Evidence Under Debate

Separate shared evidence from competing explanations.

10.T.T.2.b "Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read both supplied classroom articles. Underline each author's shared measurements or observations, then circle their differing interpretations. Label one disagreement as fact or interpretation and explain your choice.

What Changed in Yellowstone?

1. The following two classroom-authored articles use an illustrative Yellowstone scenario. Hart and Lee are fictional authors, and the dates and counts below are supplied practice data, not verified quotations from published research. Read their actual differing arguments and distinguish shared measurements from interpretations.

2. **Article A: Linda Hart, "The Main Driver."** Our practice record shows the northern elk herd falling from about 17,000 animals in 1995 to fewer than 8,000 by 2012. It also describes changed grazing near streams after wolves returned. I interpret wolf predation and elk caution as the main driver of reduced grazing and increased willow and aspen growth in some streamside areas. Drought, hunting outside the park and other factors may also affect elk numbers. Wolves need not be the only influence to be the main driver.

3. **Article B: Marcus Lee, "Several Forces."** I accept the same practice record: about 17,000 elk in 1995, fewer than 8,000 by 2012, and changed grazing patterns after wolves returned. I disagree that wolves deserve most of the credit for vegetation recovery. Precipitation varied, and migrating elk faced hunting beyond park borders. Wolves, weather and human decisions may work together. Wolves can affect elk without being the main explanation for thicker willow stands.

2 ANSWER WITH EVIDENCE

Use the passage

1. What population measurement do both Hart and Lee accept?

2. Do Hart and Lee disagree about whether elk changed their grazing patterns after wolves returned? Explain using the passage.

3. How does Hart explain the growth of willow and aspen, and how does Lee explain it?

4. Does Lee claim that wolves had no effect on elk? What interpretation does he actually challenge?

3 YOUR TURN

Your own words

Use this shared observation: A school garden used 30 percent less water after mulch was added. In two sentences, state the measurement, then give two different interpretations of why water use decreased. Make clear that both writers accept the measurement.

ANSWER KEY

Evidence Under Debate

GRADE 10 · 10.T.T.2.b

PART 1 · READ AND MARK

Read both supplied classroom articles. Underline each author's shared measurements or observations, then circle their differing interpretations. Label one disagreement as fact or interpretation and explain your choice. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What population measurement do both Hart and Lee accept?	**In the supplied illustrative record, both accept about 17,000 elk in 1995 and fewer than 8,000 by 2012; these are classroom practice data, not independently verified counts.**
2	Do Hart and Lee disagree about whether elk changed their grazing patterns after wolves returned? Explain using the passage.	**No. Both accept that grazing patterns changed; their disagreement is about what caused the broader vegetation recovery.**
3	How does Hart explain the growth of willow and aspen, and how does Lee explain it?	**Hart says wolves were the main driver because predation and elk caution reduced grazing. Lee says several forces, including wolves, weather, and human decisions, worked together.**
4	Does Lee claim that wolves had no effect on elk? What interpretation does he actually challenge?	**No. Lee accepts that wolves affected elk. He challenges Hart's interpretation that wolves deserve most of the credit for vegetation recovery.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Both writers accept that the garden used 30 percent less water after mulch was added. Writer A says mulch was the main cause, while Writer B says cooler weather and changed watering schedules may also explain the decrease.

Accept equivalent descriptions that distinguish shared data from competing explanations. For Part 3, both interpretations must accept the stated measurement, and the second interpretation must offer a plausible additional cause. Assess comparison of the actual supplied Article A and Article B wording. Their disagreement is interpretive, not disagreement about the supplied population/grazing observations. All authors and article texts are classroom fiction; do not treat the material as authenticated ecological research.