Who Gets Shade?

Trace how two ideas develop and connect across a text.

9-10.RC.4 "Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline details about how trees protect people from heat, and circle details about who has access to that protection. Then write 1, 2, and 3 beside one sentence in each paragraph that connects the two ideas.

More Than a Planting Day

1 At one city bus stop, passengers wait beneath the broad crown of an old tree. Across the street, people stand beside bare pavement, where sunlight heats the bench and sidewalk. Trees cool people by blocking sunlight, and their leaves also release water that helps cool the air. Yet this protection is not spread evenly. In many cities, blocks with few trees leave pedestrians more exposed to heat while they travel, wait, or work outdoors. The contrast between the two bus stops makes shade more than a pleasant detail: it shows how a public health benefit can depend on where someone lives.

2 Tree cover reflects choices made long before a hot day. Some streets were planted decades ago and their trees were maintained; other streets had little planting space or received less investment. As a result, today's heat exposure can reflect yesterday's decisions, not simply the weather. Planting on a bare block may help correct the gap, but a sapling cannot cast the broad shadow of an old tree. Because shade takes time to grow, unequal access to cooling cannot be fixed by a single planting day. The problem reaches beyond where trees stand now to who receives care and resources over time.

3 A fairer plan therefore asks more than how many trees a city can plant. Young trees need watering, and roots need room; a tree placed in a narrow sidewalk could obstruct a wheelchair route. Residents can identify the hottest walking routes and places where planting would create new obstacles. Their input helps planners connect the need for cooler public spaces with the need for access that lasts. A planting count may look impressive, but without safe locations and continued care, it may do little for people waiting at the treeless stop. Shade becomes public protection only when the plan serves people over time.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the idea of shade as protection develop from the first paragraph to the third? Use a detail from each paragraph.

2. How does the second paragraph deepen the first paragraph's idea that access to shade is uneven?

3. How does the time it takes a sapling to grow help explain the need for continued care in the final paragraph?

4. How does the warning about a planting count bring together the passage's ideas about cooling and access?

3 YOUR TURN

Your own words

Write a five- or six-sentence paragraph explaining why the author starts with two bus stops but ends with residents' input. Trace how the ideas of heat protection and unequal access build on each other, using a detail from each paragraph.

ANSWER KEY

Who Gets Shade?

HIGH SCHOOL · 9-10.RC.4

PART 1 · READ AND MARK

Underline details about how trees protect people from heat, and circle details about who has access to that protection. Then write 1, 2, and 3 beside one sentence in each paragraph that connects the two ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the idea of shade as protection develop from the first paragraph to the third? Use a detail from each paragraph.	**The first paragraph shows trees protecting people from heat at a bus stop. The third argues that protection also depends on safe planting locations and continued care.**
2	How does the second paragraph deepen the first paragraph's idea that access to shade is uneven?	**The first paragraph shows the unequal shade at two stops. The second explains that past planting and maintenance choices can create that gap and that new trees take years to provide similar shade.**
3	How does the time it takes a sapling to grow help explain the need for continued care in the final paragraph?	**A sapling cannot provide an old tree's shade right away. Because the benefit takes time to develop, young trees need care so they can eventually cool the people who lack shade.**
4	How does the warning about a planting count bring together the passage's ideas about cooling and access?	**Counting trees does not show whether they are in useful, safe places or will survive. Cooling becomes an accessible public benefit only if locations meet people's needs and the trees receive care.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The two bus stops make heat protection visible as a difference people can feel while waiting. The old tree cools one stop, while bare pavement leaves the other exposed. The second paragraph turns that contrast into a question about past planting and maintenance decisions. It also shows that planting a sapling cannot immediately replace the shade of a mature tree. By ending with residents' knowledge of hot routes and sidewalk obstacles, the author suggests that fair access requires more than a planting count. Together, the ideas show that cooling people and sustaining access must shape the same plan.

Accept other well-supported interpretations of how the two ideas develop. Strong responses explain a connection across paragraphs rather than listing details about trees.