Evidence at the Stop

Trace what each source can show, and what it cannot show.

11.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 every named source or record. Circle a detail that source provides, and box a limit or unanswered question so you can track how the evidence connects.

Planning a Cooler Bus Stop

1. When a city considers planting trees near bus stops, no single source can answer every question. A temperature map can show where pavement holds the most heat, but it cannot tell planners who waits there or whether roots will conflict with underground utilities. The U.S. Environmental Protection Agency explains that trees cool surfaces through shade and cool air through evapotranspiration. That mechanism matters at stops with little shelter. Yet a general federal webpage does not measure conditions at one corner. Planners need local evidence before turning a broad finding into a spending decision.

2. Local transit records add a different lens. In a ridership table, the 3:30 to 5:30 p.m. period may show heavy use by students, workers, or both, depending on the route. A field observation log can record whether riders stand in direct sun, use an existing shelter, or cross a wide road to reach shade. These records are strongest when they identify date, time, weather, and observer. They still have limits: one afternoon cannot represent every season, and ridership totals do not reveal a rider's health or income.

3. Connections across sources can expose an equity question. If the temperature map identifies a hot corridor and the ridership table shows frequent service there, planners can prioritize that corridor for closer study. They should then compare tree planting with other options, such as shade structures, because young trees need time to grow and may not fit every sidewalk. A city budget document can show installation and maintenance costs, while an accessibility review can check that a design leaves clear space for wheelchairs. A careful recommendation names the source, points to a useful part, and explains what that evidence can and cannot support.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what does the EPA webpage explain, and what does it not measure?

2. Use paragraph 2 to explain one difference between what a ridership table can show and what a field observation log can show.

3. Which four details should a strong field observation log identify? Explain why those details matter when a reader evaluates the record.

4. How could planners use the temperature map and ridership table together to choose a corridor for closer study? Name two additional documents they could use after that.

3 YOUR TURN

Your own words

Choose a school or community question that needs a decision. In exactly three sentences, name two credible sources, point to a specific section, table, or map in each source, state what each part can contribute, and explain how the sources connect.

ANSWER KEY

Evidence at the Stop

GRADE 11 · 11.T.RA.2

PART 1 · READ AND MARK

Underline every named source or record. Circle a detail that source provides, and box a limit or unanswered question so you can track how the evidence connects. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what does the EPA webpage explain, and what does it not measure?	**It explains that trees cool surfaces through shade and cool air through evapotranspiration. It does not measure conditions at one specific corner.**
2	Use paragraph 2 to explain one difference between what a ridership table can show and what a field observation log can show.	**A ridership table can show use during a time period, while an observation log can show conditions at the stop, such as direct sun, shelter use, or the path riders take to shade.**
3	Which four details should a strong field observation log identify? Explain why those details matter when a reader evaluates the record.	**It should identify the date, time, weather, and observer. These details give context and allow a reader to judge when, under what conditions, and by whom the observation was made.**
4	How could planners use the temperature map and ridership table together to choose a corridor for closer study? Name two additional documents they could use after that.	**They could prioritize a corridor that is both hot on the temperature map and heavily served in the ridership table. They could then use a city budget document and an accessibility review.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To decide whether Riverton should plant shade trees at bus stops, I would use the EPA page "Using Trees and Vegetation to Reduce Heat Islands," especially its "Benefits of Trees and Vegetation" section, to examine how shade and evapotranspiration cool surfaces and air. I would also use the CDC page "About Heat and Your Health," specifically its "Who Is at Risk?" section, to identify people who may face greater danger while waiting in heat. Together, these sources connect a design decision about bus stops to the health needs of people who wait outdoors.

Accept equivalent responses that accurately distinguish each source's contribution from its limits. For Part 3, require exactly three sentences, two credible sources with specific text parts, and a clear explanation of the connection between the evidence.