Whose Hours Count?

Read a proposal that speaks to both supporters and skeptics.

11-12.RC.7 "Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage, then underline the author's proposal, circle two concerns the author addresses, and number two phrases that make the argument memorable. Use your marks to trace how the author tries to persuade different readers.

When the Library Door Closes

1 At six on Thursday, the public library's front doors lock just as a student in a work apron reaches the steps. She can return a book through the outdoor slot, but she cannot sit down to finish her research. Our town should try keeping the library open until eight on Thursdays, using two hours now scheduled on Tuesday mornings. To someone who already visits at lunch, this may sound like a small change. To a student whose shift ends at six, it is the difference between a library that exists and a library she can use.

2 Regular Tuesday-morning visitors have reason to object. Retirees may value the quiet tables, and parents with toddlers may count on story time. Shifting hours should not mean pretending those routines do not matter. The library could consult families about moving story time to an open hour, or it could test a different weekday if attendance records show Tuesday mornings are busy. I am not asking anyone to trade a dependable service for a slogan. I am asking the council to compare actual visits by hour before it chooses which hours to move.

3 Staff members may hear "open later" as "work later," and that concern deserves more than applause for access. Before a trial begins, the council should ask employees about schedules, pay, and safe trips home. It should also publish evening and morning visit counts after eight weeks, then revise the plan if one group loses more access than another gains. An open door is not fair if the people who hold it open bear the entire cost. But a locked door at six already makes a choice about whose time counts.

2 ANSWER WITH EVIDENCE

Use the passage

1. What change does the author want the council to try, and which readers does the author most directly hope it will help? Cite a detail.

2. How does the contrast between a library that "exists" and one the student "can use" strengthen the author's argument?

3. How does the author address Tuesday-morning visitors without abandoning the proposal? Explain how this approach might affect a skeptical reader.

4. How do the proposed eight-week review and the final image of an open or locked door work together to persuade readers concerned about staff?

3 YOUR TURN

Your own words

Write a 75 to 100 word council statement from a library staff member who opposes the proposed shift. Acknowledge students' needs, answer an objection to your view, and use a deliberate stylistic choice; in your final sentence, explain how that choice could persuade both students and staff.

ANSWER KEY

Whose Hours Count?

PART 1 · READ AND MARK

Read the passage, then underline the author's proposal, circle two concerns the author addresses, and number two phrases that make the argument memorable. Use your marks to trace how the author tries to persuade different readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What change does the author want the council to try, and which readers does the author most directly hope it will help? Cite a detail.	**The author proposes moving two Tuesday-morning library hours to Thursday evening, keeping the library open until eight. The opening student, whose work shift ends at six, represents readers who cannot use the current hours.**
2	How does the contrast between a library that "exists" and one the student "can use" strengthen the author's argument?	**The contrast shifts attention from whether the town has a library to whether its hours provide access. It makes the schedule change seem meaningful rather than minor.**
3	How does the author address Tuesday-morning visitors without abandoning the proposal? Explain how this approach might affect a skeptical reader.	**The author acknowledges retirees' quiet time and families' story time, then suggests consulting families and checking attendance before choosing hours. A skeptical reader may trust a proposal that takes those losses seriously.**
4	How do the proposed eight-week review and the final image of an open or locked door work together to persuade readers concerned about staff?	**The review offers a way to measure and revise the change, while the door image insists that access for students must not come at the staff's expense. Together, they pair a practical safeguard with a memorable statement about fairness.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I oppose moving Tuesday hours to Thursday evenings, not because students should study outside a locked door, but because patrons and staff should not be forced to compete for access. You may ask where students should go after work. The council could fund a supervised study room at the community center while it seeks money for added library hours and safe evening staffing. No one should have to lose a place to make room for someone else. The door and room imagery connects students seeking a place to study with staff seeking a fair place in the plan.

Accept different interpretations when students connect a specific passage detail to the author's purpose or persuasive choices. For Part 3, look for an opposing perspective that still addresses students, answers an objection, and explains the effect of its chosen style.