Shade, Sources, Claims

Evaluate evidence before making a school proposal

11-12.W.8 "Gather relevant information from multiple credible sources. Use advanced searches effectively. Assess the strengths and limitations of each source (e.g., relevance, accuracy, and credibility) in terms of the task, purpose, and audience..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one finding from each source, circle two advanced search techniques, and box a sentence that shows what the sources cannot prove about this school.

A Cooler Wait for the Bus?

1 At our school, students wait for buses beside a paved lot with almost no shade. To research whether planting trees could make that wait cooler, I searched *site:epa.gov/heatislands trees shade evapotranspiration*, then searched *"urban greening" cooling systematic review* for research beyond government guidance. The first search limits results to a federal agency; the quotation marks in the second keep a phrase together, and "systematic review" looks for a study that compares multiple findings. Neither search proves that trees will cool our particular lot. It only helps locate evidence worth evaluating before making a recommendation.

2 According to the United States Environmental Protection Agency, trees cool places through shade and evapotranspiration, the release of water vapor from leaves. A systematic review reports that green spaces tend to be cooler than nearby areas without greenery (Bowler et al.). Taken together, these sources support testing shade trees beside the bus line, not promising a precise temperature drop. The agency describes mechanisms useful to a school audience, while the review brings together results from many studies. Neither source measures conditions at our bus stop, so local measurements would still matter.

3 Neither source measures our bus stop, so I would gather local temperatures before predicting a change. Both sources receive MLA citations rather than passing off their findings as mine. Works Cited: Bowler, Diana E., et al. "Urban Greening to Cool Towns and Cities: A Systematic Review of the Empirical Evidence." *Landscape and Urban Planning*, vol. 97, no. 3, 2010, pp. 147-155. United States Environmental Protection Agency. "Using Trees and Vegetation to Reduce Heat Islands." *US EPA*, www.epa.gov/heatislands/using-trees-and-vegetation-reduce-heat-islands. These entries let readers trace each claim to its source before deciding whether the evidence fits our school.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does each advanced search technique help the writer find a different kind of source?

2. What does each source contribute to the proposal, and what limitation do they share?

3. Why does the writer propose testing trees instead of promising a specific temperature drop?

4. How can a reader tell which source supports the claim about green spaces? Why does the EPA claim not need a parenthetical author citation?

3 YOUR TURN

Your own words

Write an 80 to 110 word note to the athletic director about whether to test shade trees near the school bleachers. Paraphrase evidence from both passage sources with MLA attribution, explain one limitation for this location, and include an advanced search you would use to find more evidence.

Shade, Sources, Claims

PART 1 · READ AND MARK

Underline one finding from each source, circle two advanced search techniques, and box a sentence that shows what the sources cannot prove about this school. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does each advanced search technique help the writer find a different kind of source?	**The site: operator limits results to EPA pages. Quotation marks keep "urban greening" together, while "systematic review" seeks research that compares multiple studies.**
2	What does each source contribute to the proposal, and what limitation do they share?	**The EPA explains how trees cool places; the review reports a cooling pattern across studies. Neither measures the school's bus stop.**
3	Why does the writer propose testing trees instead of promising a specific temperature drop?	**The sources support a possible cooling benefit, but neither provides measurements that would predict a temperature change at this lot.**
4	How can a reader tell which source supports the claim about green spaces? Why does the EPA claim not need a parenthetical author citation?	**"(Bowler et al.)" points to the review in Works Cited. The EPA is named in the sentence introducing its claim.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Trees could make the bleacher area more comfortable, but we should test the idea before changing the grounds. The United States Environmental Protection Agency describes two cooling processes, shade and water released from leaves. A review also finds that green spaces tend to be cooler than nearby spaces without plants (Bowler et al.). These findings justify exploring trees, not claiming a certain temperature change at our field. Sun angle, tree placement, and game times could affect how much shade reaches the seats. To find more evidence, I would search site:edu "bleacher shade" temperature, then measure temperatures during afternoon games.

Accept equivalent paraphrases and MLA attribution that clearly connects each claim to its source. The note should apply the evidence to the bleachers without presenting a site-specific temperature change as an established fact.