Hours After Six

Use evidence and civil discussion to weigh a community decision.

TOT.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 two different needs, circle one piece of evidence and its limit, and number two actions that help people discuss or decide the issue fairly.

Should the Library Stay Open Later?

1. At a neighborhood library, the doors close at 6 p.m., just as some students finish sports or jobs. A group asks the library board to stay open until 8 p.m. twice a week. Students want a quiet place with internet access, while staff members worry about working late without safe rides home. Other residents support longer hours but question the cost to taxpayers. These interests are not simply for or against learning. A useful proposal must consider who benefits, who pays, and whose needs might be missed when the board makes a decision.

2. The student council surveys 80 students at a school meeting; 58 say they would use evening hours. The result shows interest among those present, not among every library user. The library director estimates that two extra evenings each week would require $9,000 a year for staffing. That estimate comes from current pay rates but could change with scheduling. At a public board meeting, a student shares the survey and explains its limits. A staff representative describes ride concerns without being interrupted. Board members invite questions, then ask for information on evening bus service and library attendance before voting.

3. After reviewing bus schedules, the board votes at an open meeting to test one extra evening each week for eight weeks, with two staff members on duty. Students volunteer to post the new hours, but volunteers cannot replace paid staff. The director records visits and costs each week and invites staff and patrons to report safety concerns. At the end, the board will compare visits, costs, and reports before deciding whether to continue, change, or end the trial. The vote gives the plan public authority; the trial gives people evidence to judge whether it addresses the problem fairly.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do students' and staff members' perspectives each change what a fair plan must address?

2. Why should the board not treat the student survey as proof that most library users want later hours?

3. Identify two actions at the meeting that make the decision process civil or democratic. Explain why each matters.

4. How can the board use two kinds of information from the trial to judge whether the plan works fairly?

3 YOUR TURN

Your own words

A neighborhood park has overflowing trash bins after weekend games. Write a proposal that includes two affected perspectives, information you would gather and one limit to it, a civil way to hear people, an individual action, a collective action, and a way to check whether the plan works.

Hours After Six

PART 1 · READ AND MARK

Underline two different needs, circle one piece of evidence and its limit, and number two actions that help people discuss or decide the issue fairly. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do students' and staff members' perspectives each change what a fair plan must address?	**Students' need for a quiet place with internet access supports later hours, while staff members' ride concerns mean the plan must also address their safety.**
2	Why should the board not treat the student survey as proof that most library users want later hours?	**Only students at one school meeting were surveyed. Their views may not represent other library users.**
3	Identify two actions at the meeting that make the decision process civil or democratic. Explain why each matters.	**The staff representative speaks without interruption, allowing a concern to be heard respectfully. Board members invite questions before voting, giving people a chance to examine the proposal.**
4	How can the board use two kinds of information from the trial to judge whether the plan works fairly?	**Visit counts show whether people use the added hours. Cost records and safety reports show whether the benefits come with manageable expenses and risks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Players want clean fields, while nearby residents worry that added pickup trips could increase noise and cost. I would count overflowing bins after four weekends, but those weekends might not represent the whole season. At a public parks meeting, I would invite both groups to speak in turn and ask questions without insults. I would carry my own trash to an available bin, and I would propose that the parks department test an extra pickup after games for a month. We could compare overflow counts and pickup costs before and after the test, then ask residents whether noise increased.

Accept other passage-supported examples of civil or democratic action in question 3. For Part 3, accept feasible proposals that include every requested element and use evidence to judge the result.