURN

Your own words

Write four sentences about a school or community decision you think should be made. State a claim with a fact or reason, recognize a different perspective fairly, and ask one respectful question that could help people decide. Then exchange your statement with a partner or adult: hear or read a response, and give a respectful reply that addresses it. Use speech, writing or communication supports. Add two sentences recording the response you received and how you replied.

[illegible]

PART 1 • READ AND MARK

Underline each claim or concern in the passage, then circle words or phrases that recognize another viewpoint or call for evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What claim did Maya Chen make, and what evidence did she use to support it?	Chen claimed bus-only lanes could make public transportation more dependable. She used the transit agency report that buses on Main Street often run late in heavy traffic.
2	Which words show that Carlos Ruiz recognized a viewpoint different from his own?	"I understand why reliable buses matter."
3	Name two kinds of information Patel said the group needed before deciding the issue.	Any two: bus travel, delivery schedules, parking, or access for people with disabilities.
4	How did the council's final action make room for continued civil discourse?	The council chose a six-month pilot to collect data and planned another public meeting, so people could consider more evidence and continue the discussion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our school should begin classes 15 minutes later because many teenagers need eight to ten hours of sleep each night. I understand that families may worry about bus schedules and after-school activities. The school could survey families and review transportation costs before making a change. What schedule would protect student sleep while also meeting transportation needs?

Accept reasonable claims that include a relevant fact or reason, a fair acknowledgment of another perspective, and a respectful question. The student's position may differ from the sample. Arrange an actual partner/adult exchange and check that the record matches it. Observe accurate listening/reading and a relevant civil reply; agreement is allowed. Unknown facts stay questions, not invented evidence. The model is preparation; actual exchange records vary.