Questions to Action

Build an inquiry that leads to a useful decision

WG.P.1.2.D "Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Mara's focused inquiry question, number the evidence-gathering steps in the order she plans to take them, and circle the people who could use or contribute to her work. These marks will help you trace how an inquiry becomes a recommendation.

The Library Hours Question

1. In the fictional town of Cedar Point, the public library closes at 5 p.m. on weekdays. Mara notices that some classmates cannot arrive until after sports practice or a late bus ride. Instead of assuming longer hours would solve the problem, she asks, "Would staying open until 7 p.m. on Tuesdays help students use the library?" This narrower question identifies a place, a schedule change, and a group affected. Mara also wants to know who else uses the building at that hour. Her project will end with a recommendation to the library board, which decides hours within its approved budget.

2. Mara starts by requesting the library's hourly visitor counts for the past three months and the cost of staffing two extra hours. The counts can show current patterns, but they cannot reveal how many people would come if hours changed. She therefore drafts a short, anonymous survey asking residents when they could visit and what they would use. She asks the librarian whether the building can be staffed on Tuesdays and invites students, older residents, and workers to describe their needs. She records where each claim came from and keeps individual survey responses private.

3. Next, Mara compares the survey results with the visitor counts and staffing estimate. If many residents want evening access but the cost exceeds available funds, she will consider a one-month trial or shifting hours from another day. She will note that volunteers cannot replace trained staff for every library duty. Her final product is a one-page brief for the board: a focused question, a short account of her evidence, two options with trade-offs, and a recommendation. She will ask the board what additional evidence it needs and revise her brief before the public meeting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is Mara's question more useful for an inquiry than "Should libraries stay open later?" Identify two boundaries it sets.

2. Suppose visitor counts are low at 4 p.m. Why should Mara still use her survey before judging whether evening hours are needed?

3. If the survey shows demand for evening hours but staffing costs exceed available funds, which two options could Mara compare? Name one trade-off she should examine.

4. What should Mara do between drafting her brief and the public meeting, and how could it improve her recommendation?

3 YOUR TURN

Your own words

Choose a decision facing your school or community that is different from library hours. Write a focused inquiry question, two steps for gathering evidence, one constraint to investigate, and a product you could share with a decision-maker; explain how you would revise it after feedback.

Questions to Action

PART 1 · READ AND MARK

Underline Mara's focused inquiry question, number the evidence-gathering steps in the order she plans to take them, and circle the people who could use or contribute to her work. These marks will help you trace how an inquiry becomes a recommendation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is Mara's question more useful for an inquiry than "Should libraries stay open later?" Identify two boundaries it sets.	**It specifies a change to 7 p.m. on Tuesdays at the public library and focuses on whether that change would help students.**
2	Suppose visitor counts are low at 4 p.m. Why should Mara still use her survey before judging whether evening hours are needed?	**Current visitor counts cannot show who would come after a schedule change. The survey asks residents when they could visit and what they would use.**
3	If the survey shows demand for evening hours but staffing costs exceed available funds, which two options could Mara compare? Name one trade-off she should examine.	**She could compare a one-month trial with shifting hours from another day. Shifting hours could reduce access for people who use the library during the hours removed.**
4	What should Mara do between drafting her brief and the public meeting, and how could it improve her recommendation?	**She should ask the board what additional evidence it needs and revise the brief. This could address a gap the decision-makers identify.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Could moving the start of lunch by five minutes reduce the cafeteria line for ninth graders? I would time the line on several typical days and ask ninth graders how long they wait. I would also ask cafeteria staff whether an earlier start would affect meal preparation or another grade's schedule. My constraint is the time staff need to serve everyone safely. I would give the principal a one-page proposal comparing the current schedule with a five-minute shift. After the principal identifies missing information, I would collect it and revise my proposal.

Accept other passage-supported explanations that connect evidence, limits, and revision to a decision. For Part 3, the issue must differ from library hours, and the proposed steps must help answer the student's own focused question.