Evidence Detective

Check who made a source, what evidence it gives, and how it compares.

6.T.C.2.d "Use credible sources to research the answers to questions on academic and individual topics of interest. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that show why a source is credible or not credible. Circle places where Imani compares a claim with other evidence.

Researching Zora Neale Hurston

1. When sixth grader Imani asked, "How did Zora Neale Hurston preserve Black storytelling?" she did not begin with a random search result. She wrote smaller questions: Where did Hurston collect stories? What kinds of stories did she record? Then she looked for sources with clear authors, dates, and evidence. A source from a museum, university, library, or historical organization may be more dependable than an unsigned post. Imani also planned to compare information instead of trusting one page.

2. Her first source was a Library of Congress page about Hurston. It described her 1935 and 1936 fieldwork in Florida and listed digitized recordings held by the American Folklife Center. The page named the collection and explained where its material came from, so Imani could trace the evidence. Her second source was a biography from the National Women's History Museum. It stated that Hurston was an anthropologist and writer who documented African American folklore. Both sources identified the organizations responsible for the information.

3. A third result was a blog post claiming that Hurston invented every tale in her folklore books. The post gave no author, publication date, links, or list of sources. Imani noticed that its claim did not fit the recordings and biography, which showed her work documenting folklore. She would not use the blog as evidence. Instead, she could check a university archive or a book with notes and a bibliography. Comparing sources helps a researcher decide whether a claim is supported.

CREDIBLE-SOURCE PRACTICE PACKET: CLASSROOM-AUTHORED FICTIONAL CASE

Identified source	Record to consult
A: Presenter Maya Rivera, signed workshop notice, Sept. 8	Maya will explain how to prepare a book-swap announcement. The workshop is Friday at lunch in Room 6. Bring a notebook; attendees will draft a headline and two directions.
B: Coordinator Mr. Chen, signed room schedule, Sept. 9	Room 6 is reserved Friday at lunch for Maya Rivera's announcement workshop. Supplies: paper and pencils. Mr. Chen checked the reservation with Maya on Sept. 9.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two details from the Library of Congress page helped Imani trace the evidence?

2. Why was it stronger for Imani to use both the Library of Congress page and the museum biography instead of only one source?

3. Which missing feature made the blog post a weak source for Imani's research? Name one and explain why it mattered.

4. After rejecting the blog post, what kind of source could Imani check next, and what feature should it include?

3 YOUR TURN

Your own words

Use the two supplied practice records to research a question about presenter Maya Rivera: What will her workshop teach, and when/where can students attend? Read both records. Write a brief answer with one found detail attributed to each source, explain why these identified dated records are useful for this question, and name one limit or fact still to verify. Then choose another author/speaker question and name two credible sources you would consult next. The packet is a fictional classroom case, not a real event notice.

ANSWER KEY # Evidence Detective

GRADE 6 · 6.T.C.2.d

PART 1 · READ AND MARK

Underline details that show why a source is credible or not credible. Circle places where Imani compares a claim with other evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two details from the Library of Congress page helped Imani trace the evidence?	**The page named the collection and explained where its material came from.**
2	Why was it stronger for Imani to use both the Library of Congress page and the museum biography instead of only one source?	**Both were made by identified organizations and provided information that supported Hurston's work documenting folklore.**
3	Which missing feature made the blog post a weak source for Imani's research? Name one and explain why it mattered.	**It had no author, date, links, or source list. Without these details, Imani could not check who made the claim or what evidence supported it.**
4	After rejecting the blog post, what kind of source could Imani check next, and what feature should it include?	**She could check a university archive or a book with notes and a bibliography, so she can trace its evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Maya's signed Sept. 8 notice says students will draft a headline and two directions for a book-swap announcement. Mr. Chen's Sept. 9 schedule confirms Friday lunch in Room 6 and says he checked the booking with Maya. The sources are identified, dated and agree about the event, but I would still verify whether the plan changed. My next question is how Frederick Douglass used newspapers to oppose slavery; I would consult dated newspaper issues and an identified historical-site account.

Accept other credible sources when the student identifies a specific organization, author, publication, or primary source and explains how it can be checked. For the open task, accept a focused question and reasoning that connects each source to authority, evidence, or traceable information. For the supplied inquiry, require actual use of both printed records, source-labeled relevant details, a supported answer and credibility/limit reasoning. Clearly treat this as the fictional practice case, not authenticated historical testimony. A future source list alone does not complete the inquiry.