Search, Note, Decide

Use targeted searches and source notes to investigate a local decision.

9-10.W.5.b "Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's three targeted searches, circle the agency each search leads to, and number the three Source notes in search order. Notice how each note identifies both a use and a limit.

Should the Bus Stop Get Shade?

1. A student council wants to know whether a shaded bus stop would make hot afternoons safer. Before searching, Maya narrows the question: What can shade change, and what risks remain? She types site:weather.gov "heat index" humidity to find the National Weather Service (NWS) explanation rather than a product advertisement. The NWS explains that heat index combines air temperature and humidity to describe how hot conditions feel; its published heat index values assume shade. Source note: This source helps Maya describe the heat risk, but its index cannot measure the temperature at her particular stop.

2. Next, Maya searches site:epa.gov "heat islands" shade and finds the Environmental Protection Agency (EPA). Its explanation says that trees and other shade block sunlight from reaching surfaces, reducing surface temperatures. Maya notices a crucial distinction: a cooler bench or sidewalk is not proof that the surrounding air has cooled by the same amount. She records the agency, her search terms, and a note instead of copying a sentence without context. Source note: This source supports a reason to consider shade, but it does not test the proposed shelter at Maya's stop.

3. Finally, Maya uses site:cdc.gov "heat exhaustion" symptoms to locate guidance from the Centers for Disease Control and Prevention (CDC). The guidance lists dizziness and headache among possible symptoms of heat exhaustion. That information matters because shade is only one part of a safety plan: students also need to recognize when someone may be ill. Source note: This guidance helps identify warning signs, but it does not show whether a new shelter would reduce illnesses. With three sources that answer different parts of her question, Maya can propose shade without claiming that any source proves how many students it will protect.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do site:weather.gov and the quoted phrase in Maya's first search help her find information for her question?

2. Which source would help Maya explain why a shaded bench might be cooler? What claim does its Source note warn her not to make?

3. Why does Maya include the CDC source if her proposal is about shade? Give one use and one limit from its Source note.

4. Which two sources could Maya use together to explain the heat risk and a possible benefit of shade? State what each contributes.

3 YOUR TURN

Your own words

For outdoor lunch seating on hot days, write a new research question and two advanced searches aimed at different agencies in the passage. For each agency, write a source annotation that connects its information to your question and names one limit.

ANSWER KEY

Search, Note, Decide

HIGH SCHOOL · 9-10.W.5.b

PART 1 · READ AND MARK

Underline Maya's three targeted searches, circle the agency each search leads to, and number the three Source notes in search order. Notice how each note identifies both a use and a limit. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do site:weather.gov and the quoted phrase in Maya's first search help her find information for her question?	**The site: operator limits results to weather.gov, and the quoted phrase targets results containing "heat index."**
2	Which source would help Maya explain why a shaded bench might be cooler? What claim does its Source note warn her not to make?	**The EPA explains how shade reduces surface temperatures. Its note warns against claiming that the source tests the proposed shelter at Maya's stop.**
3	Why does Maya include the CDC source if her proposal is about shade? Give one use and one limit from its Source note.	**The CDC guidance helps identify signs of heat exhaustion, but it does not show whether a new shelter would reduce illnesses.**
4	Which two sources could Maya use together to explain the heat risk and a possible benefit of shade? State what each contributes.	**The NWS explains the heat index and its connection to humidity. The EPA explains how shade can reduce surface temperatures.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How should our school make outdoor lunch safer on hot days? Search 1: site:epa.gov "heat islands" shade; the EPA's information suggests shaded tables could have cooler surfaces, but it does not measure our lunch area. Search 2: site:cdc.gov "heat exhaustion" symptoms; the CDC's guidance could help staff notice dizziness or headaches during lunch, but it cannot tell us whether adding shade would prevent illness here.

Accept other relevant pairs of agencies when students accurately distinguish what each source can and cannot establish. In Part 3, look for two agency-targeted searches and two annotations tied to the student's lunch question.