

Evidence With Purpose

Gather real evidence and write a qualified recommendation.

CCSS.ELA-Literacy.W.11-12.8 "Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read printed A. Mark a useful idea and a limit. Then find and read digital B using the research steps.

Which Evidence Can Guide a Cooler City?

- ① Task: Advise a fictional city council about trees and summer heat. What does the evidence support, and what must it check before choosing sites? Required: printed A, an internet-connected device and Source B. Complete actual searches and reading; never invent results.
- ② Source A - printed adaptation: Shade blocks sunlight from reaching surfaces. Water becoming vapor also takes in heat, cooling plants' surroundings. These processes can cool surfaces and air; shading buildings may reduce cooling-energy use. Adapted by Lesson Maker Pro from "Benefits of Trees and Vegetation," U.S. Environmental Protection Agency, updated 15 May 2026; "How Trees and Vegetation Reduce Heat" and "Co-Benefits of Trees." Original: epa.gov/heatislands/benefits-trees-and-vegetation. This adaptation omits research references and local planting-site information.
- ③ Source B - read online: "New York City Temperature and Vegetation," NASA Earth Observatory, 2 Aug. 2006. Visit science.nasa.gov/earth/earth-observatory/new-york-city-temperature-and-vegetation-6800/. Read the article and its linked temperature/vegetation images. Compare observation, publication and update dates. Start with `site:nasa.gov "urban heat island"`, then refine the query. A site filter limits domains; it does not establish quality. If access fails, finish with teacher-provided access.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Run and record an initial and refined search for B. Name the result opened and explain how the refinement helped or failed.

- 2** Record an idea and locator from A. Explain a strength and limitation for the council's task, purpose and non-specialist audience.

- 3** Read B and its images. Record an observation and locator, then a strength and limitation for the same task, purpose and audience.

- 4** What conclusion can both sources support? Explain their different contributions and the current local evidence still needed to choose locations.

3 YOUR TURN

Your own words

Write a 130-170-word, two-paragraph brief for the council. Use relevant evidence from both sources, explain how it supports your recommendation, and address a limitation of each. Refine the broad question using what you learned. Use your own wording and sentence structure, with matching MLA-style short-title citations and Works Cited entries.

Question and council brief

Write your refined question first, then the two-paragraph brief. Integrate both sources without letting one do all the work. Keep claims within the evidence; do not invent local observations. The question and references do not count toward 130-170 words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Works Cited and accuracy check

Give both titles, publishers, dates and URLs; identify A as the printed adaptation you used. Record your actual access date for B. Match each short-title citation to its entry. Check the draft against both sources for accurate meaning and independently worded sentences.

PART 1 • READ AND MARK

Read printed A. Mark a useful idea and a limit. Then find and read digital B using the research steps. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Run and record an initial and refined search for B. Name the result opened and explain how the refinement helped or failed.	Record two actual queries, the opened result's title/URL and a reasoned comparison. Example refinement: add "New York" "vegetation" to the supplied search.
2	Record an idea and locator from A. Explain a strength and limitation for the council's task, purpose and non-specialist audience.	Shade limits sunlight at surfaces (A, paragraph 2). This clear mechanism suits a council brief, but the adaptation lacks detailed research and local site conditions.
3	Read B and its images. Record an observation and locator, then a strength and limitation for the same task, purpose and audience.	Denser vegetation coincides with cooler colors (B, paragraph beginning "As part of the study" and its linked images). Linked observations illustrate patterns, but 2002 New York data cannot locate current local needs.
4	What conclusion can both sources support? Explain their different contributions and the current local evidence still needed to choose locations.	A supplies mechanisms; B supplies a historical comparison. Investigate vegetation, then check current local heat, tree cover and site conditions before choosing locations.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Refined question: How can the council use evidence about vegetation without assuming that every proposed planting site will cool equally?

Model brief: The council should investigate trees as one cooling strategy while gathering current local evidence before selecting sites. The printed EPA adaptation describes sunlight intercepted by leaves and energy absorbed during evaporation, two processes that can reduce heating (“Benefits”). This gives non-specialist council members a clear explanation of how planting could help. However, the adaptation leaves out the full research detail and says nothing about the city’s available space or growing conditions. NASA’s New York example offers a different contribution: a comparison of temperature and vegetation observations, with denser vegetation associated with cooler areas (“New York”). That pattern supports further investigation, but the observations describe New York in 2002 rather than today’s conditions in this city. The council therefore needs current local measurements, tree-cover information and site checks. Combining a physical explanation with a qualified comparison supports inquiry without promising the same cooling outcome everywhere.

Works Cited model: “Benefits of Trees and Vegetation.” U.S. Environmental Protection Agency, 15 May 2026, epa.gov/heatlands/benefits-trees-and-vegetation. Printed adaptation by Lesson Maker Pro.

“New York City Temperature and Vegetation.” NASA Earth Observatory, 2 Aug. 2006, science.nasa.gov/earth/earth-observatory/new-york-city-temperature-and-vegetation-6800/. Accessed [student’s actual day month year].

TEACHER ASSESSMENT NOTES

Require actual searches, notes, digital reading and a completed brief. Accept accurate alternatives with locators; verify them against the originals. B’s satellite observations are from 14 Aug. 2002, not its 2006 article or later update. The full study also used weather data and a model. Judge both sources’ strengths/limits for task, purpose and audience; agency names alone do not establish suitability. Require original sentence structure, balanced evidence and matching short-title citations. The bracketed access date models where students enter their real reading date.