Where Shade Matters

Build a local claim from sources with different strengths.

WG.P.4.2.A "Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details from different sources that could support a claim about where shade is needed. Circle one limit on what a source can show.

A Case for Shade

1. At Harbor View High, students are investigating whether their town should add shade near bus stops. Their question is not simply, "Are hot days uncomfortable?" They want to know which stops most need action. A page from the U.S. Environmental Protection Agency explains that trees cool nearby areas by blocking sunlight and releasing water vapor. Because the agency studies environmental conditions and explains its methods, this source is useful for understanding how shade works. Yet a national explanation cannot show which Harbor View stops are hottest or whether a tree can fit beside a particular sidewalk.

2. The school district's September 2026 stop inventory offers a closer view. It lists fourteen stops, whether each has a shelter, and average weekday boardings. Maple Street has no shelter and averages thirty-four boardings; Orchard Lane has a shelter and averages nine. A district record is a credible source for its own routes and counts, not for how hot riders feel. On three sunny afternoons, students also noted that Maple Street's waiting area had little shade at dismissal time. Those notes are relevant, but three afternoons cannot establish conditions across a whole school year.

3. A neighborhood group's online post argues that all fourteen stops need trees, but it gives no survey method or stop locations. The town's public works planting guide, by contrast, lists clearance rules for sidewalks and underground lines. It can help test whether planting is possible, but it does not tell how many people wait at each stop. The students still need to check traffic patterns and where shade falls during actual pickup times. A defensible thesis would name a priority, connect that choice to the strongest sources, and acknowledge what remains untested.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write a one-sentence thesis about which named stop should be investigated first for added shade. Support it with details from two different sources in the passage.

2. A classmate claims, "The EPA proves Maple Street is the hottest stop all year." Revise the claim so it fits what the EPA source can establish.

3. Which source could challenge the claim that every stop should get a tree? What question would that source help answer?

4. What missing evidence would make a claim to add shade at Maple Street before Orchard Lane stronger? Explain how it would help.

3 YOUR TURN

Your own words

Choose a different issue at your school or in your town. Write a research question and a provisional thesis, then name two credible, relevant sources you would investigate and explain what finding might change your thesis.

ANSWER KEY

Where Shade Matters

HIGH SCHOOL · WG.P.4.2.A

PART 1 · READ AND MARK

Underline two details from different sources that could support a claim about where shade is needed. Circle one limit on what a source can show. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write a one-sentence thesis about which named stop should be investigated first for added shade. Support it with details from two different sources in the passage.	**Maple Street should be investigated first because the district inventory reports more boardings and no shelter there, while student observations found little shade at dismissal.**
2	A classmate claims, "The EPA proves Maple Street is the hottest stop all year." Revise the claim so it fits what the EPA source can establish.	**The EPA explains how trees can cool nearby areas, but it does not establish Maple Street's temperature throughout the year.**
3	Which source could challenge the claim that every stop should get a tree? What question would that source help answer?	**The public works planting guide could help determine whether sidewalk clearance and underground lines allow a tree at each stop.**
4	What missing evidence would make a claim to add shade at Maple Street before Orchard Lane stronger? Explain how it would help.	**Observations of shade at both stops during pickup times would allow a direct comparison of the conditions riders face.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My question is whether our school should add a water bottle refill station near the gym. I think the gym should be the first location considered if students there have limited access between classes. I would check the facilities department's station locations and make repeated timed counts of students waiting nearby, since these sources directly document access and demand. If few students have to wait, I would reconsider that priority.

Accept other source-grounded theses that match the evidence and recognize its limits. For Part 3, look for a distinct issue, a specific provisional thesis, two relevant sources the student could investigate, and a finding that could prompt revision.