

Evidence Trail

Track where information comes from and how it is organized.

9.R.1.B "Gather and organize information from various sources, including internet resources, electronic databases, and other technology."

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the name of each source or digital tool. Circle the information each source provides, then number three actions the team uses to organize or check information.

Planning for Shade Trees

- ① When the city of Riverton considered planting more shade trees, a student team gathered information before making a claim. They began with the city parks department website, which listed planting locations, tree species, and maintenance costs. Next, they searched an electronic newspaper database for articles about heat waves and neighborhood tree loss. A librarian showed them how to limit results by date and source type. The team also used an online map that displayed pavement, parks, and bus stops. Each source offered a different kind of evidence, so the students recorded where every fact came from.
- ② To keep the research organized, students made a shared spreadsheet. One column named the source, another gave the publication date, and a third summarized the useful information. They added a link or database record so classmates could find the original item. In a notes column, they explained how the information might help answer the tree question. For example, a map could reveal places with little shade, while a news article could describe residents' experiences during extreme heat. The team did not treat either source as complete proof by itself. They compared details across sources before drawing conclusions.
- ③ Finally, the students checked who created each source and when it was updated. The parks department's site was useful for official plans, but it might not show how residents felt. Newspaper articles included interviews, yet a single article could focus on one block. The online map showed locations of shade and pavement, not the reasons conditions existed. Students placed facts with similar topics in the same spreadsheet rows and highlighted facts that appeared in more than one source. Their final research folder held links, notes, map screenshots, and a short list of questions needing more evidence.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which source would be most useful for finding official planting locations, tree species, and maintenance costs? Explain why.

2 What details did the students include in their shared spreadsheet to help others locate and understand a source?

3 Why did the team compare details across sources instead of treating one source as complete proof?

4 What kind of information could the online map provide, and what question could it not answer by itself?

3 YOUR TURN _____ Your own words

Choose a local issue, such as cafeteria waste, crosswalk safety, or water use. Write a source-gathering plan that names three different sources or tools, tells what information you would collect from each, lists the fields in your organizer, and states one way you would check a source.

PART 1 • READ AND MARK

Underline the name of each source or digital tool. Circle the information each source provides, then number three actions the team uses to organize or check information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source would be most useful for finding official planting locations, tree species, and maintenance costs? Explain why.	The city parks department website, because it lists official planting locations, tree species, and maintenance costs.
2	What details did the students include in their shared spreadsheet to help others locate and understand a source?	They included the source name, publication date, a summary, a link or database record, and notes about how the information could help answer the question.
3	Why did the team compare details across sources instead of treating one source as complete proof?	Each source had limits. The parks site might not show residents' views, and one news article might focus on only one block.
4	What kind of information could the online map provide, and what question could it not answer by itself?	The map could show locations of shade and pavement. It could not explain why those conditions existed.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Topic: cafeteria waste. I would use the district food-services webpage for menu and portion information, an electronic newspaper database for reports about food-waste programs, and a digital scale with a spreadsheet to record the weight of unopened food discarded each day. My organizer fields would be source or tool, creator, date, link or file, fact or measurement, and notes; I would check each webpage or article for its author or organization and publication date.

Accept equivalent source choices when the student clearly matches each source or tool to useful information about the chosen issue. The organizer should identify where information came from and include enough details to retrieve, compare, or evaluate it.