Whose Story Counts?

Organize sources and viewpoints for a fair presentation

6.P.4.2.C "Organize and create presentations or products using research from a variety of formats and encompassing different points of view."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each type of source in the passage, then underline Maya's and Mr. Ortiz's different views. Use your marks to see how the team brings sources and viewpoints together.

A Plan for the Old Library

1. At a town meeting, residents of Cedar Glen must decide what to do with an empty library building. Some want a youth center, while others want a quiet reading room. A sixth-grade research team plans a short presentation that helps the council compare these ideas. First, the team studies a 1998 newspaper article about the library's opening. The article describes how neighbors raised money for books and how the building became a gathering place. This printed source gives useful history, but it cannot show what residents need today.

2. Next, the team listens to recorded interviews with two residents. Maya, a student, says teens need a safe place for clubs after school. Mr. Ortiz, who lives next door, worries that noisy activities would disturb nearby homes. The team also reads written notes from a recent town meeting. Those notes record a suggestion to hold clubs in the afternoon and reserve mornings for quiet reading. Unlike the old article, these sources show present-day views. Each source answers a different question, so the team keeps its notes grouped by topic and speaker.

3. To build the presentation, the team makes three sections: the building's past, what people want now, and one possible schedule. A slide about the past cites the newspaper article. A second slide quotes Maya and Mr. Ortiz without claiming either speaks for everyone. The final slide uses the meeting notes to show the suggested schedule, but labels it as a proposal, not a decision. The team asks which other residents should be heard before the council chooses. Source labels let listeners check where each claim came from.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source belongs in the section about the building's past? Why?

2. Which two sources could help with the section about what people want now? Name each source's format.

3. How can the second slide include both Maya's and Mr. Ortiz's points of view?

4. Which source supports the possible schedule, and how should the slide label that schedule?

3 YOUR TURN

Your own words

Plan three slides for a presentation about a different town decision: whether to turn an empty lot into a garden or a play space. For each slide, name a source you would seek, what it could show, and whose view it could include; use at least two source formats and two different points of view.

ANSWER KEY

Whose Story Counts?

GRADE 6 · 6.P.4.2.C

PART 1 · READ AND MARK

Circle each type of source in the passage, then underline Maya's and Mr. Ortiz's different views. Use your marks to see how the team brings sources and viewpoints together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source belongs in the section about the building's past? Why?	**The 1998 newspaper article belongs there because it describes the library's opening and its earlier role as a gathering place.**
2	Which two sources could help with the section about what people want now? Name each source's format.	**The recorded audio interviews give Maya's and Mr. Ortiz's views. The written town meeting notes give a recent suggestion about how to use the building.**
3	How can the second slide include both Maya's and Mr. Ortiz's points of view?	**It can quote Maya's wish for a safe place for clubs and Mr. Ortiz's concern about noise, without saying either speaks for everyone.**
4	Which source supports the possible schedule, and how should the slide label that schedule?	**The town meeting notes support the schedule. The slide should label it a proposal, not a decision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Slide 1: A printed letter from a community gardener could explain why some neighbors want planting space. Slide 2: A recorded interview with a parent could describe why children need room to play. Slide 3: Written town meeting notes could show council members' concerns about both uses.

Accept plans that identify a source and its possible contribution for each slide, use at least two formats, and include at least two different points of view. Students should describe evidence they would seek rather than present imagined findings as facts.