

Do Now:



How can questioning lead to deeper understanding of the world around you?

Unit Notes - Analysis and Questioning



Quiz on Friday 10/3 (A Class)
Quiz on Monday 10/6(B Class)

Questioning



- ❧ **Open ended questions** - is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings
- ❧ Example - What were the most important wars fought in the history of the United States?
- ❧ **Close ended questions** - designed to evoke short responses
- ❧ Examples: Are you feeling better today? May I use the bathroom?



Analysis



- ❧ **Analysis** - detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation.
- ❧ **Concepts** - an abstract or generic idea generalized from particular instances (cause and effect, sources and evidence)
- ❧ **Literal** - limited to the explicit meaning of a word or text
- ❧ **Theme** - an idea or topic expanded in a discourse, discussion, etc (conflict, citizenship)
- ❧ **Abstract** - existing in thought or as an idea but not having a physical or concrete existence.



Perspective



❧ **Perspective** - a particular attitude toward or way of regarding something; a point of view.

❧ **Historical lenses** - examining the world and history from different perspectives



Why Study History?



https://www.youtube.com/watch?v=vgmNkYUL_Cw

Question for 2 Reasons



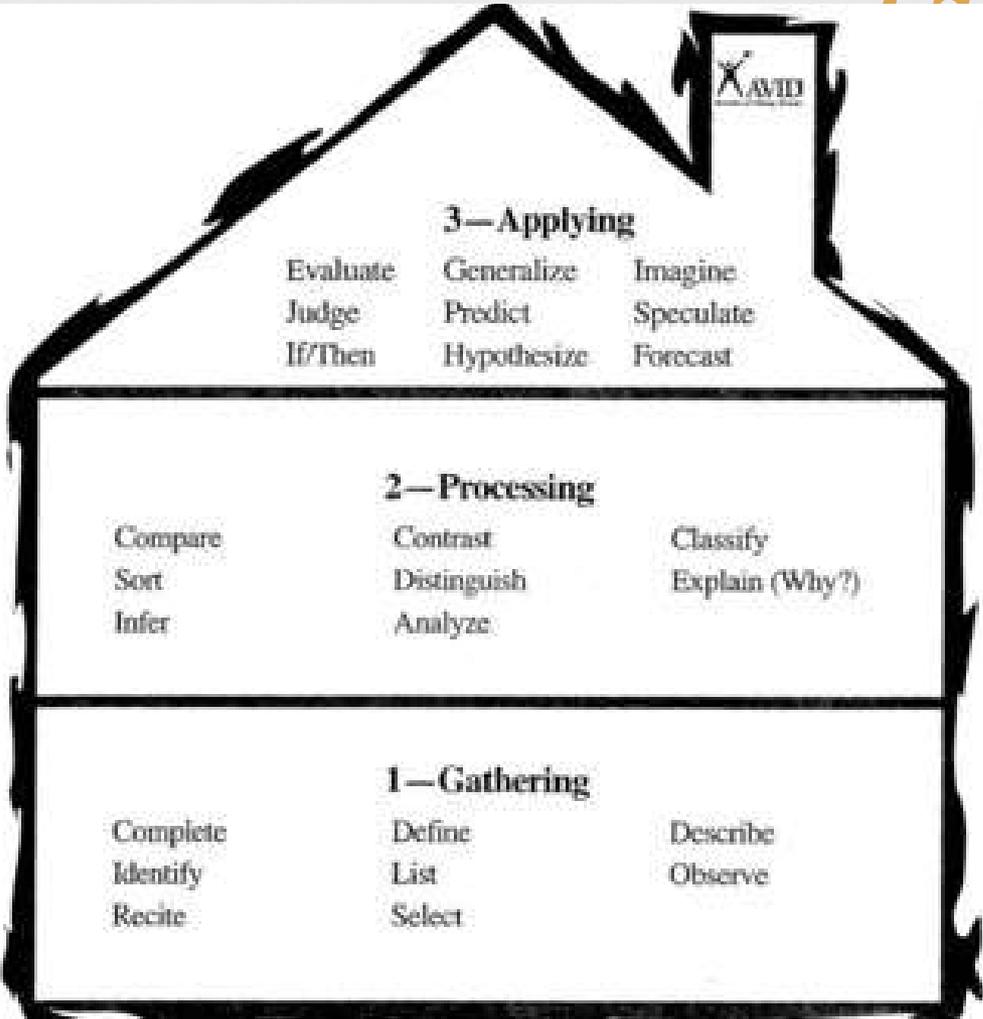
❧ To find
meaning/answers

❧ To enhance
meaning/understanding

❧ QFT Process

❧ Costas's Levels

Raise your Level - Costa's Levels



❧ **Level 1 - Information Gathering**

❧ **Level 2 - Deepening understanding**

❧ **Level 3 - Using knowledge to create**

Question Formulation Technique Process



Step 1 - Create a prompt

Prompt:



“History as a Weapon”

Step 2



