Shade Stop Investigation

Use several sources to answer a question and plan what to investigate next.

W.8.7 "Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's main research question and her tentative answer. Circle the three sources she uses, then number her two follow-up questions.

Which Stop Needs Shade?

1. At the fictional Riverton Middle School, Maya investigated a practical question: Which of two nearby bus stops should get a shade shelter first? A city transit schedule showed that buses reached both stops during a hot afternoon. The schedule also listed more departures at Oak Street than at Pine Street, but departures do not reveal how many people wait. Maya decided she needed evidence about actual shade and use, not just bus times. She kept the two stops in her question so her project would stay small enough to finish.

2. For three school days, Maya counted waiting riders at both stops between 3:00 and 3:20 p.m. Her notebook showed more riders at Oak Street on each day. She also noted that Pine Street had a tree casting shade across much of its waiting area, while Oak Street had no shade during those visits. A public health agency's heat-safety guide explained that shade can reduce exposure to direct sunlight. The guide did not compare the two stops, so Maya used it to explain why her observations mattered, not to decide the location by itself.

3. Together, the schedule, counts, and heat-safety guide supported a tentative answer: Oak Street should be considered first. Still, three school days cannot show what happens on weekends or across a whole summer. Maya wrote a narrower follow-up question: How many people wait at Oak Street without shade on hot weekend afternoons? To investigate, she could count riders on several weekends and check the transit agency's weekend schedule. She would also ask: Can a shelter fit on the sidewalk? That question would require evidence about sidewalk space.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Maya's notebook and the heat-safety guide contribute different kinds of evidence to her answer?

2. Why could Maya not answer her main question using the transit schedule alone?

3. Which of Maya's follow-up questions addresses a gap in her rider counts? Name the gap.

4. Which source Maya already used could help with her weekend question, and what new evidence would she still need?

3 YOUR TURN

Your own words

Choose a different everyday school issue. Write a focused research question, name three distinct sources and what each could tell you, then write one related, narrower question for further investigation.

ANSWER KEY

Shade Stop Investigation

GRADE 8 · W.8.7

PART 1 · READ AND MARK

Underline Maya's main research question and her tentative answer. Circle the three sources she uses, then number her two follow-up questions. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Maya's notebook and the heat-safety guide contribute different kinds of evidence to her answer?	**The notebook compared riders and shade at the two stops. The guide explained why shade matters for reducing exposure to direct sunlight.**
2	Why could Maya not answer her main question using the transit schedule alone?	**The schedule showed departure times, not how many people waited or whether the stops had shade.**
3	Which of Maya's follow-up questions addresses a gap in her rider counts? Name the gap.	**Her question about riders on hot weekend afternoons addresses the gap: she counted riders only on three school days.**
4	Which source Maya already used could help with her weekend question, and what new evidence would she still need?	**The transit agency's schedule could show weekend bus times. Maya would still need weekend rider counts and shade observations.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Should our school add a water-bottle refill station near the gym? A school building plan could show where existing fountains are. Custodial water-use records could show how much water students use, and a student survey could show when and where students want to refill bottles. A narrower question is: How many students wait to refill bottles right after gym class?

Accept answers that distinguish what each source can show from what remains unknown. For Part 3, look for a manageable question, three distinct sources with clear purposes, and a related follow-up question narrower than the first.