

Cooler City Case

Analyze how a model introduction builds context, a thesis, and a roadmap.

12.W.1.A.i "Write extended pieces that: Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the background information, circle the thesis statement, and number 1, 2, and 3 beside the three ideas that preview the essay's body sections.

Trees, Heat, and Fairness

- ① On a July afternoon, temperatures in a city block can be far higher than temperatures in a nearby park. Dark roofs, asphalt streets, and limited shade absorb and hold solar energy, creating what scientists call an urban heat island. The effect is not merely uncomfortable: higher heat can strain power grids, worsen air quality, and endanger residents who lack air conditioning. As cities grow and heat waves become more frequent, local leaders must decide which changes can cool neighborhoods without pushing out the people who already live there.
- ② City governments should treat tree canopy as essential public infrastructure, not as a decorative extra. A sustained program to plant, protect, and maintain trees can lower surface and air temperatures, reduce stormwater runoff, and make walking and transit stops safer during hot weather. However, planting alone is insufficient. Policies should direct investment toward the hottest, least shaded areas and include safeguards against rent increases that can follow neighborhood improvements. This essay argues that equitable tree-canopy planning is one practical response to urban heat, and it evaluates both its environmental benefits and its social risks.
- ③ First, the discussion will examine how trees cool built environments. Their leaves provide shade, while water released through transpiration can cool the surrounding air. Research on urban forestry also shows that canopy can slow rainfall before it reaches pavement, easing pressure on drainage systems. Next, the essay will consider who receives these benefits. Maps of canopy cover and summer temperatures can reveal unequal conditions across a city, but they do not by themselves prevent displacement. Finally, the analysis will compare funding, maintenance, and tenant-protection policies that could make a tree program durable and fair.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What two problems in the first paragraph create a need for action by city leaders?

2 Write the passage's thesis statement.

3 What three main areas will the essay examine after its introduction?

4 How does the preview in the third paragraph make the thesis more specific?

3 YOUR TURN _____ Your own words

Write a 120 to 150 word opening paragraph for an extended argument about a school, community, or public issue other than urban tree canopy. Provide context, state a precise arguable thesis, and preview three lines of reasoning the piece will develop.

PART 1 • READ AND MARK

Underline the background information, circle the thesis statement, and number 1, 2, and 3 beside the three ideas that preview the essay's body sections. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What two problems in the first paragraph create a need for action by city leaders?	Urban heat can strain power grids, worsen air quality, and endanger people without air conditioning. Leaders must also avoid displacing residents while cooling neighborhoods.
2	Write the passage's thesis statement.	This essay argues that equitable tree-canopy planning is one practical response to urban heat, and it evaluates both its environmental benefits and its social risks.
3	What three main areas will the essay examine after its introduction?	How trees cool built environments, who receives tree-canopy benefits, and which funding, maintenance, and tenant-protection policies could make a program fair and durable.
4	How does the preview in the third paragraph make the thesis more specific?	It shows that the essay will address environmental cooling, unequal access to benefits, and policies that can prevent unfair outcomes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

At many public high schools, students begin research projects with reliable websites and library databases, yet they may lose access to those tools after graduation. This gap matters as more job applications, training programs, and government services require online forms, source evaluation, and basic privacy knowledge. Districts should offer graduating seniors a short, required digital-literacy workshop during the final month of school. The workshop would help students recognize credible information, protect personal data, and complete common online tasks independently. An extended argument for this policy would first examine the demands students encounter beyond school, then assess the workshop's likely costs and scheduling challenges, and finally explain why a common graduation requirement would reach students more fairly than an optional session.

Accept equivalent descriptions of the passage's context, thesis, and three-part preview when they accurately connect to the text. For the open response, look for relevant background, a specific arguable claim, and a clear preview of three distinct lines of reasoning.