After Hours Evidence

Combine local sources without overstating what they show.

10.6.R.2 "Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one finding in each primary source, circle one claim from the secondary source, and number two details from different sources that you could combine to make a cautious claim.

Should the Library Stay Open?

(1) In the fictional town of Cedar Bay, the public library tested Tuesday evening hours for six weeks. Its *Evening Sign-In Log* (Cedar Bay Public Library, October 2025) records 92 visits from 6 to 8 p.m.; 37 of those visits included a book checkout. The log counts entries, not unique visitors, and does not record ages. A second primary source, *Student Comment Cards* (Cedar Bay Public Library, October 2025), reports that 14 of 20 students who returned cards said the library was quieter than home. Because returning a card was voluntary, those responses cannot represent every student in town.

(2) Reporter Mira Chen examined the pilot in *When Libraries Stay Open* (Cedar Bay News, November 12, 2025). Her article is a secondary source: Chen interviewed people and interpreted records rather than producing the library's log. She spoke with a student who shared a bedroom with two siblings and used the quiet space to finish homework. Chen also noted that some students relied on buses to get home. She wrote, "A quiet room is not a ride home." The student's experience shows one possible benefit, but a single interview cannot show how often other students faced the same problem.

(3) A third document, *Fall Route Schedule* (Cedar Bay Transit, September 2025), lists the last bus leaving the library stop on Tuesdays at 6:40 p.m., before the library closed at 8. This primary source establishes a departure time, not how many library users needed that bus or whether they had another way home. The log, cards, news article, and schedule offer different kinds of evidence. When making a claim from them, name the source of each fact or quotation; do not turn a visit count into a count of people or present Chen's reporting as your own interview.

2 ANSWER WITH EVIDENCE

Use the passage

1. Use the comment cards and Chen's article to support a cautious claim about why some students might use the evening hours. Credit both sources.

2. How does the transit schedule support Chen's concern about getting home, and what can neither source tell us?

3. A classmate writes, “92 different students used the library in the evenings.” Use the log and comment cards to explain why that claim is not supported.

4. If you quote “A quiet room is not a ride home” and state the last bus time, which source should you credit for each detail? Explain why.

3 YOUR TURN

Your own words

Recommend one piece of information the library should collect before deciding whether to extend the pilot. In 3 to 4 sentences, explain why it matters using evidence from two different sources, include parenthetical source credits, and acknowledge one limit of the existing evidence.

ANSWER KEY

After Hours Evidence

GRADE 10 · 10.6.R.2

PART 1 · READ AND MARK

Underline one finding in each primary source, circle one claim from the secondary source, and number two details from different sources that you could combine to make a cautious claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Use the comment cards and Chen's article to support a cautious claim about why some students might use the evening hours. Credit both sources.	**Evening hours may give some students a quieter place to work: 14 of 20 students who returned cards said the library was quieter than home (Cedar Bay Public Library, *Student Comment Cards*, October 2025), and Chen interviewed a student who used it for homework (Mira Chen, *When Libraries Stay Open*, November 12, 2025).**
2	How does the transit schedule support Chen's concern about getting home, and what can neither source tell us?	**The schedule confirms that Tuesday's last bus left the library stop at 6:40 p.m., before the 8 p.m. closing time (Cedar Bay Transit, *Fall Route Schedule*, September 2025). This supports Chen's concern about bus access (Mira Chen, *When Libraries Stay Open*, November 12, 2025), but neither source shows how many library users needed that bus.**
3	A classmate writes, "92 different students used the library in the evenings." Use the log and comment cards to explain why that claim is not supported.	**The log counts 92 visits, not different people, and records no ages (Cedar Bay Public Library, *Evening Sign-In Log*, October 2025). The 20 student comment cards show that some students responded, but they do not show that all 92 visits were by different students (Cedar Bay Public Library, *Student Comment Cards*, October 2025).**
4	If you quote "A quiet room is not a ride home" and state the last bus time, which source should you credit for each detail? Explain why.	**Credit Mira Chen's *When Libraries Stay Open* (November 12, 2025) for Chen's exact words. Credit Cedar Bay Transit's *Fall Route Schedule* (September 2025) for the 6:40 p.m. departure time.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before extending the pilot, the library should count unique visitors and ask whether they use evening hours for homework. The log reports 92 visits but does not identify unique people or ages (Cedar Bay Public Library, *Evening Sign-In Log*, October 2025). Chen describes one student using the space to finish homework (Mira Chen, *When Libraries Stay Open*, November 12, 2025). One interview cannot show how many students share that need.

Accept other cautious claims and recommendations supported by two correctly credited sources. Students should distinguish visits from visitors and avoid treating voluntary responses or one interview as representative.