Worked Example — Amara Checks the Weather Answer

This page works through the five questions from Chapter 15 using the imagined classroom scene in Chapter 10. It records what the story gives us, including what it leaves unanswered. It is a reading exercise, not a report of a real school experiment or a safety approval.

1. What is the claim?

The tutor offers an account of a local weather pattern and reassures Amara that the pattern is common. Its explanation does not fit her observation. The story supplies no exact numerical forecast, so we should not invent one to make the exercise look more complete.

Keep on the page: a particular explanation conflicts with what Amara has noticed. Neither its polished wording nor her disagreement settles which account is right.

2. What is the intended use?

Amara is working on a school project. She needs to learn how an explanation relates to observations, not decide whether a community should evacuate or whether someone should travel through dangerous weather. Those higher-consequence uses would need different expertise and safeguards.

Keep on the page: understanding and checking a classroom claim, not authorizing a public action.

3. What understanding is missing?

Why does the tutor's conclusion differ from the conditions she sees? Its revised answer offers several alternatives, some useful and some unconvincing. We do not yet know which conditions matter, whether the class-built instrument is giving a reliable reading, or which explanation will survive further examination.

Keep on the page: a discrepancy to investigate, not a declaration that Amara has disproved the model. A local error is not evidence that the tutor possesses an alien mind.

4. What independent check is appropriate?

Amara records her observation, checks the class's weather instrument, and takes the disagreement to school. Her teacher helps the class choose measurements that could distinguish the alternatives. The instrument is a source of evidence to assess, not an infallible referee; simply asking another tutor to agree would not settle the matter.

Keep on the page: observations and discriminating measurements, interpreted with the teacher's help. The chapter does not tell us that the planned measurements have established a new result.

5. What next step is authorized?

Continue the teacher-guided inquiry for the school project. Identify the measurements the class can appropriately make, examine the observations, and revise the explanation if the evidence warrants it. Do not promote the exercise into a scientific discovery or use its unfinished conclusion to direct someone else's high-stakes decision.

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Keep on the page: further inquiry within the educational task. No claim of a new law, no wider permission.

What the Completed Page Shows

Amara has not made herself the final judge of weather science. She has kept the answer open to investigation. That is preparation for unfamiliar intelligence: retain enough knowledge to notice a mismatch, obtain help competent for the task, and keep the next step smaller than the unanswered question.

For a second practice attempt, choose Daniel's safe-lift design review. Change the intended use and the qualified people needed to check it before copying any conclusion from Amara's page. The five questions travel; the evidence and permission do not automatically travel with them.

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