Shout out as many questions or statements you can think about using the prompt below. What questions does this phrase evoke?

- Rules -
1. ask as many questions or shout out as many phrases as you can
 2. do not stop to discuss, judge, or answer any of the questions
 3. write down every question exactly as it was stated
 4. and change any statements into questions.

“History as a Weapon”

Step 3



❧ What is the difference between open and close ended questions? Level 1? Level 2? Level 3?

❧ Which require the deepest level of understanding?

❧ Create a table and categorize your questions in the appropriate column. Then label the level of each. 1, 2, or 3.

Open Ended	Close Ended

❧ What are the advantages and disadvantages of both kinds of questions?

Step 4



- ☞ Change 3 of your open ended questions into closed.
- ☞ Change 3 of your close ended into open ended.
- ☞ How can the phrasing of a question affect the depth, quality, and value of the information they will obtain.

☞ Turn and Talk

Step 5



☞ Prioritize your questions

☞ Which do you feel are best and will provide the deepest discussion of our prompt to find meaning?

Step 6



-
- ❧ Examine the questions you have generated
 - ❧ Where do you see a focus which addresses the prompt and seeks deeper meaning?
 - ❧ Which question presented do you feel will help the class best discuss the idea of history as a weapon?

Quiz



☞ Unit Notes Quiz

☞ Go to <http://b.socrative.com/login/student/>

Do Now:



- ❧ On what level would you classify the following question?
- ❧ Why was the Civil Rights movement of the 1960's so important to modern social movement?

Group Practice

Use the QFT process to gain a deeper understanding of the prompt/picture provided to your group



Use your question stems to help when combining or creating more thoughtful questions



