

Tools with Purpose

Build and test a responsible two-slide proposal.

11.C.3.D "Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology."

NAME _____

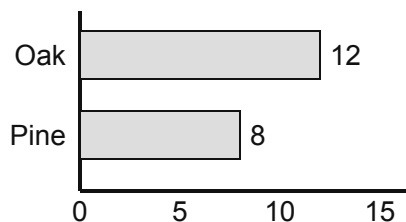
DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a claim each supplied source can support. Circle one limitation for each. Mark the instructions that protect accuracy, privacy, and access.

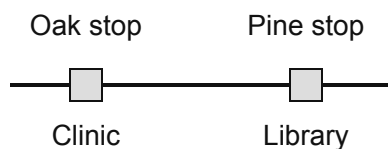
A Proposal for a Fictional Transit Council

- ① In this classroom simulation, a transit council is considering where to investigate bus-stop shade. Card A counts people waiting in direct sun at two stops during the same ten-minute afternoon interval. Card B is a schematic showing nearby landmarks. These are supplied practice records, not real city measurements. A useful proposal could recommend further observation, but one interval cannot establish typical use. The map does not show distances, costs, or construction feasibility.
- ② A digital presentation should use each tool for a reason: a chart compares quantities, a map locates them, and concise spoken explanation connects evidence to a decision. The EPA page Benefits of Trees and Vegetation explains that trees can cool surfaces and air through shade and evapotranspiration. Read that page online before citing it. Its general explanation does not measure either fictional stop. The link is <https://www.epa.gov/heatislands/benefits-trees-and-vegetation>.
- ③ Ethical communication keeps sources and limits visible. Label the supplied records as simulations and credit the worksheet when redrawing them. Paraphrase and link the EPA text instead of copying an uncredited image. Create your own chart and map from the supplied information. Use aggregate counts without names, photographs, recordings, or identifying rider details. Provide meaningful text descriptions of both graphics, strong contrast, and readable type. Test the exported file rather than assuming everything survived.

A · Worksheet observation log · classroom simulation**People waiting in sun**

Both stops observed 3:00–3:10 p.m. on one fictional Tuesday. Oak: 12 people; Pine: 8 people. Counted once per person during the interval. These are counts, not percentages or heat measurements.

One interval only; no conclusion about typical traffic.

B · Worksheet location sketch · classroom simulation**Two stops and nearby landmarks**

Not to scale

Oak stop is near the clinic; Pine stop is near the library. The line shows their order along the same road. This diagram is not to scale and supplies no safe walking route, distance, or project cost.

Map labels locate the stops; they do not rank need.

2 ANSWER WITH EVIDENCE

Use the media and background

1 What can Card A establish, and what would be an overclaim?

2 Why use both a chart and a map in a proposal?

3 Why must the EPA explanation remain distinct from the local practice records?

4 Name an accuracy check and an accessibility check for the exported presentation.

3 YOUR TURN _____ Your own words

Required: a partner, an Internet-connected computer, a slide editor that exports PDF, and a PDF viewer. Your teacher supplies access and a private submission method. Use only the supplied aggregate records and self-created graphics; this task needs no personal accounts, rider interviews, photographs, or recordings.

With a partner, create and deliver an actual two-slide digital proposal asking the fictional council to investigate one stop further. Use both supplied graphics, a verified EPA paraphrase, source credits, visible limitations, and accessible descriptions. Then inspect and submit the exported PDF. Written plans alone do not complete this task.

1. Verify and choose

Open the EPA link and read the relevant explanation. Each partner identify the claim it supports and a limit. Agree on a stop for further observation, not immediate construction. Record the page title, agency, and checked claim. If access fails, obtain teacher-provided access before continuing.

Source checked and claim/limit:

2. Build the two slides

Make Slide 1 with a redrawn zero-based chart of Card A and a focused recommendation. Make Slide 2 with the redrawn schematic, an EPA paraphrase and working link, and a proposed next observation. Label practice data and credit this worksheet on both slides. Add readable text descriptions of the graphics and state the one-interval and map limits.

Why each graphic supports our decision:

3. Check and deliver

Exchange roles: one partner checks values, map labels, credits, and limits against the sources; the other checks readable type, contrast, and descriptions. Each deliver one slide aloud to the partner, explaining rather than simply reading it. Give feedback on how the words and visual work together; make any needed correction.

Feedback and correction, or reason none was needed:

4. Export and inspect

Export both slides to PDF. Open that exact PDF and check both pages for intact text, graphics, descriptions, and working EPA link. Correct any defect in the slides and export again. Privately submit the slide file and tested PDF to the teacher; the teacher inspects the actual files and hears the presentation.

File names and observed export-check result:

PART 1 • READ AND MARK

Underline a claim each supplied source can support. Circle one limitation for each. Mark the instructions that protect accuracy, privacy, and access. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What can Card A establish, and what would be an overclaim?	It establishes 12 people at Oak and 8 at Pine waiting in sun in the specified interval. Claiming Oak is always busier or has higher heat risk would exceed the evidence.
2	Why use both a chart and a map in a proposal?	The chart compares observed counts; the map locates stops near landmarks. Together they support different parts of the explanation without adding unmeasured distances.
3	Why must the EPA explanation remain distinct from the local practice records?	EPA explains general tree cooling. It supplies no measurements for the fictional stops and cannot prove a specific local effect.
4	Name an accuracy check and an accessibility check for the exported presentation.	Check chart values, labels, and simulation/source credits against the originals. Check graphic descriptions, contrast, readable type, and that links and text survive export.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Acceptable product example for teacher inspection: Slide 1 redraws Oak 12 and Pine 8 with a common zero baseline, labels the single ten-minute simulated observation, and recommends observing Oak across more times before choosing a project. Slide 2 redraws Oak near the clinic and Pine near the library, labels the schematic not to scale, paraphrases EPA's general cooling explanation with its working link, and proposes further observations. Both slides credit the worksheet records and include readable graphic descriptions. The partners explain how the chart compares counts and the map locates stops. Their checked PDF must actually contain those elements; this description is not a substitute for their finished files.

Assess the delivered two-slide file, exact exported PDF, and oral explanation, not only written records. Check factual scope, accurate source use, purposeful modes, credits, privacy choices, accessible descriptions, and actual correction of export problems. Accept Pine if supported as a provisional investigation choice without inventing evidence. The supplied diagrams are source materials to redraw, not a finished student proposal. No fixed word count applies to slide text; clarity and readable design govern length.