Evidence Hunt

Build focused questions and choose evidence you can trust.

6.T.RA.1 "Research & Inquiry: Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Mia's research questions. Circle two details that help you judge whether a source is credible, then number the claim, evidence, and limit in the last paragraph 1, 2, and 3.

Mia Studies City Heat

1. When Mia noticed that her neighborhood felt hotter than the park across town, she chose urban heat as a research topic. At first, she wrote a broad question: "Why are cities warm?" Her teacher helped her make it more useful: "How do pavement, trees, and building materials affect summer temperatures in our city?" This question names factors to investigate and a place to study. It can lead Mia to compare temperatures, maps, and local planning choices instead of collecting random facts.

2. Next, Mia searched for sources that could provide evidence, not just opinions. She used a National Oceanic and Atmospheric Administration page explaining urban heat islands and a city planning department report with tree-canopy maps. Both sources identify their organizations, give dates, and link to data or methods. A social media post claiming that one paint color "solves city heat" did not name an author or show evidence, so Mia did not use it. Credible sources can still disagree, but researchers check who created them and how claims are supported.

3. To analyze her sources, Mia made a chart with columns for claim, evidence, and limits. NOAA explained that built surfaces absorb and release heat, while the local report showed where her city had less tree cover. Together, the sources supported her idea that pavement and fewer trees can raise neighborhood temperatures. However, Mia noted that the map did not measure every street's air temperature. She planned a follow-up question: "Which neighborhoods have both low tree cover and the highest measured summer temperatures?" This question would guide her next search for local temperature data.

SHADE INQUIRY PACKET: CLASSROOM-AUTHORED FICTIONAL RECORDS

Identified source	Evidence and method
A: Ms. Lee, class poll summary, Sept. 8	18 of 24 students asked for shaded seating in the west courtyard. Each student answered the same question once. This is one class, not the whole school.
B: Mr. Chen, courtyard inspection note, Sept. 9	At noon he inspected both seating areas: the west benches had no roof or tree shade; the east benches were under a roof. He recorded no air-temperature measurements.

2 ANSWER WITH EVIDENCE

Use the passage

1. How is Mia's second research question more useful than her first one?

2. Which two sources does Mia use, and what details make them credible?

3. Why does Mia decide not to use the social media post?

4. What claim do Mia's sources support, and what limit does she notice in the tree-canopy map?

3 YOUR TURN

Your own words

Research the supplied fictional shade case. Write two focused questions about where shade is needed and what evidence is missing. Actually read both identified records; note one relevant finding from each with its source label. In 3 to 4 sentences, answer one question using those findings, explain why the records are useful, and state a limit plus a next investigation step. Do not claim the records prove a temperature difference. You may instead use two suitable teacher-provided sources on your chosen topic, recording their actual findings.

ANSWER KEY

Evidence Hunt

PART 1 · READ AND MARK

Underline Mia's research questions. Circle two details that help you judge whether a source is credible, then number the claim, evidence, and limit in the last paragraph 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How is Mia's second research question more useful than her first one?	**It names factors to investigate, pavement, trees, and building materials, and focuses on summer temperatures in her city.**
2	Which two sources does Mia use, and what details make them credible?	**She uses a NOAA page and a city planning department report. They identify their organizations, give dates, and link to data or methods.**
3	Why does Mia decide not to use the social media post?	**The post does not name an author or show evidence for its claim.**
4	What claim do Mia's sources support, and what limit does she notice in the tree-canopy map?	**The sources support the claim that pavement and fewer trees can raise neighborhood temperatures. The map does not measure every street's air temperature.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My questions are where shaded seating is most needed and whether the west area is hotter. Ms. Lee's Sept. 8 poll records 18 of 24 students requesting west-courtyard shade, and Mr. Chen's Sept. 9 inspection records no west-bench shade but a roof over east benches. These identified records support investigating shade for the west seating, but one class poll does not represent everyone and neither record proves a temperature difference. I would next compare temperature measurements collected at the same times in both areas.

Accept equivalent wording that identifies the passage's research questions, credibility details, claims, evidence, and limits. For Part 3, accept different topics when the questions are focused, the sources are credible, and the student explains how each source could provide useful evidence. For Part 3 require actual source consultation and two attributed findings supporting an answer/analysis, plus a supported limit and next question/step. The printed records are a fictional classroom inquiry packet; do not present them as real school data. Accept teacher-provided equivalent sources with actual notes, not only a future source plan.