# TIMEEDGE

EDITION 6-8 TEACHER'S GUIDE VOL. 15, NO. 13 FEBRUARY 14, 2025

# Safer Streets



William Miller, 10, spoke up at a city council meeting. He asked for safer roads in his Arizona community.

**LEXILE: 1080L** 

**SOCIAL STUDIES (NCSS) STANDARD:** Civic Ideals and Practices

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.6, W.6-8.2

## **ENGAGE THE READER**

Begin with a discussion of the term *civic engagement*. Have students heard the term before? Where? Have them talk to a partner and try to define the term. Call on pairs to share their definition. Then watch the video from Khan Academy that defines and offers examples of civic engagement. Have partners summarize what they learned and adjust their definition accordingly. Use the list (minute markers 1:20–2:09) to come up with specific examples of civic engagement.

# **QUESTIONS FOR CLOSE READING AND DISCUSSION**

- What influence has William Miller's family had on his activism?
- Based on the article, what likely happens at city council meetings? Why are city councils important?
- Why did this issue deserve attention from the community? Can you think of any other issues that might be brought
  to the attention of a city council?

#### **EXTEND LEARNING**

Discuss why street safety is an important issue. Have students consider whether they've noticed a similar problem in their community. Ask them to think of areas, such as schools, parks, and the town center, in which there are a lot of pedestrians. Tell them they'll be doing an audit, or review, of one of these areas. Have students use Google Maps to draw the area of interest. They can use the street view to identify safety features such as signs and sidewalks. Invite them to conduct a survey of the area after school. Have them describe their findings.

Have students share their findings with the class. Group those who had similar findings, and have them work on an improvement proposal together. Extend the lesson by having students or groups write to their council members.

## **COVER STORY QUIZ + ANSWER KEY**

The cover quiz can be found on page 2 of this guide. To create a digital quiz, you can use our template here. **1.** B (Rl.3) **2.** A (Rl.8) **3.** D (Rl.6) **4.** C (Rl.9) **5.** B (Rl.2)

**6. D** (RI.5) **7.** Answers will vary. (W.3)

Date
questions below. For questions 1–6, circle the letter next esponse to question 7, use the back of this page.
<ul> <li>4. On which point do William and his grandmother agree?</li> <li>A. Street racing should be illegal.</li> <li>B. William will be mayor one day.</li> <li>C. The streets in his neighborhood are safer now.</li> <li>D. Communities need more traffic signals.</li> </ul>
<ul> <li>5. What's the main problem discussed in the text?</li> <li>A. the need for civic education</li> <li>B. lack of street safety</li> <li>C. kids not being involved in their communities</li> <li>D. improper traffic signals</li> </ul>
<ul> <li>6. Why did the author write this story?</li> <li>A. to entertain young people who love local government</li> <li>B. to persuade readers to not engage in street racing</li> <li>C. to teach readers how to run for office</li> <li>D. to inspire other young people to get involved in civics</li> </ul>
red you to lead change. What happened, and what were you inspired