

Talk It Through

Read a model of respectful civic discussion.

5.25.E “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 respectful words or phrases, circle each piece of evidence or information, and number the questions speakers ask to help the group consider more than one view.

A Choice for the Empty Lot

- ① At a city youth meeting, students discussed an empty lot near the library. Some wanted a small park with trees and benches. Others wanted apartments that could help families find homes. The group agreed that both ideas addressed community needs. Maya, who supported the park, said, “I understand that housing matters. I think the lot should also give children a safe outdoor place.”
- ② Jon supported apartments. He explained, “The county housing report says rents have risen in recent years. Apartments near the library could let people walk to stores and buses.” Instead of calling Maya’s idea bad, Jon added, “Could we learn whether another nearby space could become a park?” His question focused on information and offered a way to consider both needs.
- ③ Ms. Lee asked the students to name evidence they still needed, such as the cost of a park and the number of homes planned. She reminded them to listen without interrupting and to use words such as “I see your point” or “I have a different view because.” By the end, the students had not made a decision, but they had prepared to discuss it fairly.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What community needs did the group agree both ideas addressed?

2 What information did Jon use to support apartments? Give one example from the passage.

3 Why was Jon’s question about another park space a civil way to respond to Maya?

4 Name one sentence starter Ms. Lee suggested. How could it help students discuss fairly?

3 YOUR TURN _____ Your own words

Choose one view about this local decision: preserve an old building or replace it with new homes. Write four sentences that state your view, recognize the other view, name a fact you would want to know, and ask one respectful question.

PART 1 • READ AND MARK

Underline respectful words or phrases, circle each piece of evidence or information, and number the questions speakers ask to help the group consider more than one view. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What community needs did the group agree both ideas addressed?	Both ideas addressed community needs, including outdoor space for children and homes for families.
2	What information did Jon use to support apartments? Give one example from the passage.	Jon said that a county housing report showed rents had risen in recent years, or that apartments near the library could let people walk to stores and buses.
3	Why was Jon's question about another park space a civil way to respond to Maya?	He did not insult Maya's idea. He asked for information and looked for a way to consider both housing and park needs.
4	Name one sentence starter Ms. Lee suggested. How could it help students discuss fairly?	"I see your point" or "I have a different view because." Either starter shows respect while allowing a student to respond with another view.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I think the town should preserve the old building if it can be repaired safely. I understand that new homes could help families who need places to live. I would ask the town for the repair cost and the number of homes the new plan would create. Could we compare those facts before choosing a plan?

Accept equivalent evidence, respectful language, and explanations grounded in the passage. For Your Turn, accept either position if the student includes all four requested parts and uses civil wording.