Hours for Everyone?

Weigh perspectives and evidence in a town decision

6.P.1 "Apply critical thinking skills to address authentic civic issues. Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two different perspectives on library hours, circle two pieces of evidence, and number one claim that needs to be checked. Your marks will help you decide what the council should consider.

A Later Closing Time

1 In the town of Cedar Bend, the public library closes at 5 p.m. on weekdays. A group of students asked the town council to keep it open until 7 p.m. twice a week. They said the library is a quiet place to do homework and use computers. Some parents supported the idea because they finish work after 5. A librarian raised another concern: the town would need to pay staff for extra hours. The council had to weigh access to the library against its limited budget.

2 At a public meeting, a student said, "Everyone needs later hours." A council member asked how they could check that claim. For two weeks, library staff counted 24 visitors arriving during the last hour on Tuesdays and 11 on Thursdays. An online survey of 40 library users found that 18 wanted later hours. These numbers show interest, but they do not tell the council how many people who cannot visit before 5 would use the library. Some residents also asked whether the survey reached people without internet access.

3 The council used a round of timed comments so each speaker had a turn, then members discussed several options. They could add two evening hours on Tuesdays, share space with a nearby school, or keep the current schedule. Before voting, they asked staff to estimate costs and post a paper survey at the bus stop. One member said the council should try Tuesday evenings for one month and count visits before deciding whether to continue. Another wanted cost estimates first. Both agreed to review new evidence in a public meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the students' and librarian's concerns differ? Name an option the council discussed that could address both.

2. What is the problem with the claim "Everyone needs later hours"? Use a detail from the passage.

3. Whose views might the online survey miss? How could the council try to hear from them?

4. Why might the council wait for cost estimates before voting, even though it already has visitor counts?

3 YOUR TURN

Your own words

Your school is deciding whether to replace part of a lawn with a student garden. In four sentences, describe two different perspectives, one piece of evidence you would gather, and a fair way to decide on a first action.

ANSWER KEY

Hours for Everyone?

GRADE 6 · 6.P.1

PART 1 · READ AND MARK

Underline two different perspectives on library hours, circle two pieces of evidence, and number one claim that needs to be checked. Your marks will help you decide what the council should consider. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the students' and librarian's concerns differ? Name an option the council discussed that could address both.	**Students want more time to use the library, while the librarian is concerned about paying staff. A one-month trial of Tuesday evening hours could test demand while limiting extra costs.**
2	What is the problem with the claim "Everyone needs later hours"? Use a detail from the passage.	**The claim assumes all residents need later hours, but only 18 of the 40 library users surveyed said they wanted them.**
3	Whose views might the online survey miss? How could the council try to hear from them?	**It might miss people without internet access. The council could use the proposed paper survey at the bus stop.**
4	Why might the council wait for cost estimates before voting, even though it already has visitor counts?	**Visitor counts show some use of the library, but they do not show what extra staff hours would cost. Cost estimates would help the council weigh access against its budget.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students who want a garden could grow food, while students who play on the lawn could lose space. I would count how many students use that part of the lawn at lunch for one week. After both groups speak at a student council meeting, the council could vote on a recommendation to try a small garden in one corner. The council could then send its recommendation to the principal.

Accept other passage-supported options for question 1 if the student explains how they address both concerns. For the open task, look for distinct perspectives, relevant evidence, and a decision process that gives people a chance to be heard.