Shade the Wait

Use evidence to make a case for a specific audience

USG.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 Read the presentation, then underline two pieces of evidence, circle a phrase that addresses the transit board's decision, and number the steps proposed for testing the shelter. Notice how the speaker connects research to a decision without claiming more than the evidence shows.

A Shelter at Maple and Third

1. The following model presentation concerns an invented bus stop, Maple and Third. The observation counts are sample data, but the agency information is real. Members of the city transit board, you must decide where limited shelter funds will do the most good. At Maple and Third, riders wait beside a wide, unshaded sidewalk. During four weekday afternoons in July, a student team observed 24 riders there; 18 stood in direct sun for at least part of their wait. The team counted people rather than asking about their health. These observations show exposure during those hours, not how every rider experiences the stop.

2. Why does that exposure matter? The U.S. Environmental Protection Agency explains that shade from trees and structures can reduce the heat absorbed by surfaces. The National Weather Service says its heat index combines air temperature and humidity to describe how hot conditions feel in the shade; direct sunlight can make conditions feel hotter. Together, these sources suggest that a shaded waiting space could improve comfort at this stop. They do not tell us how much a particular shelter would lower temperatures there. For a board comparing projects, that difference matters: a general finding supports a pilot, but it is not a measured local benefit.

3. I recommend funding one shelter at Maple and Third as a pilot, not promising that it will solve heat across the transit system. Before installation, staff should check sidewalk clearance, wheelchair access, utility lines, and the cost of maintenance. After installation, they could record how many riders use the shaded area at the same afternoon hours and ask riders whether the wait feels more comfortable. Compare those results with observations from another nearby stop without a new shelter. If the pilot helps and costs fit the board's budget, the board can consider other stops using the same criteria instead of guessing.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which observation would best help the board see a need at Maple and Third? What limit should the speaker mention with it?

2. How do the two federal sources help the speaker make a case for shade without claiming that the shelter's effect has already been measured?

3. Why is a one-stop pilot a more defensible request to this board than shelters at every stop? Use two details from the presentation.

4. What should staff measure and compare after installation to help the board decide whether to consider more shelters?

3 YOUR TURN

Your own words

Write a four-sentence pitch to your school principal for adding shade to an outdoor student waiting area. Use one federal agency finding from the passage, explain its relevance to students, name one site-specific fact to check before spending money, and propose a way to test whether your plan worked. Do not use the Maple and Third rider counts.

ANSWER KEY

Shade the Wait

HIGH SCHOOL · USG.P.4.2.C

PART 1 · READ AND MARK

Read the presentation, then underline two pieces of evidence, circle a phrase that addresses the transit board's decision, and number the steps proposed for testing the shelter. Notice how the speaker connects research to a decision without claiming more than the evidence shows. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which observation would best help the board see a need at Maple and Third? What limit should the speaker mention with it?	**Eighteen of 24 observed riders stood in direct sun for part of their wait. The team watched only during four weekday afternoons, so the count does not represent every rider or time of day.**
2	How do the two federal sources help the speaker make a case for shade without claiming that the shelter's effect has already been measured?	**The EPA finding explains how shade can reduce surface heating, and the National Weather Service information explains why sunlight can make conditions feel hotter. Neither source measures the effect of a shelter at Maple and Third.**
3	Why is a one-stop pilot a more defensible request to this board than shelters at every stop? Use two details from the presentation.	**The board has limited funds, and the speaker does not know the shelter's local effect or its maintenance cost. A pilot lets the board check results and costs before expanding.**
4	What should staff measure and compare after installation to help the board decide whether to consider more shelters?	**Staff should count use of the shaded area and ask riders about comfort, then compare results with observations from a nearby stop without a new shelter.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Principal, I propose adding a shade sail near the afternoon pickup line. The Environmental Protection Agency explains that shade can reduce the heat absorbed by surfaces, so a covered waiting area could make pickup more comfortable for students. Before spending money, please check whether the location allows safe access for students using wheelchairs. After installation, we can ask students about comfort during afternoon pickup and compare their answers with responses collected before the shade sail was installed.

Accept other passage-supported evidence and reasonable limits in the short answers. For the pitch, look for an accurate agency finding, a clear connection to the principal's decision, a local constraint, and a test of the proposed change.