Garden Source Detective

Judge sources before using them in a plan.

6.R.1.C "Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each source in the passage. Underline one detail near each source that shows what it can help the group decide or why the group should question it.

Planning a Water-Wise Garden

(1) Sixth graders at Lakeview School wanted to choose plants for a dry corner of their garden. Maya opened a digital article from the National Weather Service that listed the town's rainfall totals for the past five summers. The article gave dates, measurements, and a link to the agency's data page. Because the group needed local weather patterns, Maya copied the totals into a chart. The article did not tell which plants would grow best, so it could not answer every question for the garden plan.

(2) At the library, Jordan found a printed guide from the state university's Cooperative Extension office. It explained that native plants can need less water after they are established, and it named several drought-tolerant species. A botanist's name, publication date, and research citations appeared on the cover. The guide described conditions across the state, so students would need to check whether its suggestions fit their town. It was useful for plant ideas, but less specific than local rainfall data.

(3) The group interviewed Mr. Chen, a longtime neighbor who had grown tomatoes nearby for twenty years. His comments were a primary source because students heard his experiences directly. He said shade from a new fence had changed his yard, but he had not measured the soil or recorded water use. Finally, a gardening blog claimed that one "miracle" plant never needs water. It named no author, date, or evidence. The blog was not credible enough to guide the plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is the National Weather Service article relevant to the garden plan, and what is one question it cannot answer?

2. Name two details that support the credibility of the printed Extension guide. Then explain one reason the group should still check its relevance.

3. Which source is least credible for choosing plants? Give two details from the passage that support your judgment.

4. Which sources should the group combine to make a stronger garden plan, and what would each source contribute?

3 YOUR TURN

Your own words

Choose a school decision, such as adding bike racks or selecting books for the library. In four sentences, name three sources, explain what each source would add and one credibility or relevance check for each, then state how you would combine the sources.

ANSWER KEY

Garden Source Detective

GRADE 6 · 6.R.1.C

PART 1 · READ AND MARK

Circle each source in the passage. Underline one detail near each source that shows what it can help the group decide or why the group should question it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is the National Weather Service article relevant to the garden plan, and what is one question it cannot answer?	**It provides local rainfall patterns. It cannot tell which plants will grow best.**
2	Name two details that support the credibility of the printed Extension guide. Then explain one reason the group should still check its relevance.	**It names a botanist and includes a publication date and research citations. The guide covers the whole state, so its suggestions may not fit the town.**
3	Which source is least credible for choosing plants? Give two details from the passage that support your judgment.	**The gardening blog is least credible because it gives no author, date, or evidence. Any two of these details support the answer.**
4	Which sources should the group combine to make a stronger garden plan, and what would each source contribute?	**They should use the National Weather Service article for local rainfall data and the Extension guide for plant ideas. Mr. Chen's comments can provide a local observation to check, but his information is not measured; the blog should not guide the plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school wants to decide whether to add more bike racks. I would use the school's count of bikes parked each day because it provides local data, and I would check that the dates include different kinds of weather. I would interview students who ride bikes for their experiences, but I would compare their views with the count because a few opinions may not represent everyone. I would also use a city transportation webpage with an author, date, and data, then combine all three sources to estimate how many racks are needed.

Accept equivalent judgments when students use passage evidence about relevance, usefulness, validity, or credibility. For the open task, accept reasonable sources if the student explains what each contributes, identifies a check for each, and gives a clear synthesis plan.