

# Sources in Conversation

Trace how a researcher combines evidence about a play and its context.

**10.T.C.2.d** “Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline each piece of evidence Lena records from a source. Circle words that identify a source’s author, date, purpose, or evidence, so you can judge how the sources work together.

### Researching a Landmark Play

- ① For a project on Lorraine Hansberry, Lena asks how *A Raisin in the Sun* connected a family’s apartment to larger questions about race and housing. She reads the published script, a primary source first staged on Broadway in 1959. In one scene, the Younger family waits for a white neighborhood association representative after buying a house in Clybourne Park. His offer to purchase their home, she notes, arrives before the family moves. Lena copies the dialogue and the stage directions around the meeting, recording page numbers so she can return to the exact moment.
- ② Next, Lena examines a March 12, 1959, New York Times review by theater critic Brooks Atkinson, published the day after the Broadway opening. Atkinson calls the play “an honest, trying, and moving experience,” while also discussing its family characters. She then finds a chapter by a historian of twentieth-century U.S. cities in a university-press book. The chapter draws on housing covenants, census data, and local newspapers to describe Chicago’s segregated housing market in the years that shaped Hansberry’s childhood. Lena records the author, publication date, and every source named in the chapter’s notes.
- ③ Her notes now hold three types of evidence: dialogue created for the stage, a response written during opening week, and historical records interpreted decades later. To compare them, Lena places each note in a chart with columns labeled evidence, source, date, and question raised. Some entries describe events in the play, some record language from a reviewer, and some summarize patterns found in historical documents. She sees that the dates and purposes of the sources differ, so she does not begin with a finished thesis. Instead, she writes possible connections in the margin and marks which source could support, complicate, or challenge each connection. Her draft will draw from more than one column.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

- 1** Use details from the script and Atkinson’s review to infer one idea about the play that may have mattered to its first audiences.

- 2** If Lena wants to explain the housing conditions that shaped Hansberry’s childhood, which source is the best starting point? Give two reasons based on source details.

- 3** What can Atkinson’s review provide for Lena’s research, and what could it not establish by itself?

- 4** Lena wants to make a claim about Hansberry’s dramatic choices and historical housing conditions. Which two sources should she combine, and what different evidence would each contribute?

**3 YOUR TURN** \_\_\_\_\_ Your own words

Choose an academic or personal-interest question you could research. In 60 to 80 words, state a tentative answer and explain how three credible sources with different roles would help you test or revise it.

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**PART 1 • READ AND MARK**

Underline each piece of evidence Lena records from a source. Circle words that identify a source's author, date, purpose, or evidence, so you can judge how the sources work together. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                                                                  | ANSWER                                                                                                                                                                                    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Use details from the script and Atkinson's review to infer one idea about the play that may have mattered to its first audiences.                                                         | <b>The play presented the Younger family's effort to move into a white neighborhood as a serious, emotionally affecting conflict.</b>                                                     |
| 2 | If Lena wants to explain the housing conditions that shaped Hansberry's childhood, which source is the best starting point? Give two reasons based on source details.                     | <b>The historian's chapter is the best starting point because it focuses on Chicago housing history and draws on covenants, census data, and local newspapers.</b>                        |
| 3 | What can Atkinson's review provide for Lena's research, and what could it not establish by itself?                                                                                        | <b>It provides one theater critic's opening-week response to the play. By itself, it cannot establish how all 1959 audience members responded or fully explain housing history.</b>       |
| 4 | Lena wants to make a claim about Hansberry's dramatic choices and historical housing conditions. Which two sources should she combine, and what different evidence would each contribute? | <b>She should combine the script and the historian's chapter. The script provides dialogue and stage action, while the chapter provides historical evidence about segregated housing.</b> |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

My question is how later high school start times affect teen learning. My tentative answer is that later starts may improve alertness and attendance, but local results may vary. A Centers for Disease Control and Prevention report can summarize sleep research, a peer-reviewed study can examine measured outcomes, and my district's attendance data can show whether a local change matches the broader pattern.

Accept supported inferences that accurately distinguish the script, the contemporary review, and the historical chapter. For the open response, accept a plausible tentative answer and three credible sources whose roles are clearly different.