Shade Source Check

Researching a claim about trees and schoolyard heat

8.W.8 "Gather relevant information from multiple print and digital sources. Use search terms effectively. Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one fact Maya could use, circle the details that identify each named source, and number two reasons to question the planting-kit website. These marks will help you separate usable evidence from an unsupported claim.

Where Should the Shade Go?

1. At dismissal, Maya notices that the sidewalk beside the school garden feels cooler than the bare pavement near the gate. She wants to suggest a place for new shade, but one afternoon's feeling is not enough evidence. An online search for "trees" returns shopping pages, travel photos, and articles about forests. She changes her plan: find information about city trees and heat, then compare it with a print source. She records each source's author or organization, title, and publication details so she can cite it later.

2. Maya finds Jill Jonnes's print book *Urban Forests: A Natural History of Trees and People in the American City* (Viking, 2016). The book describes how people have planted and cared for trees in American cities. On the digital page "Learn About Heat Islands," the United States Environmental Protection Agency explains that trees shade surfaces and help cool air as water evaporates from leaves. Another website promises that one small sapling will cool an entire schoolyard by 20 degrees overnight. It lists no author, date, measurements, or research, and sells planting kits.

3. In her draft, Maya writes: City residents have made choices about where trees grow (Jonnes). The sentence restates a general idea from the book in her own words rather than copying its wording. The parenthetical name points readers to the print source. A parenthetical agency name would point them to the EPA page. Maya still needs evidence about her own schoolyard: a general source cannot prove how much a specific spot will cool. She plans to observe shade at several times of day before recommending a location.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write a more useful search phrase than “trees” for Maya's research. Which words make it more focused?

2. Which digital source would you trust more for explaining how trees cool an area, the EPA page or the planting-kit website? Give two reasons from the passage.

3. Paraphrase the EPA's point about water leaving tree leaves. Add an MLA-style parenthetical citation.

4. Why can't Maya use the planting-kit website's 20-degree promise as a prediction for her schoolyard?

3 YOUR TURN

Your own words

Write a four-sentence note to the principal proposing how to investigate and improve shade by the lunch tables. Use a different idea from each of Maya's two named sources, give an MLA-style parenthetical citation for each, and name one local observation needed before choosing where to plant.

ANSWER KEY

Shade Source Check

GRADE 8 · 8.W.8

PART 1 · READ AND MARK

Underline one fact Maya could use, circle the details that identify each named source, and number two reasons to question the planting-kit website. These marks will help you separate usable evidence from an unsupported claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write a more useful search phrase than "trees" for Maya's research. Which words make it more focused?	**For example, "city trees sidewalk shade heat." "City," "sidewalk," "shade," and "heat" narrow the search to Maya's question.**
2	Which digital source would you trust more for explaining how trees cool an area, the EPA page or the planting-kit website? Give two reasons from the passage.	**The EPA page names the organization responsible and explains how trees cool an area. The planting-kit site gives no author or research and sells kits.**
3	Paraphrase the EPA's point about water leaving tree leaves. Add an MLA-style parenthetical citation.	**Trees can lower nearby air temperature when water from their leaves evaporates (United States Environmental Protection Agency).**
4	Why can't Maya use the planting-kit website's 20-degree promise as a prediction for her schoolyard?	**The site gives no measurements or research to support the promise, and a general claim does not establish what will happen at Maya's school.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I suggest studying whether a tree could shade the lunch tables during midday (United States Environmental Protection Agency). A planting plan should include people who can care for the tree after it goes in (Jonnes). We should check which parts of the tables are sunny at lunch on several days. That observation would help us choose a place without promising a specific temperature change.

Accept other focused search terms and accurate paraphrases supported by the passage. In Part 3, look for four sentences, distinct ideas from both named sources with matching parenthetical citations, and a relevant local observation.