Hours for Everyone?

Weigh evidence and perspectives in a community decision

USG.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 pieces of information that could guide the decision, circle one limit of that information, and write 1 and 2 beside two different perspectives the board must consider.

A Library Stays Open Late?

1 In the fictional town of Alder Creek, the public library closes at 5 p.m. on weekdays. At a neighborhood meeting, Maya says her after-school job ends at 5, so she cannot use the library computers to complete online assignments. Mr. Ortiz, a library aide, says later hours would help families but could stretch a small staff. A resident who lives nearby worries that more evening traffic would make the street noisy. Everyone agrees that access matters, but they disagree about who should bear the costs. The library board must decide whether to keep the current schedule or test later hours.

2 Before the board votes, volunteers collect information. A sign-in count shows that an average of 38 people entered during the library's final hour on two Tuesdays. The count does not show how many people would come after 5. A student group asks classmates whether they want evening hours, and 81 of 100 respondents say yes. Because classmates chose whether to answer, the results may not represent all residents. The library director estimates that staying open two extra hours twice a week would require paid staff time and security. She shares the estimate's assumptions at a public meeting so residents can question them.

3 At the meeting, Maya asks Mr. Ortiz what staffing would make later hours safe; he asks which evenings students most need computers. The chair gives each speaker the same time and asks people to address ideas rather than motives. After hearing testimony, the board votes to try two later evenings for six weeks, using existing funds for temporary shifts. Maya offers to publicize the hours, while staff agree to record visits, costs, and safety concerns during the trial. The board schedules another open meeting to review those records before deciding whether to continue, change, or end the schedule.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source better shows current library use, the sign-in count or the student poll? Explain one limit of that source when predicting evening use.

2. How does Maya's question to Mr. Ortiz help the group weigh competing needs rather than assign blame?

3. How do the chair's speaking rule and the board's vote work together to make the decision more democratic?

4. Why should the board review visits, costs, and safety concerns after the trial rather than rely only on the student poll?

3 YOUR TURN

Your own words

A community recreation center may cancel free Saturday gym time to cut costs. In five or six sentences, propose a fair way to decide: include two perspectives, information to gather and a limit to check, a respectful public decision process, one individual action, one group action, and a way to judge the result.

ANSWER KEY

Hours for Everyone?

HIGH SCHOOL · USG.P.1.1

PART 1 · READ AND MARK

Underline two pieces of information that could guide the decision, circle one limit of that information, and write 1 and 2 beside two different perspectives the board must consider. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source better shows current library use, the sign-in count or the student poll? Explain one limit of that source when predicting evening use.	**The sign-in count records actual visits, but its two Tuesdays do not show how many people would visit after 5.**
2	How does Maya's question to Mr. Ortiz help the group weigh competing needs rather than assign blame?	**She asks about safe staffing, treating staff concerns as part of a possible solution to students' need for access.**
3	How do the chair's speaking rule and the board's vote work together to make the decision more democratic?	**Equal speaking time lets residents present different views without personal attacks. The board then votes after hearing testimony.**
4	Why should the board review visits, costs, and safety concerns after the trial rather than rely only on the student poll?	**The voluntary poll may not represent all residents. Trial records can show actual use and effects on the budget and staff safety.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Families who rely on free play time may want the gym open, while staff may worry about weekend workload. I would ask the center for Saturday attendance records and staffing costs, then check whether the records include school breaks, when use may change. At an open meeting, I would give each speaker equal time and ask participants to respond to proposals, not insult people. I could invite families who cannot attend to submit comments. Residents and staff could jointly propose a four-week reduced-hours trial, and the center board could vote on it. Afterward, the board should compare attendance, costs, and staff reports before deciding what to do next.

Accept different evidence-based judgments about the sources if students identify a relevant limit. For Part 3, accept feasible alternatives that address every requested element.