The Lunch Shade Question

Use three school sources to investigate a lunch seating problem.

C.6.5 "Conduct short research projects to answer a question, drawing on several sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read all three sources to investigate this question: How can the school make outdoor lunch seating more comfortable on hot days? Underline evidence that helps answer the question, and circle each source name so you can show where your evidence came from.

Where Should Lunch Tables Go?

1. Source 1, Weather Club field log: On September 10, club members checked bench seats at 12:15 p.m. with the same surface thermometer. A west bench in full sun measured 104°F. An east bench under the maple measured 86°F. At 1:15 p.m., the west bench measured 107°F, while the east bench, now partly in sun, measured 98°F. The club measured each seat twice, and each pair of readings was within two degrees. These readings describe one clear day, not every lunch period.

2. Source 2, Student Council survey: In September, 50 students answered questions about outdoor lunch. Thirty-eight said they had avoided a sunny bench because its seat felt too hot. Thirty-one said they would eat outside more often if they could find a shaded seat. Twelve said they usually chose to eat indoors, even on pleasant days. Students answered the survey during one lunch period, so the results may not describe every student. The council kept the questions and the students' written responses for anyone who wants to check its report.

3. Source 3, Custodian's site notes: The maple shades the east benches around noon, but its shade moves across the courtyard during lunch. The west benches have little shade then. Two movable tables could fit beneath the maple if they do not block the walkway. A portable canopy could shade the west benches, but staff would need to secure it and take it down when winds are strong. Before moving tables or buying a canopy, the custodians want to observe where the shade falls throughout several lunch periods.

2 ANSWER WITH EVIDENCE

Use the passage

1. A student says the east benches are always cooler during lunch. Use Sources 1 and 3 to explain why the evidence does not support the word "always."

2. What evidence from Sources 1 and 2 suggests that more shaded seating might help students? Name both sources in your answer.

3. The school is considering a canopy over the west benches. Use Sources 2 and 3 to give one reason to consider it and one concern to investigate.

4. Should the school choose a permanent seating plan based on these sources alone? Use evidence from at least two sources to explain your answer.

3 YOUR TURN

Your own words

Write a new research question about how the school could tell whether moving tables under the maple helps at lunch. Give a possible answer using evidence from at least two named sources, then name one new source you would consult to test your answer.

ANSWER KEY

The Lunch Shade Question

GRADE 6 · C.6.5

PART 1 · READ AND MARK

Read all three sources to investigate this question: How can the school make outdoor lunch seating more comfortable on hot days? Underline evidence that helps answer the question, and circle each source name so you can show where your evidence came from. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	A student says the east benches are always cooler during lunch. Use Sources 1 and 3 to explain why the evidence does not support the word "always."	**Source 1 shows the east bench warmed from 86°F to 98°F as it moved partly into sun on one clear day. Source 3 says the maple's shade moves during lunch, so the east benches may not stay shaded.**
2	What evidence from Sources 1 and 2 suggests that more shaded seating might help students? Name both sources in your answer.	**Source 1 recorded a shaded bench seat at 86°F while a sunny bench seat measured 104°F at 12:15 p.m. In Source 2, 31 students said they would eat outside more often if they could find a shaded seat.**
3	The school is considering a canopy over the west benches. Use Sources 2 and 3 to give one reason to consider it and one concern to investigate.	**Source 2 reports that 31 students would eat outside more often if they could find shade. Source 3 says staff would need to secure a canopy and remove it when winds are strong.**
4	Should the school choose a permanent seating plan based on these sources alone? Use evidence from at least two sources to explain your answer.	**No. Source 1 has measurements from only one clear day, and Source 2 surveyed students during just one lunch period. Source 3 calls for observations across several lunch periods before the school makes a decision.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Research question: Would students use tables moved under the maple more often than the sunny west benches? Source 1 found that an east bench under the maple had a cooler seat than a west bench in full sun at 12:15 p.m. Source 2 found that 31 students said shade would make them eat outside more often. These facts suggest the moved tables might get more use. I would consult a new tally of how many students use each seating area after the move.

Accept other supported conclusions when students connect evidence to the question and name at least two sources. For Your Turn, the proposed new source should provide information that could test the student's answer, not simply repeat the original sources.