# Trace the Evidence

Search, evaluate, and save sources for a local question

**12.RL.25** "Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Circle three different search tools, underline two credibility or relevance checks, and number two ways Lena acquires or preserves evidence so you can trace her research decisions.

### Where Should the Shade Go?

1. For a class investigation, Lena asks whether adding shade to bus stops would make summer waits safer in the fictional city of Bayhaven. A web search for "bus stop heat" produces product advertisements, travel advice, and articles about cities with different climates. None can tell her which Bayhaven stops lack shade. She narrows her query to "Bayhaven transit shelter inventory" and searches the transit agency's site for its current stop list. Because an official list may be outdated, she checks its publication date and looks for a contact address where she can confirm how the agency defines a sheltered stop.

2. Next, Lena uses a library database instead of a general search engine to find peer-reviewed studies on heat exposure while people wait for transit. She searches "transit waiting heat exposure," then adds "shade" when early results focus on vehicle interiors. Her library card lets her download a full article that a publisher's website places behind a paywall. She records the authors, journal, year, and page numbers. A shelter company's blog also claims shade reduces heat exposure, but its sales interest and missing methods make it a weaker basis for a scientific claim than a relevant study with described measurements.

3. Numbers and studies cannot reveal every reason a particular stop remains bare. Lena searches the city council's online meeting minutes for "shelter funding" to trace budget discussions, noting the meeting date and saving the permanent link. She also interviews riders at two stops about when they wait and where they stand, noting that their experiences cannot represent all riders. A rider mentions a recently installed shelter missing from the agency list. Lena photographs the stop number, asks the agency to verify the change, and keeps her interview notes separate from confirmed agency records. She can now compare sources without treating any one as complete.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Lena needs to identify Bayhaven stops listed as unsheltered. Which search tool and query should she use, and what should she check before trusting the result?

2. A shelter company's blog appears in Lena's results. Why would it be a weaker source for a scientific claim than the study she seeks?

3. How does Lena change her search to find studies about shade during transit waits, and how does she obtain a full article?

4. Which two research strategies could help Lena connect budget decisions with riders' experiences, and what should she save from each?

## 3 YOUR TURN

Your own words

In four sentences, choose a school or neighborhood question other than bus-stop shade. Name two different search tools or research strategies and the sources each could locate, explain how you would check each source's credibility and relevance, and state how you would acquire or preserve both.

ANSWER KEY

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GRADE 12 · 12.RL.25

## PART 1 · READ AND MARK

Circle three different search tools, underline two credibility or relevance checks, and number two ways Lena acquires or preserves evidence so you can trace her research decisions. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Lena needs to identify Bayhaven stops listed as unsheltered. Which search tool and query should she use, and what should she check before trusting the result? | **Search the transit agency's site for "Bayhaven transit shelter inventory." Check the list's publication date and confirm how the agency defines a sheltered stop.** |
| 2 | A shelter company's blog appears in Lena's results. Why would it be a weaker source for a scientific claim than the study she seeks? | **The company has a sales interest, and its blog does not describe methods. A relevant study with described measurements offers a stronger basis.** |
| 3 | How does Lena change her search to find studies about shade during transit waits, and how does she obtain a full article? | **She adds "shade" to her library database search when results focus on vehicle interiors. Her library card lets her download the full article.** |
| 4 | Which two research strategies could help Lena connect budget decisions with riders' experiences, and what should she save from each? | **She can search city council meeting minutes and save the meeting date and permanent link. She can interview riders and keep her interview notes.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To investigate whether our school needs more secure bike parking, I would search the district website for current bike-rack plans and check the document date and whether it covers our campus. I would also search a library database for a study of bicycle theft prevention, checking the authors' methods and whether the setting resembles a school. I would download the district document and record its URL and access date. I would save the study's PDF and record its authors, title, journal, and year.

Accept other passage-supported checks or preservation methods when they fit the question. For Part 3, look for two distinct ways to find sources, a specific check for each, and a way to keep or document both.