Proof Before Proposal

Check sources, choose useful evidence, and give credit.

7.T.RA.2 "Curating Sources & Evidence: Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details that make a source credible or relevant, circle details that make a source weak, and number the ways Maya credits information from a source.

A Cooler Playground Question

1. Maya's science club wanted to learn whether adding shade trees could cool the school playground. They began with a printed article from a state university extension office. The article explained how tree shade can lower surface temperatures and listed the researchers who collected the data. It was published two years ago, so Maya considered it current enough. Still, the article studied parks, not playgrounds, so the club needed evidence that matched its own question more closely as well.

2. Next, Maya found a city website with a map of tree cover near the school and a date showing it had been updated that spring. The map was useful because it showed the local area, but it did not measure playground heat. A social media post claimed that "trees make every playground 20 degrees cooler." It named no author, study, or location. The club set that claim aside instead of treating it as proof. Then they found digital temperature readings taken on their own blacktop and grassy field at noon.

3. To write a proposal, the club combined the strongest evidence. Maya wrote, "A state university extension article reports that shade can reduce surface temperatures in parks." She used quotation marks because those were the article's exact words, and she named the source. For the club's local readings, she wrote that the blacktop was hotter than the grassy field at noon, then included the measurement table in an appendix. She did not copy the table's heading or sentences from the article without credit. Her proposal explained what each source could and could not show.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source was most relevant for measuring heat on the school's own playground? Explain why.

2. Give one detail that makes the university article more credible and one detail that makes the social media post less credible.

3. Why could the city tree-cover map not prove that shade would cool the playground?

4. What two actions did Maya take to avoid plagiarism when using the university article?

3 YOUR TURN

Your own words

Choose a school improvement question. Find one print source and one digital source, then write 80 to 100 words that evaluates each source's credibility and relevance and uses evidence from both with clear source credit.

ANSWER KEY

Proof Before Proposal

GRADE 7 · 7.T.RA.2

PART 1 · READ AND MARK

Underline details that make a source credible or relevant, circle details that make a source weak, and number the ways Maya credits information from a source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source was most relevant for measuring heat on the school's own playground? Explain why.	**The club's digital temperature readings were most relevant because they were taken on the school's own blacktop and grassy field.**
2	Give one detail that makes the university article more credible and one detail that makes the social media post less credible.	**The university article listed the researchers who collected the data, while the social media post named no author, study, or location.**
3	Why could the city tree-cover map not prove that shade would cool the playground?	**The map showed local tree cover, but it did not measure playground heat.**
4	What two actions did Maya take to avoid plagiarism when using the university article?	**She put the article's exact words in quotation marks and named the source.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Should our school add ten minutes of daily recess? The printed Physical Activity Guidelines for Americans, 2nd edition, is credible because the U.S. Department of Health and Human Services published it, though it gives national guidance rather than school-specific data. It states that young people ages 6 to 17 need 60 minutes or more of daily physical activity (U.S. Department of Health and Human Services). The CDC webpage "Health Benefits of Physical Activity" is a credible, relevant digital source because it explains health benefits for young people (CDC). Together, these sources support adding recess.

Accept equivalent explanations that accurately connect credibility to authorship, evidence, date, or source organization, and relevance to the club's specific question. For the open task, accept different topics and source choices when the response uses both source types, evaluates each, and credits borrowed information.