# Heat, Evidence, Action

Present research without overstating what the sources show

**9.CL.10** "Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline one finding from each source, circle the three source names, and number two sentences that explain what the evidence cannot prove about our school.

### Should Our School Add More Shade?

1 Imagine walking across our school grounds at lunch: the blacktop feels harsh, but the shade near a tree offers relief. Why? The U.S. Environmental Protection Agency (EPA) explains on its heat island webpage that pavement and buildings absorb and release heat, while trees cool nearby areas through shade and evaporation. That source helps explain a pattern, not prove how hot our own school is. If we want to make a fair claim about our campus, we need measurements taken here. For now, the EPA gives us a credible starting point because it is a public agency that studies environmental conditions.

2 A second kind of evidence comes from NASA Earth Observatory's satellite images of city surface temperatures. These images use color to display differences in land-surface temperature, often showing built-up areas warmer than nearby green spaces. A satellite measures the temperature of surfaces, not the air you breathe, and a city image cannot tell us the temperature of our blacktop at noon tomorrow. That distinction matters when we speak to classmates: a striking image can illustrate a regional pattern without serving as a thermometer for one school. Together, the EPA explanation and NASA images show both a possible cause and a visible pattern.

3 Why should our classmates care? The Centers for Disease Control and Prevention (CDC) explains in its online heat safety guidance that extreme heat can cause heat illness and recommends staying cool and drinking water. I would not say our school grounds are dangerous based on these sources alone; we have not measured conditions or assessed anyone's health. Instead, I would propose comparing shaded and sunny spots with an air thermometer at each spot, at the same time on several days. We could share the results at a student meeting and ask which places need more shade. Evidence should guide the next question, not settle it before we collect local data.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker use the EPA as a source, and what claim about our school does the speaker avoid making from it?

2. What do NASA's satellite images add to the EPA's explanation, and what can the images not tell classmates?

3. How does the speaker use the CDC's guidance without claiming that the school grounds are dangerous?

4. How would the speaker gather and share evidence before asking for more shade?

## 3 YOUR TURN

Your own words

Write a 75 to 95 word pitch to your student council about choosing a shaded lunchtime seating area. Use findings from at least two named sources in the passage, explain one limit of the evidence, and propose a way to include students' needs in the decision.

ANSWER KEY

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GRADE 9 · 9.CL.10

## PART 1 · READ AND MARK

Underline one finding from each source, circle the three source names, and number two sentences that explain what the evidence cannot prove about our school. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Why does the speaker use the EPA as a source, and what claim about our school does the speaker avoid making from it? | **The EPA is a public agency that studies environmental conditions and explains how pavement and trees affect heat. Its explanation does not prove how hot this school is.** |
| 2 | What do NASA's satellite images add to the EPA's explanation, and what can the images not tell classmates? | **The images show a broad pattern of land-surface temperatures that can be compared with the EPA's explanation. They cannot tell classmates the air temperature at their school.** |
| 3 | How does the speaker use the CDC's guidance without claiming that the school grounds are dangerous? | **The speaker uses CDC guidance to explain why heat matters for health, but says the sources alone do not establish danger at the school.** |
| 4 | How would the speaker gather and share evidence before asking for more shade? | **The speaker would compare air temperatures in shaded and sunny spots at the same time on several days, then share the results at a student meeting.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Student council, before we pick a shaded lunch spot, let's compare a few possible sites. The EPA's written explanation says pavement holds heat and trees can cool nearby areas. NASA's satellite images show a broader surface-temperature pattern, but they cannot tell us which bench has cooler air at lunch. The CDC's heat guidance reminds us why cooler spaces matter for health. Let's measure air temperature at each site on several days, then ask students which locations they would actually use. Could we choose a spot that meets both needs?

For the marking job, accept any two sentences that accurately limit what the sources establish about this school. For the pitch, accept different site-selection plans if the response names at least two sources, represents their findings accurately, states an evidence limit, and includes student needs.