Questions That Shift

Follow how a researcher uses sources to sharpen an inquiry.

7W6 "Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each research question, circle each source, write 1 beside the evidence that causes Jordan to refocus, and write 2 beside the evidence that could cause another refocus.

Cooling the Bus Area

1. Jordan noticed that the blacktop behind the school felt hotter than the grassy field at lunch. Jordan began with the question, "How can our schoolyard be cooler in summer?" A city climate report explained that dark pavement absorbs sunlight and can raise surface temperatures. A university article described shade trees and light-colored surfaces as ways to reduce heat. Jordan wrote each source's author, date, main idea, and evidence in a research log before deciding what to investigate next.

2. Then Jordan visited the county health department website, which reported that extreme heat can harm people who spend time outdoors. This information shifted the inquiry. Instead of asking only how to cool the schoolyard, Jordan refocused the question: "Which changes would lower heat where students wait for buses?" The new question named a specific place and connected surface heat to student safety. Jordan planned to compare the bus area's pavement, shade, and afternoon use with possible cooling choices.

3. Jordan still needed more evidence, so Jordan created related questions: "How much shade reaches the bus area at 3 p.m.?" and "What cooling changes have nearby schools used?" Jordan could observe and record shade at different times, then contact the district facilities office or read school planning documents. If those sources showed that trees would take many years to grow, Jordan might refocus again on short-term choices, such as shade structures. Research questions can change when reliable evidence reveals a more useful direction.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was Jordan's first research question? Name two sources Jordan used to begin answering it.

2. Which source caused Jordan to refocus the inquiry, and what concern did that source add?

3. How is Jordan's refocused question more specific than the first question?

4. Name one related question Jordan created and one way Jordan could investigate it.

3 YOUR TURN

Your own words

Your teacher will help you choose a topic with accessible sources and supply the reading materials and extra paper. Plan: Choose a school issue you want to investigate. Write an initial question, name two sources and what each could help you learn, explain what evidence could make you refocus, and add one related question for further research. Now consult two actual sources. On extra paper, record each source's title, author/organization and page or URL, plus a relevant finding. Combine the findings in a short evidence-based answer to your question. Explain whether the evidence warrants refocusing; revise only if useful. End with a related question arising from your findings.

ANSWER KEY

Questions That Shift

GRADE 7 · 7W6

PART 1 · READ AND MARK

Underline each research question, circle each source, write 1 beside the evidence that causes Jordan to refocus, and write 2 beside the evidence that could cause another refocus. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was Jordan's first research question? Name two sources Jordan used to begin answering it.	**Jordan first asked, "How can our schoolyard be cooler in summer?" Jordan used a city climate report and a university article.**
2	Which source caused Jordan to refocus the inquiry, and what concern did that source add?	**The county health department website caused the refocus. It added the concern that extreme heat can harm people who spend time outdoors.**
3	How is Jordan's refocused question more specific than the first question?	**It focuses on the bus waiting area instead of the whole schoolyard. It also focuses on lowering heat for student safety.**
4	Name one related question Jordan created and one way Jordan could investigate it.	**Answers include: "How much shade reaches the bus area at 3 p.m.?" Jordan could observe and record shade at different times. Students may also name the question about nearby schools and use the district facilities office or school planning documents.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning example only (the completed task also needs actual findings and an answer):
I want to investigate, "How can our cafeteria waste less food?" I would use cafeteria waste records to learn what is thrown away and interview the cafeteria manager about serving routines. If records show that unopened packaged food is the main waste, I would refocus on sharing or donating safe unopened items. A related question is, "What rules must a school follow before donating unopened food?"
Completion record: write your actual source title and finding, then explain how the finding supports your answer. Results depend on the materials you consulted; do not invent findings.

For the passage questions, accept equivalent answers supported by the supplied text. Supply two distinct, readable sources relevant to the learner's question, such as book excerpts, articles or actual school records, preserving attribution and dates where available. A printed packet is sufficient. Help match or adjust the question to available evidence; do not require outside interviews or unsupervised internet access. Check actual source notes and an answer connecting evidence from both sources, rather than just listing them. Learners explain whether to keep, narrow, broaden or otherwise refocus the inquiry based on findings; a revision is not mandatory when unnecessary. Require a related follow-up question arising from the research. Provide extra paper and reading/recording support. Keep each learner's own question and reasoning. The planning example above does not claim that research has already occurred.