The Library Rescue

Track what different sources reveal about one event.

6.6.R.2 "Students will record and organize information from various primary and secondary sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each firsthand record and circle two details in the later article. Write 1 beside a matching detail in the log and article so you can track what the sources share.

Books Above the Water

1 In the fictional town of Maple Creek, a pipe burst above the public library on Tuesday, April 9, 2019. Librarian Nia Cole wrote in her work log that she spotted water dripping onto a shelf at 8:10 a.m. She shut the door to the room and called the building manager. Her log says staff and neighbors carried 30 boxes of books to the upstairs meeting room before 9:00. Cole also noted that a few books were wet, so she laid them on clean towels.

2 That afternoon, volunteer Mateo Ruiz sent a message to his cousin about the rescue. "I carried six boxes of children's books upstairs," he wrote. "Ms. Cole asked us to move the lowest shelves first because water was reaching them." Mateo also described neighbors passing boxes along the stairs. His message does not say how many boxes the whole group moved. It focuses on his own part of the work and what he saw around him. He sent the message while the rescue was still fresh in his mind.

3 A week later, on April 16, the town newsletter published an article about the flood. The writer used Cole's log and messages from volunteers to describe the morning. The article reports that 30 boxes reached the upstairs room before 9:00. It also says six damp books were dried with fans and returned to the shelves on Friday, April 12. Unlike Mateo's message, the article covers both the rush to move books and the slower work of saving damaged ones.

2 ANSWER WITH EVIDENCE

Use the passage

1. Record the two firsthand sources and who created each one.

2. Record one fact reported by both Cole's log and the newsletter article.

3. The log and Mateo's message give different box counts. Record what each number counts and explain why both can be correct.

4. Record the earlier materials the newsletter writer used. Why is the article a later account rather than a firsthand record of the rescue?

3 YOUR TURN

Your own words

Plan a three-part exhibit about the rescue using one detail from each source. Use the sections Discovery, Teamwork, and Recovery, and explain why each detail belongs in its section.

EXHIBIT SECTION	SOURCE AND DETAIL	WHY IT FITS

ANSWER KEY

The Library Rescue

GRADE 6 · 6.6.R.2

PART 1 · READ AND MARK

Underline one detail in each firsthand record and circle two details in the later article. Write 1 beside a matching detail in the log and article so you can track what the sources share. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Record the two firsthand sources and who created each one.	**Nia Cole wrote the work log. Mateo Ruiz sent the message to his cousin.**
2	Record one fact reported by both Cole's log and the newsletter article.	**Both report that 30 boxes of books reached the upstairs room before 9:00.**
3	The log and Mateo's message give different box counts. Record what each number counts and explain why both can be correct.	**Cole's log counts 30 boxes moved by staff and neighbors. Mateo counts the six boxes he carried, which were part of the group's total.**
4	Record the earlier materials the newsletter writer used. Why is the article a later account rather than a firsthand record of the rescue?	**The writer used Cole's log and volunteers' messages. The article was published a week after the rescue and drew on those earlier records.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

EXHIBIT SECTION	SOURCE AND DETAIL	WHY IT FITS
Discovery	Cole's log: She spotted water dripping onto a shelf at 8:10 a.m.	This is when she noticed the problem.
Teamwork	Mateo's message: Neighbors passed boxes along the stairs.	They worked together to move the books.
Recovery	Newsletter article: Six damp books were dried with fans and returned to the shelves.	This shows what happened to books after they got wet.

Accept other accurate details for the exhibit if students use each source once and explain how each detail fits its section.