

Follow the Evidence

Trace how researchers locate and use sources for different evidence needs.

12.T.RA.2.a "Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mara is a fictional model researcher. In each paragraph, underline one source-finding route and circle one completed reading or retrieval action. Sources A-B are real starting points; your task requires completing your own retrieval and reading.

Researching Heat and Trees

- ① Mara is investigating how shade can change conditions at bus stops. A broad web search gives her vocabulary, but the results list is not her evidence. She opens the original agency page, checks its title, date and purpose, and reads relevant sections. Her notes distinguish a general explanation from a measurement at a particular place. Each note includes enough citation information to return to the passage she actually read. Naming a credible organization without consulting its relevant work would leave her question unanswered.
- ② For academic research, she searches a scholarly database, adjusts her terms and examines the results. An abstract helps her decide relevance; then she follows the full-text link and reads the methods and limitations. She checks that the title, authors and identifier match the database record. The record is a route to the article, not a substitute for reading it. The real paper identified in Source A can be found in PubMed by its title or identifier. Its print publication year differs from its first online year, so she records the edition she consults.
- ③ For a print source, Mara searches her library catalog and retrieves a physical book or journal issue. She uses its contents or index to locate a relevant section and records the page numbers she reads. A catalog entry alone cannot supply the source's argument. Her finished log explains what each source contributes to her question and why it deserves trust, including limits on relevance. She then uses evidence from the sources in a brief answer. The point is to navigate, retrieve and use information, not merely predict where information might be found.

Source A

Dzyuban, Yuliya, et al. Public transit infrastructure and heat perceptions in hot and dry climates. *International Journal of Biometeorology* 66 (2022), pp. 345-356. First online January 26, 2021. DOI: 10.1007/s00484-021-02074-4. PubMed ID: 33501566.

<https://link.springer.com/article/10.1007/s00484-021-02074-4>

Editorial summary: A primary study of bus-stop conditions and riders' perceptions in Phoenix.

Limits to examine: Read the methods and limitations. Use its PubMed record to practice database navigation, then read the full article. Do not treat a database abstract as complete evidence.

Source B

U.S. Environmental Protection Agency. *Measuring Heat Islands*. Updated March 10, 2026.

<https://www.epa.gov/heatislands/measuring-heat-islands>

Editorial summary: Guidance connecting research objectives to measurement choices.

Limits to examine: Read the objectives and data-needs sections. This is general guidance, not a local study. Record the sections actually consulted.

2 ANSWER WITH EVIDENCE Use the passage and sources

1 What distinguishes a search result from the evidence Mara records?

2 What does Mara check after following a database record's full-text link?

3 Why must Mara retrieve the print source rather than rely on the catalog entry?

4 How does the finished log show use of information rather than planned searching?

3 YOUR TURN

Your own words

Supplies: internet, PubMed or a school academic database, a library catalog and access to a relevant physical book or journal issue. Arrange the print item with the teacher or librarian before starting. Allow two class/library sessions. Use a separate document for the full log and answer; the lines below record completed work.

Complete a source log and a brief evidence-based answer for a focused question. Actually navigate and use a public digital source, an academic-database article and a physical print source. Submit your finished log and answer with these records.

1. Find and read a public digital source

Write a focused question about heat and shade or another approved issue. Search for a relevant public agency or similarly credible source; open and read it. For a heat question, B is a starting option. Log your search terms, route, retrieval date, title, author or institution, date, URL and sections read. Add an accurate paraphrase, why the source is credible and what it cannot establish.

Record your question and one idea from the digital source you read.

2. Navigate an academic database

Run a topic search in PubMed or a school academic database; record the exact query and any filters, plus one revision or relevance decision. Select a relevant research article, follow a full-text link and read its question, methods and limitations. For a heat topic, A is an option: search its title or PubMed ID 33501566 if your topic search needs refinement. Save the database record URL and article citation separately. Log a specific finding, a limitation and how they bear on your question.

Record your completed database query and the article identifier you checked.

3. Locate and use a print source

Search your school or public library catalog for a relevant physical book or journal issue. Record the query, catalog details and call number or shelf location. Retrieve the item, use the contents or index, and read a relevant section. Log full publication details, actual page numbers, an accurate paraphrase and a reason to trust or qualify the source. If unavailable or irrelevant, work with the librarian to find and read a replacement; a plan, catalog entry or unread title does not complete this step.

Record the physical item and the pages you actually read.

4. Use the evidence and submit

Complete three log entries covering the required routes and source types. Write one or two paragraphs answering your question using relevant evidence from all three sources; explain a connection and one limitation. Cite borrowed ideas, using page numbers for the print source and an identifiable section or locator for digital material. Provide full references and check paraphrases against the originals. Submit the log, answer and completed records. An unsuccessful search can be documented, but the assignment requires eventual retrieval and use of all three types.

Record your answer's main conclusion and one source connection.

PART 1 • READ AND MARK

Mara is a fictional model researcher. In each paragraph, underline one source-finding route and circle one completed reading or retrieval action. Sources A-B are real starting points; your task requires completing your own retrieval and reading. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What distinguishes a search result from the evidence Mara records?	The result helps locate a source. Her evidence comes from reading a relevant part of that source and recording its claims and citation details.
2	What does Mara check after following a database record's full-text link?	She checks that the title, authors and identifier match, then reads methods and limitations to assess relevance and trustworthiness.
3	Why must Mara retrieve the print source rather than rely on the catalog entry?	The catalog locates the item; its argument and evidence must be read in the actual source, with page numbers recorded.
4	How does the finished log show use of information rather than planned searching?	It records completed routes and reading, explains relevant evidence and limits, and supports a brief answer using the consulted sources.

PART 3 · YOUR TURN (SAMPLE ANSWER)

A completed entry names the source actually read, records its search route and locator, paraphrases relevant evidence and explains its use and limits. For example, a student who retrieves Source A through PubMed should record the database query, matching article identifier, full-text section read and a relevant methodological limitation. A print entry must additionally identify the physical item and actual pages consulted. The final answer must connect evidence from the three completed entries; filling in intended titles or proposed searches is insufficient. This illustrates the required documentation, not a completed student investigation.

Assess actual navigation, retrieval and use across public digital, academic-database and physical print sources. Confirm that three completed entries and the evidence-based answer match the student's records. Source A is indexed in PubMed at <https://pubmed.ncbi.nlm.nih.gov/33501566/>; its record links to the full article. A direct article link alone does not demonstrate database navigation. Source B can meet the public-digital requirement when relevant; neither card replaces reading. Arrange access to a relevant physical library item in advance, and allow a different approved topic if appropriate. Do not invent a book, call number, page citation or research result. Evidence quality and accurate use matter more than agreement with a preset conclusion.