Shade for Whom?

Build an evidence-based case for a specific audience.

E.P.4.2.C "Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two findings from named agencies and circle the decision the council faces. Write 1 beside the council presentation plan and 2 beside the rider note plan to track how the information changes for each audience.

Making the Case for Shade

1. On a July afternoon, people waiting for a bus may have no place to escape the sun. Suppose a neighborhood group wants the city council to add shade at a busy stop. A useful three-minute presentation would begin with a decision the council can make, such as whether to pay for a shelter or plant trees. It would not begin with a long history of summer weather. Council members need evidence of a public problem, a reason the proposed change could help, and a clear account of what the city would have to spend or maintain.

2. For evidence, the group could cite the U.S. Environmental Protection Agency (EPA), which explains that pavement absorbs and stores heat and that trees cool areas by shading surfaces and releasing water vapor. It could also cite the Centers for Disease Control and Prevention (CDC), which warns that extreme heat can cause heat illness and that older adults face higher risks. These findings support a case for shade, but they do not prove how hot this particular stop becomes or which design works best there. The group should collect local temperature readings and ask riders when they use the stop.

3. A slide for council members could connect the EPA finding to the proposed shade, then list questions about construction cost and upkeep. A one-page note for riders would instead lead with when and where the group plans to measure temperatures, followed by an invitation to report their experiences. Neither product should invent savings or promise that shade will prevent every heat illness. If readings show the stop is unusually hot during busy hours, the council can compare shade options and costs. Research makes the proposal credible, while reasoning aimed at each audience makes it useful for a decision.

2 ANSWER WITH EVIDENCE

Use the passage

1. If the group has room for only one slide for the council, which findings from the EPA and CDC should it include? Explain how they support the shade proposal.

2. Why should the group tell council members that the agency findings do not measure conditions at this bus stop?

3. What should the council slide say about cost and upkeep, and why does that fit its audience?

4. If the group makes a note for riders instead, what information should lead, and what should the note invite riders to do?

3 YOUR TURN

Your own words

Write a four-sentence message to a principal considering shade for an outdoor lunch area. Make a specific request, use one finding each from the EPA and CDC, explain why they matter there, and name one local condition or cost the principal should check.

Shade for Whom?

PART 1 · READ AND MARK

Underline the two findings from named agencies and circle the decision the council faces. Write 1 beside the council presentation plan and 2 beside the rider note plan to track how the information changes for each audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	If the group has room for only one slide for the council, which findings from the EPA and CDC should it include? Explain how they support the shade proposal.	**The EPA says pavement absorbs and stores heat and trees can cool areas. The CDC says extreme heat can cause heat illness. Together, these findings give the council a reason to consider shade.**
2	Why should the group tell council members that the agency findings do not measure conditions at this bus stop?	**The findings describe heat and shade in general, not temperatures or the best design at this stop. Local readings would help the council judge the proposal.**
3	What should the council slide say about cost and upkeep, and why does that fit its audience?	**It should identify construction cost and upkeep as questions to investigate because council members must decide what the city can pay for and maintain.**
4	If the group makes a note for riders instead, what information should lead, and what should the note invite riders to do?	**It should lead with when and where temperatures will be measured and invite riders to report their experiences.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal, please consider adding shade to the outdoor lunch area. The EPA explains that pavement stores heat and trees cool areas by providing shade, while the CDC warns that extreme heat can cause heat illness. These findings suggest that shade could reduce heat exposure for students eating outside. We have not measured temperatures at our school, so please arrange readings during lunch before choosing a design.

Accept other accurate links between the agency findings and the proposed shade. For Part 3, look for a request addressed to the principal, both sourced findings, a reason they matter at lunch, and a condition or cost to check.