Evidence, Not Assumptions

Trace how credible sources build a careful conclusion.

12.T.C.2.d "Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source name. In the margin, number the distinct claim or limit that each source adds to the final conclusion.

Researching Frankenstein's Origins

1. For a museum label about Mary Shelley's Frankenstein, a student asks how the novel grew from Shelley's life and reading. She begins with the Bodleian Libraries' digital manuscript pages, which show Percy Bysshe Shelley's handwritten edits beside Mary Shelley's draft. The pages provide primary evidence of revision, but they do not explain why she chose the story's ideas. The student records the archive's collection details and dates so readers can locate the evidence.

2. To interpret those choices, she consults a peer-reviewed article in Romanticism that compares Frankenstein with contemporary debates about galvanism, the use of electricity in experiments. The article argues that the novel draws on scientific anxieties, citing letters and scientific publications from Shelley's era. A National Library of Medicine history essay confirms that galvanism attracted public attention, yet it cautions that fictional accounts often simplified the science. Together, these sources support context, not a claim that one experiment caused the novel.

3. Finally, the student reads Mary Shelley's 1831 introduction, a primary source in which Shelley recalls a ghost-story contest and a waking vision. Because the introduction was written years after the novel's 1818 publication, the student treats it as valuable recollection rather than complete proof. Her label synthesizes the evidence: manuscript revisions show collaboration, historical sources clarify scientific context, and Shelley's later account describes her remembered inspiration. It distinguishes what each source establishes from what remains uncertain.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source gives direct evidence that the draft was revised, and what can that source not explain?

2. How do the Romanticism article and the National Library of Medicine essay work together to limit a claim about galvanism?

3. Why does the student treat Shelley's 1831 introduction as recollection rather than complete proof?

4. State the student's final synthesis, including the role of all three source groups.

3 YOUR TURN

Your own words

Choose an academic or personal-interest question. Name three credible sources, then write a 45-60-word synthesis that states what they agree on and one limit or difference.

ANSWER KEY

Evidence, Not Assumptions

GRADE 12 · 12.T.C.2.d

PART 1 · READ AND MARK

Underline each source name. In the margin, number the distinct claim or limit that each source adds to the final conclusion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source gives direct evidence that the draft was revised, and what can that source not explain?	**The Bodleian Libraries' manuscript pages show revisions and Percy Bysshe Shelley's edits. They cannot explain why Mary Shelley chose the novel's ideas.**
2	How do the Romanticism article and the National Library of Medicine essay work together to limit a claim about galvanism?	**They support the idea that galvanism shaped the novel's scientific context, but they do not prove that one experiment caused the novel.**
3	Why does the student treat Shelley's 1831 introduction as recollection rather than complete proof?	**Shelley wrote the introduction years after Frankenstein was published in 1818.**
4	State the student's final synthesis, including the role of all three source groups.	**Manuscripts show collaboration, historical sources explain scientific context, and Shelley's later introduction describes her remembered inspiration while leaving some uncertainty.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How do coral reefs respond to ocean warming? NOAA's Coral Reef Watch explains that heat can cause coral bleaching, while Hughes and colleagues' peer-reviewed study in Science reports repeated heat stress. The Smithsonian Ocean Portal describes some heat-tolerant corals. Together, these sources show serious risk, but resilience differs by species and location.

Accept accurate paraphrases that identify each source's contribution and distinguish supported conclusions from unsupported certainty. For Part 3, accept varied topics when students use three credible sources, synthesize their agreement, and note a meaningful limit or difference.