

Evidence Under Shade

Curate specific evidence and connect it across topics.

12.T.RA.2 "Curating Sources & Evidence: Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB These are paraphrases of named EPA sections, not local measurements. Mark what each contributes and a limitation. Answer the preparation questions, then retrieve and curate sources for a different public question.

What should a city investigate before choosing tree-planting sites?

- ① Source 1 - EPA, Measuring Heat Islands, section "Types of Temperature Data (What) and Technologies for Capturing Data (How)": Air readings describe conditions people experience; surface measurements give different information and often wider geographic coverage. Combining them can improve an assessment. Monitoring gaps, satellite timing, and site conditions limit interpretation. This methodological guidance does not identify the hottest block in your city. Source: <https://www.epa.gov/heatislands/measuring-heat-islands>
- ② Source 2 - EPA, Benefits of Trees and Vegetation, sections "How Trees and Vegetation Reduce Heat" and "Co-Benefits of Trees": Shade and evapotranspiration help cool places. Trees can also reduce building energy demand and help manage stormwater. These connections join environmental science, energy use, and urban design. General benefits do not guarantee a specific cooling amount or financial return at an unstudied site. Source: <https://www.epa.gov/heatislands/benefits-trees-and-vegetation>
- ③ Source 3 - EPA, Community Member Tree Planting Efforts, section "Tree Planting Considerations": Species must suit the climate and location. Trees need maintenance, and planting decisions should account for infrastructure and local guidelines. A promising hot location may still require a different species, design, or maintenance plan. This planning guidance is not a local budget or permission to plant. Source: <https://www.epa.gov/heatislands/community-member-tree-planting-efforts>

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Which specific source section helps distinguish surface heat from people's air-temperature exposure? Why is that distinction important?

- 2** Connect two different topics using Sources 2 and 3. How does one qualify the other?

- 3** Why are these three pages useful but insufficient for a site-specific recommendation?

3 YOUR TURN

Your own words

Use library databases or the open web, with teacher support for access. Choose a public question outside city heat, such as food waste, transit access, or library services. Open and read three credible sources with different contributions and at least two source types. Record actual sections or pages, not imagined documents or search snippets. Work individually; no messages or public posting are needed.

1. Question and first source

State a focused question. For Source A, record title, creator, date (or undated), URL or library locator, and the exact section/page/table used. Paraphrase its relevant evidence, explain its contribution, and note a meaningful limitation. Keep quotations short and visibly marked.

2. A complementary source

Find Source B that adds something A cannot establish. Record the same identifying details, precise location, evidence, contribution, and limitation. Explain the connection or tension with A. A second page that only repeats A is not enough.

3. Broaden the evidence

Find Source C that connects the question to another topic or field, such as economics, health, environment, design, or civic participation. Record its identifying details, exact location, evidence, contribution, and limitation. Explain what becomes clearer across the sources.

4. Synthesize and check

Write a recommendation that references specific parts of all three sources, explains their connections, and qualifies uncertainty. Identify one remaining evidence need. Reopen each cited part to verify your paraphrases and locators. Tell how your inquiry connects at least two topics beyond the initial question.

PART 1 • READ AND MARK

These are paraphrases of named EPA sections, not local measurements. Mark what each contributes and a limitation. Answer the preparation questions, then retrieve and curate sources for a different public question. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which specific source section helps distinguish surface heat from people's air-temperature exposure? Why is that distinction important?	Source 1, Types of Temperature Data, distinguishes air and surface readings. A surface hot spot alone is not a complete measure of human exposure; the objective should guide complementary data and the times/places studied.
2	Connect two different topics using Sources 2 and 3. How does one qualify the other?	Example: Environmental cooling and urban maintenance connect. Source 2 explains benefits of shade/evapotranspiration; Source 3 requires climate-appropriate species and ongoing care. A general benefit does not show that a particular site is practical or funded.
3	Why are these three pages useful but insufficient for a site-specific recommendation?	They provide measurement, benefit, and planning guidance, but not local exposure data, site inspection, costs, or residents' priorities. All are EPA pages, so they also share an institutional perspective. Seek complementary local and other credible sources.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative inquiry: How should a school begin reducing cafeteria food waste?

A: EPA, Prevent Wasted Food Through Source Reduction (December 12, 2025), "Conduct a Waste Audit." Measure amounts, types, and reasons before choosing prevention strategies. This operational guidance links waste measurement to resource and cost questions; it supplies no results for our school. Locator: <https://www.epa.gov/sustainable-management-food/prevent-wasted-food-through-source-reduction>.

B: USDA/EPA/University of Arkansas, Guide to Conducting Student Food Waste Audits (March 2017), printed page 6, "Instructions for interviewers." Record unfinished items and specific reasons students give. This procedure adds students' experiences to measurements, but answers are self-reports from the people interviewed, not every cause of waste. Locator: https://www.usda.gov/sites/default/files/documents/Student_Food_Waste_Audit_FINAL_4-6-2017.pdf.

C: EPA, Wasted Food Scale, "About the Wasted Food Scale" (accessed September 9, 2026). The environmental ranking favors prevention and excludes economic/social factors. It connects cafeteria decisions to environmental impacts but cannot settle staffing costs or student needs. Locator: <https://www.epa.gov/sustainable-management-food/wasted-food-scale>.

Recommendation: Start by planning a supported audit, combining quantities (A) and students' explanations (B). Use C's prevention priority to frame options, then ask nutrition staff to assess feasible changes. This connects environmental management, student experience, and school operations. We still need local results and costs; these guides do not prove a particular menu change will work.

Inspect the learner's actual retrieved sources and specific locators. Assess accurate references, credible and complementary evidence, connections across topics, supported recommendations, and honest limits. The food-waste example demonstrates records and synthesis; it does not report an audit or instruct students to conduct one during this worksheet. Teacher support may include database access or a choice of accessible full sources, preserving the learner's selection and analysis. Source titles, dates and URLs in the model permit independent retrieval. Accept an undated source when that is recorded honestly.