

Maps and Meaning

Connect a community text to life, literature, and society.

8.5.E “make connections to personal experiences, ideas in other texts, and society;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a detail that could connect to your life, circle an idea that connects to another text, and number a point that connects to society. Use your marks to explain how the passage matters beyond its facts.

Mapping Summer Heat

- ① On a July afternoon, volunteers in Phoenix walked neighborhood blocks with infrared thermometers. They measured pavement, grass, and shaded sidewalks, then added the results to a public heat map. The map showed that a dark asphalt bus stop could be far hotter than a nearby stop beneath a tree. City staff used the information to choose places for shade structures and drinking fountains. The project treated residents' observations as evidence, not just as complaints about uncomfortable weather.
- ② Heat maps can connect this project to other texts about unequal access to safe public spaces. For example, an article about bus riders might describe people waiting in the sun because they cannot choose a cooler route or drive instead. Both texts raise the idea that a service can seem equal while its conditions are not. A reader might also think of a story in which a character avoids walking outside during extreme heat. That character's choice can make the map's numbers feel immediate.
- ③ Connections also lead to questions about society. If public money pays for bus stops, who should decide which stops receive shade first? A heat map may reveal patterns that daily routines hide, such as hotter routes in neighborhoods with fewer trees. Still, the map cannot explain every person's needs. Residents who work outdoors, care for young children, or have health conditions may offer information that a thermometer misses. The project suggests that fair decisions require measurements, local knowledge, and chances for people to speak.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which detail in paragraph 1 could connect to an experience of waiting outside on a hot day? Explain the connection.

2 What shared idea connects the heat-map project and the article about bus riders in paragraph 2?

3 How does the story about a character avoiding extreme heat help a reader understand the map's numbers?

4 What does the passage suggest society needs to make fair decisions about shade at bus stops? Why is one source of information not enough?

3 YOUR TURN _____ Your own words

Choose a shared place, service, or problem in your community. Write 5 to 7 sentences that connect it to one personal experience, one idea from another text, and one effect on society, then explain what people could do with those connections.

PART 1 • READ AND MARK

Underline a detail that could connect to your life, circle an idea that connects to another text, and number a point that connects to society. Use your marks to explain how the passage matters beyond its facts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which detail in paragraph 1 could connect to an experience of waiting outside on a hot day? Explain the connection.	The dark asphalt bus stop was far hotter than a nearby tree-shaded stop. Accept a personal connection explaining that an unshaded waiting area can feel much hotter.
2	What shared idea connects the heat-map project and the article about bus riders in paragraph 2?	A public service can appear equal, but people may experience unequal conditions or access to safety.
3	How does the story about a character avoiding extreme heat help a reader understand the map's numbers?	It gives the numbers a human effect by showing how extreme heat can change a person's choices.
4	What does the passage suggest society needs to make fair decisions about shade at bus stops? Why is one source of information not enough?	Society needs measurements, local knowledge, and chances for residents to speak. A thermometer cannot show every person's work, health, or caregiving needs.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At my school, I have searched for a quiet place to work when the cafeteria is crowded. This reminds me of an article about how library spaces help students focus. Both my experience and the article show that a building can serve everyone differently. For society, schools should consider whose needs are missed when they plan shared spaces. Student surveys and observations could help the school create quieter areas.

Accept varied personal and text-to-text connections when students accurately cite or describe a passage detail. In Part 3, look for all three connections, a clear societal effect, and a realistic action supported by the student's reasoning.