Shade Evidence Trail

Trace how different sources build a practical recommendation.

10.T.RA.2 "Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source name, circle the detail it provides, and number each place where evidence from one source connects to evidence from another source. These marks will help you evaluate which evidence best addresses the bus-loop question.

A Cooler Bus Loop

(1) When a student council in Mesa, Arizona, considered adding shade near the bus loop, members began with a question: Which changes could reduce heat exposure while students wait? They consulted the National Weather Service Heat Index chart, which combines air temperature and relative humidity to show how hot conditions feel to people. The chart helped the group explain why a dry afternoon and a humid afternoon with the same thermometer reading can pose different risks. This source gave them background science, but it did not show where their own campus lacked shade.

(2) Next, the council used the school's campus map and took photographs at dismissal. On the map, they numbered the places where students waited, then matched each number to a photograph showing sun or shade at 3:30 p.m. Their observations showed that the longest line formed beside an unshaded concrete wall. The Environmental Protection Agency's heat-island information explained a useful connection: paved and built surfaces can absorb and hold heat, while trees can provide shade and cool air through evaporation from leaves. The map and photographs supplied local evidence that the national chart could not provide.

(3) To decide whether shade should be the first priority, the group also read a Centers for Disease Control and Prevention page about preventing heat-related illness. The page recommends moving to a cool place, drinking water, and getting medical help for warning signs such as confusion or fainting. Unlike the map, this health guidance did not rank campus locations. Still, it helped students connect their local finding to a possible consequence: a crowded, sunny waiting area can make cooling harder for someone already stressed by heat. They proposed planting trees and adding a shade structure, while noting that the principal would need cost estimates and maintenance information before choosing a plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Name the source in paragraph 1 that provides background science. What important campus question can that source not answer?

2. What parts of the local evidence identify the bus-loop location that needs attention? Refer to the map or photographs.

3. Explain how the EPA information connects to the council's observation beside the concrete wall.

4. How do the campus map and the CDC page serve different purposes in the council's research?

3 YOUR TURN

Your own words

Write a three-sentence recommendation to the principal about the bus loop. Use three different sources or source sets named in the passage, and in each sentence name the source, include one detail, and explain how that detail supports or qualifies your recommendation.

ANSWER KEY

Shade Evidence Trail

GRADE 10 · 10.T.RA.2

PART 1 · READ AND MARK

Underline each source name, circle the detail it provides, and number each place where evidence from one source connects to evidence from another source. These marks will help you evaluate which evidence best addresses the bus-loop question. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Name the source in paragraph 1 that provides background science. What important campus question can that source not answer?	**The National Weather Service Heat Index chart provides background science, but it cannot show where the campus lacks shade.**
2	What parts of the local evidence identify the bus-loop location that needs attention? Refer to the map or photographs.	**The numbered map and matching photographs show that the longest student line forms beside an unshaded concrete wall.**
3	Explain how the EPA information connects to the council's observation beside the concrete wall.	**The EPA information says built surfaces can absorb and hold heat, while trees provide shade and cooling. This supports concern about students waiting beside an unshaded concrete wall.**
4	How do the campus map and the CDC page serve different purposes in the council's research?	**The map identifies where students face the local shade problem, while the CDC page explains heat-related health risks and ways to prevent illness.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The school's map and dismissal photographs show that the longest line stands beside an unshaded concrete wall, so the school should focus shade work at the bus loop. EPA heat-island information says built surfaces can hold heat and trees provide shade and cool air through evaporation, which supports planting trees near that wall. The CDC page recommends moving to a cool place and drinking water, so a temporary covered waiting area could reduce risk while trees grow.

Accept recommendations that accurately use three distinct sources or source sets from the passage and explain a logical connection between each detail and the recommendation. Students may recommend a different reasonable action if they include evidence and acknowledge a limitation such as cost or maintenance.