Who Gets the Night?

Read across viewpoints in an informational text.

7.RI.10 "By the end of the year, read and comprehend literary nonfiction and informational text representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 7…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each person or group with a stake in the lighting, and underline a detail that helps explain each viewpoint.

A Street After Dark

1. On a spring night, the windows of a downtown office tower glow long after the workers leave. Many migrating birds travel after dark, using cues such as the stars and Earth's magnetic field. Bright buildings can draw birds off course, and some collide with glass. A bird-watch volunteer might ask the tower to turn off unused lights during migration. For that volunteer, the dark is not empty space. It is part of a route that birds must cross safely.

2. Now imagine the same block at closing time. A shop owner worries that a dark storefront will feel unwelcoming to customers. A bus rider who finishes a late shift wants to see the sidewalk and the people nearby. Neither person is arguing against birds. They are thinking about work, travel, and safety. Yet a brighter bulb is not always a better one. Light that shines into someone's eyes can create glare, making it harder to notice what lies beyond it.

3. Town planners do not have to choose between lighting everything and lighting nothing. They could ask offices to switch off unused lights during peak migration, while keeping paths and bus stops lit. Fixtures with shields can aim light toward the ground instead of the sky or nearby windows. A shop owner might still question whether a dimmer sign will affect business, and a rider might ask whether the path is bright enough. Those questions matter: a workable plan depends on listening to people who use the street differently.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why would the bird-watch volunteer and the bus rider focus on different effects of lighting? Give one detail that explains each viewpoint.

2. How does the detail about glare complicate the idea that brighter lights always help people?

3. How could the planners' proposal address both the volunteer's and the rider's concerns?

4. Why might the shop owner still question the proposed plan? What does that show about reaching a solution?

3 YOUR TURN

Your own words

Choose a topic you want to understand, other than outdoor lighting. In 4 to 5 sentences, name two different kinds of nonfiction you would seek out, explain what question each could help answer, identify two viewpoints you would look for, and explain why reading both would deepen your understanding.

ANSWER KEY

Who Gets the Night?

GRADE 7 · 7.RI.10

PART 1 · READ AND MARK

Circle each person or group with a stake in the lighting, and underline a detail that helps explain each viewpoint. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why would the bird-watch volunteer and the bus rider focus on different effects of lighting? Give one detail that explains each viewpoint.	**The volunteer wants unused tower lights off because bright buildings can draw migrating birds off course. The rider wants a lit sidewalk to see the path and people nearby after a late shift.**
2	How does the detail about glare complicate the idea that brighter lights always help people?	**Light shining into someone's eyes can create glare, making it harder to see what lies beyond it.**
3	How could the planners' proposal address both the volunteer's and the rider's concerns?	**Turning off unused office lights during migration could reduce risks for birds, while keeping paths and bus stops lit would help the rider see.**
4	Why might the shop owner still question the proposed plan? What does that show about reaching a solution?	**The owner might worry that a dimmer sign will affect business. A solution must consider how lighting changes affect people who use the street for different reasons.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I want to understand what happens to unsold food at grocery stores. I would seek out a news article to learn how stores decide what to donate, and I would look for a store worker's viewpoint. I would also read a first-person essay by a food pantry organizer to learn what donated food is useful. The organizer's viewpoint might reveal needs the store worker does not see. Reading both would help me understand the choices made on each side of a donation.

Accept answers supported by the passage, including reasonable inferences about each person's concerns. For Your Turn, look for two distinct nonfiction genres, a question each could address, two viewpoints, and a reason to read both.