Hours for Everyone?

Weigh perspectives, evidence, and public participation

E.P.1.1 "Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the concerns of two different groups, circle one limit of the evidence, and number two steps that let residents help shape the decision.

A Later Closing Time

1. In the fictional town of Cedar Glen, the public library closes at 5 p.m. on weekdays. Students who take a late bus and adults who work daytime shifts say they cannot use its computers before closing. Some residents propose staying open until 8 p.m. twice a week. Library staff support broader access but worry that a small evening crew would handle both computer help and building safety. Other residents would rather spend limited town funds on more books. The question is not simply whether longer hours sound useful. It is whose needs are unmet and what the town can sustain.

2. At a public meeting, the library director shares door-counter records showing 120 visits during the final hour on four sampled Tuesdays. These records show demand near closing, but they do not show how many people would come later. A student group presents an online poll in which 78 of 100 respondents favor evening hours. A council member notes that people without reliable internet may be missing from that poll. Instead of dismissing either source, the group asks the director for staffing costs and offers paper surveys at bus stops. Residents also ask evening-shift workers and library employees to speak.

3. At the next meeting, speakers take turns without interruptions and restate an opposing concern before responding. The council considers a six-week pilot with one late opening each week, paid staff on duty, and a public report on visits, costs, and safety incidents. The council invites written comments as well as in-person testimony so people who cannot attend can participate. It votes to fund the pilot rather than commit to permanent hours. The student group agrees to distribute surveys, while the director tracks visits. After the pilot, council members will compare the evidence and hear public comments before deciding whether to continue.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the pilot plan address both the needs of people who cannot visit before 5 p.m. and the concerns of library staff?

2. Why is the online poll not enough to justify permanent evening hours? What could make the evidence stronger?

3. Identify one civil-discourse practice and one way residents can take part in the decision. How does each help?

4. After the pilot, how can the student group's and director's actions help the council judge whether to continue late hours?

3 YOUR TURN

Your own words

Choose a real issue in your community outside school that people could address together. In 4 to 5 sentences, name two perspectives, propose a respectful public decision process and a practical first step, and explain what evidence would show whether the step worked.

Hours for Everyone?

PART 1 · READ AND MARK

Underline the concerns of two different groups, circle one limit of the evidence, and number two steps that let residents help shape the decision. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the pilot plan address both the needs of people who cannot visit before 5 p.m. and the concerns of library staff?	**It offers one late opening each week for people who need evening access and provides paid staff during those hours.**
2	Why is the online poll not enough to justify permanent evening hours? What could make the evidence stronger?	**People without reliable internet may be missing from the poll. Paper surveys at bus stops could include more perspectives, and staffing costs would clarify the trade-off.**
3	Identify one civil-discourse practice and one way residents can take part in the decision. How does each help?	**Speakers restate an opposing concern before responding, which helps them address differences respectfully. Written comments let people who cannot attend a meeting participate.**
4	After the pilot, how can the student group's and director's actions help the council judge whether to continue late hours?	**The student group's surveys can show what residents need. The director's visit records can show whether people used the late hours, alongside the reported costs and safety incidents.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In my neighborhood, some residents want a weekend food-scrap drop-off because they have no room to compost at home. Nearby residents worry that a drop-off site might smell or attract pests. The town could hold a public meeting, collect written comments, and vote on a staffed, eight-week trial at the transfer station. Volunteers could explain sorting rules while town workers empty sealed bins. Officials could compare the weight collected, cleanup costs, and complaints before deciding whether to keep the program.

Accept other passage-supported examples of civil discourse or participation. For the open task, look for distinct perspectives, a public process, a feasible first step, and evidence tied to its results.