Evidence Into Action

Trace how research supports a proposal for a specific audience.

WG.P.4.2 "Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. Develop self-generated theses or claims related to independent research and investigations using credible and relevant..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the speaker's claim, then circle the direct quote and the summary attributed to USA.gov. Number two places where she uses source evidence to shape her proposal.

A Proposal for Graduating Seniors

(1) At a school board meeting, a student speaker proposes a nonpartisan voter-registration information table for graduating seniors. Her claim is specific: the school should invite the county election office to staff a table during spring lunch periods. She is not asking the school to support any candidate. Instead, she wants eligible students to know how to register before they leave campus. Her audience includes board members who must weigh staff time and fairness. To persuade them, she needs sources that explain both who may vote and why local registration details matter. A personal story alone would not establish either point.

(2) First, she checks the National Archives' published text of the Twenty-Sixth Amendment. It protects voting rights for citizens who are "eighteen years of age or older" against denial on account of age. She uses those exact words in quotation marks and names the amendment and the National Archives, so readers can distinguish the source's language from her own. The amendment supports her focus on eligible seniors, but it does not say every senior is eligible or already registered. She therefore avoids claiming that all graduating students can vote. A primary document is strong evidence for a legal rule, not for local registration instructions.

(3) Next, she summarizes USA.gov's voter-registration guidance: registration deadlines and available methods depend on the state. She does not copy its sentences; she cites USA.gov and explains what the finding means for her plan. A county election official could give students current, local instructions rather than a generic handout. Her draft also notes a limit: a lunch table may miss students who are absent or have already graduated. She proposes posting the same official instructions on the school website. The final presentation pairs a narrow claim with a direct quote, an attributed summary, and a practical response to a likely objection.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the speaker's claim, and who must decide whether to act on it?

2. Why is the National Archives' text relevant to the claim? What does it not prove about graduating seniors?

3. Which words does the speaker quote directly, and how does she show that they come from a source?

4. How does the USA.gov finding shape the proposal? How does the speaker address one limit of the lunch table?

3 YOUR TURN

Your own words

Write a 70 to 100 word message to eligible graduating students proposing a way to get nonpartisan registration information other than a lunch table or school website. Include your claim, a short exact quote from the Twenty-Sixth Amendment attributed to the National Archives, a paraphrase of USA.gov's guidance with attribution, and why your plan helps these readers.

ANSWER KEY

Evidence Into Action

HIGH SCHOOL · WG.P.4.2

PART 1 · READ AND MARK

Underline the speaker's claim, then circle the direct quote and the summary attributed to USA.gov. Number two places where she uses source evidence to shape her proposal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the speaker's claim, and who must decide whether to act on it?	**She proposes that the school invite the county election office to staff a registration-information table during spring lunch periods. The school board must decide whether to act.**
2	Why is the National Archives' text relevant to the claim? What does it not prove about graduating seniors?	**The amendment establishes a voting-rights rule for citizens age 18 or older. It does not prove that every graduating senior is eligible or registered.**
3	Which words does the speaker quote directly, and how does she show that they come from a source?	**She quotes "eighteen years of age or older." She uses quotation marks and identifies the Twenty-Sixth Amendment and the National Archives.**
4	How does the USA.gov finding shape the proposal? How does the speaker address one limit of the lunch table?	**Because registration methods and deadlines vary by state, she proposes getting current, local instructions from a county election official. She also proposes posting those instructions online for students the table may miss.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Ask your guidance counselor to add a nonpartisan registration-information card to your graduation packet. The National Archives' text of the Twenty-Sixth Amendment protects citizens who are "eighteen years of age or older" from being denied the vote because of age. That does not mean every graduate is eligible. USA.gov explains that registration deadlines and methods vary by state. A card could direct you to your state election office for current requirements, so you can check your own eligibility and deadline without relying on a classmate's guess.

Accept other clearly attributed summaries of USA.gov's guidance and other practical responses to the table's limits. In Part 3, the proposed method must differ from both the lunch table and the school website.