Shade the Claim

Search, evaluate, and cite evidence for a local proposal

9-10.W.8 "Gather relevant information from multiple sources. Use advanced searches effectively. Assess the relevance, accuracy, and credibility of each source. Fluently integrate information (e.g. paraphrases, summaries, direct quotations…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In the draft paragraph only, underline the two claims drawn from sources and circle the parenthetical citation after each one. Notice how the writer separates source information from a claim that still needs local evidence.

A Case for Shade

1. A student wants to propose more shade near the school's south entrance, where students wait for rides. Instead of searching for "shade facts," the student tries site:epa.gov/heatislands "trees and vegetation" and site:cdc.gov heat "stay in shade." These searches narrow the results to government sites, but a government address alone does not make every page useful. The student chooses the Environmental Protection Agency's page "Using Trees and Vegetation to Reduce Heat Islands" for information about cooling and a Centers for Disease Control and Prevention page about heat and health for advice about avoiding heat exposure.

2. Here is the student's draft: Our school should study ways to add shade near the south entrance. Trees can cool nearby air through shade and evapotranspiration (U.S. Environmental Protection Agency). During hot weather, seeking shade can help people stay cool (Centers for Disease Control and Prevention). Together, these sources support investigating a shaded waiting area. They do not show how hot this entrance gets or whether trees would fit there. Before recommending a specific design, the school would need to check the space and observe conditions when students wait for rides.

3. The draft paraphrases the sources rather than copying their wording. Its parenthetical citations connect each borrowed idea to a source, but the writer also needs a Works Cited list so readers can find both pages. For each webpage, an MLA entry identifies the applicable author, page title, website title as the container, publisher when distinct from the author or website title, publication or update date when available, and URL. An access date may help if a page changes over time. Before submitting, the student should check each page for those details rather than guessing at missing dates or authors.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which search is more likely to find evidence about how trees cool an area? Explain how its search terms narrow the results.

2. Why is the CDC page relevant to the proposal, and what can it not establish about the south entrance?

3. Look at the two claims you underlined in the draft. How can a reader tell which source supports each claim?

4. If the writer copied a sentence from one webpage instead of paraphrasing it, what would need to change in the draft?

3 YOUR TURN

Your own words

Write three sentences proposing a way to make a hot bus stop safer. Paraphrase one relevant idea from each agency in the passage, give each idea a parenthetical citation, and name one local fact you would need to check before recommending your plan.

Shade the Claim

PART 1 · READ AND MARK

In the draft paragraph only, underline the two claims drawn from sources and circle the parenthetical citation after each one. Notice how the writer separates source information from a claim that still needs local evidence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which search is more likely to find evidence about how trees cool an area? Explain how its search terms narrow the results.	**The EPA search narrows results to the agency's heat-island pages and looks for the phrase "trees and vegetation."**
2	Why is the CDC page relevant to the proposal, and what can it not establish about the south entrance?	**Its heat guidance is relevant to students waiting outdoors, but it cannot establish conditions at that entrance.**
3	Look at the two claims you underlined in the draft. How can a reader tell which source supports each claim?	**Each claim is followed by a parenthetical citation naming its source: the EPA for cooling by trees and the CDC for seeking shade.**
4	If the writer copied a sentence from one webpage instead of paraphrasing it, what would need to change in the draft?	**The copied words would need quotation marks as well as attribution to the source.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The city should consider planting a tree near the bus stop because trees can cool nearby air through shade and evapotranspiration (U.S. Environmental Protection Agency). Seeking shade can help people stay cool during hot weather, so a shaded waiting space could benefit riders (Centers for Disease Control and Prevention). Before recommending a tree, I would check whether the planting space is large enough.

Accept equivalent explanations of source relevance and limits. In Part 3, look for two accurate paraphrases, citations linked to the correct agencies, and a local fact that the sources do not establish.