The Shadier Route

Use different sources to answer a geographic question

WG.1.5 "Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the class's geographic question, circle each kind of source it uses, and number the observations that support or limit its conclusion.

A Walk to the Bus Stop

1. On a hot afternoon, students in a Phoenix geography class ask: Which walking route from the public library to the bus stop offers more shade? They identify two possible routes, one along a wide commercial street and one beside a neighborhood park. An atlas locates the park and major streets but cannot show the shade on a particular afternoon. A city street-tree inventory lists planted trees, although some may have died or been removed. To compare the routes fairly, the class decides to examine the same travel time and record where each route has usable shade.

2. First, the students use recent satellite imagery to locate tree cover and large roofs. Satellite images show surfaces from above, not whether a sidewalk is shaded at 3 p.m. They use GIS to place the two routes over the tree inventory and a land-cover layer, then flag stretches that might lack shade. On a clear day at 3 p.m., pairs walk both routes and note shaded sidewalk segments, building shadows, and construction barriers. They also ask bus riders which route they use and why. Interviews reveal preferences, but they do not measure shade.

3. The field notes suggest that the park route has more continuous sidewalk shade at the time observed, while the commercial route has shorter stretches of shade beside buildings. One blocked sidewalk forces walkers into sunlight near the park, so tree cover alone does not settle the question. The class concludes that the park route appears shadier at 3 p.m. on their observation day, not at every hour or season. They write a short claim with supporting notes and make a simple route sketch that marks shaded segments and the barrier. Before recommending either route, they would check travel distance and sidewalk access.

2 ANSWER WITH EVIDENCE

Use the passage

1. What geographic question guides the class's investigation?

2. Why does the class need field observations as well as satellite imagery to answer its question?

3. How does GIS help the class plan its fieldwork, and what important detail might the mapped layers miss?

4. What conclusion do the field notes support, and why should the class limit that conclusion?

3 YOUR TURN

Your own words

Pose a new geographic question about walking near your school. In about four sentences, explain how you would use two kinds of sources named in the passage to answer it, identify one source limitation, and describe how you would present your conclusion.

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PART 1 · READ AND MARK

Underline the class's geographic question, circle each kind of source it uses, and number the observations that support or limit its conclusion. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What geographic question guides the class's investigation?	**Which walking route from the public library to the bus stop offers more shade?**
2	Why does the class need field observations as well as satellite imagery to answer its question?	**Satellite imagery shows tree cover and roofs from above, but field observations show whether the sidewalk is actually shaded at 3 p.m. and whether barriers affect walkers.**
3	How does GIS help the class plan its fieldwork, and what important detail might the mapped layers miss?	**GIS places the routes over tree and land-cover data to flag stretches that might lack shade. Those layers might miss a blocked sidewalk or building shadows at the observation time.**
4	What conclusion do the field notes support, and why should the class limit that conclusion?	**The park route appears shadier at 3 p.m. on the observation day. Shade can change with the hour or season.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Which major street near my school has the most usable crossings for walkers? I would use an atlas to locate major streets and field observations to record crosswalks and signals at each crossing. An atlas may not show current signals or sidewalk access. I would present my findings in a labeled route sketch and a short written conclusion.

Accept other accurate explanations grounded in the passage. For Part 3, look for a geographic question, two distinct named source types with clear uses, a plausible limitation, and a way to present the eventual conclusion.