

Who Made It?

Trace a source's purpose before judging its message.

CE.9.e "identifying the source of information and considering possible motivations or biases of its creator; and"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the name or type of each information source. Circle words that reveal a creator's purpose, interest, or possible bias, and number the three sources 1, 2, and 3.

A Debate About Market Street

- ① In the fictional city of Riverton, the city council plans to vote on a proposal for a protected bicycle lane on Market Street. The official council agenda, posted by the city clerk, lists the meeting date, the proposed route, and the cost estimate. Its purpose is to inform the public about government business. The agenda does not argue that the lane is good or bad. It is a useful source for checking what the council will consider, although cost estimates can change before a final vote.
- ② Ride Riverton, a bicycle advocacy group, shared an online post saying the lane would make Market Street safer and bring more customers to nearby stores. The post links to a transportation study, but it does not name the study's author or date. Because Ride Riverton works to expand bicycling, it may emphasize benefits of the proposal. That possible bias does not automatically make every statement false. A careful reader can look for the original study and compare its evidence with information from other sources.
- ③ The Market Street Merchants Association sent council members a letter opposing the lane. It says removing parking spaces could hurt shops that depend on drivers. The association represents business owners on that street, so its members may be concerned about sales and customer access. The letter includes comments from three owners, yet it does not report views from customers who walk, bike, or use buses. Readers should identify the letter's source, notice whose interests it represents, and seek additional perspectives before deciding whether its argument is convincing.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source gives the meeting date, proposed route, and cost estimate?

2 What information in the passage suggests that Ride Riverton may have a bias about the bicycle lane?

3 Whose views are missing from the Merchants Association letter?

4 Does a possible bias mean that every statement from a source is false? What does the passage say a careful reader should do?

3 YOUR TURN _____ Your own words

A mayoral candidate's campaign posts online, "Our plan will make every neighborhood safer." Write exactly three sentences. Identify the source, explain one possible motivation or bias, and name one source you could check before deciding whether to trust the claim.

PART 1 • READ AND MARK

Underline the name or type of each information source. Circle words that reveal a creator's purpose, interest, or possible bias, and number the three sources 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source gives the meeting date, proposed route, and cost estimate?	The official city council agenda posted by the city clerk.
2	What information in the passage suggests that Ride Riverton may have a bias about the bicycle lane?	Ride Riverton is a bicycle advocacy group that works to expand bicycling, so it may emphasize the proposal's benefits.
3	Whose views are missing from the Merchants Association letter?	The views of customers who walk, bike, or use buses are missing.
4	Does a possible bias mean that every statement from a source is false? What does the passage say a careful reader should do?	No. A careful reader should find the original study or evidence and compare it with information from other sources.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The source is the mayoral candidate's campaign. The campaign may want voters to support the candidate, so it may emphasize only positive results of the plan. I could check local police data or a nonpartisan report about the plan.

Accept answers that correctly identify the creator or organization and connect its interests or goals to a possible bias. Students should understand that bias calls for checking evidence and other perspectives, not automatically rejecting a source.