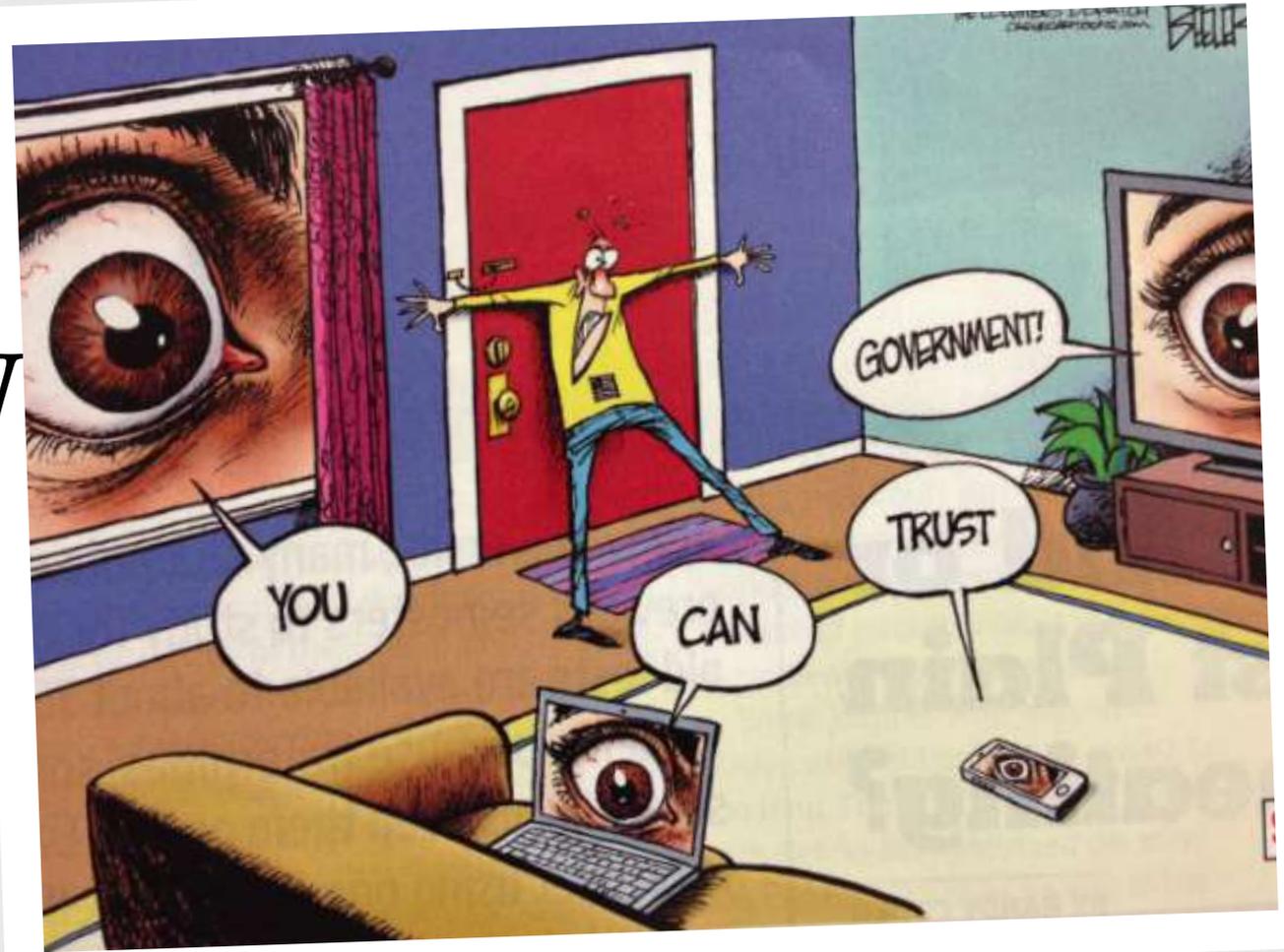
Share



**Which questions do you feel would give you the
deepest understanding of this image?**

Explain

DO NOW



Describe the process you would use to determine the intended message of the artist in the following political cartoon.

What is the message in the political cartoon?

Foundations of Analysis



WHY is this important to know? 😊

- ❧ You are going to learn how to “READ” all types of texts.
- ❧ FUNDAMENTALS, FUNDAMENTALS, FUNDAMENTALS! Ask Lebron James or Eli Manning about the importance of fundamentals!
- ❧ Teaches you how to make the VERY invisible process of ANALYZING something VERY visible!
- ❧ Fundamental process of analyzing: Observe, Find Patterns, Draw Conclusions.

3 Steps in Analyzing:



1. **OBSERVE-** Literally what do you see in the text
THE OBVIOUS important information.
2. **FIND PATTERNS-** How can you connect your observations? What categories do you find?
3. **DRAW CONCLUSIONS/Develop Understanding-** Things you can't touch or see in the text! Concepts, themes, lessons, BIG IDEAS. THIS is where you move from the LITERAL (what it literally says) to the ABSTRACT (what it really means or represents)

Turn Board into 3 Sections



Observe

Find Patterns

Draw Conclusions

A man with a fish face, looking upwards and to the left. He is wearing a teal patterned shirt. The background is dark.

**STOP CLIMATE CHANGE
BEFORE IT CHANGES YOU.**



for a living planet

Look for Patterns



- ❧ What patterns do you see?
- ❧ What words or phrases from our list can be categorized or grouped together?
- ❧ Look for connections between your observations

Draw Conclusions



- ❧ Take the literal and pull into the abstract
- ❧ What do you think this advertisement/text is selling beyond the literal?
- ❧ What is the idea/concept that the ad is selling?
- ❧ Intangible (cannot touch)
- ❧ **Concepts**
- ❧ What is the difference between observational words vs. conceptual?
- ❧ Car vs. Freedom

Try with your group.

Use your graphic organizer as a guide to help you through this process

Group Roles:

1. Time Keeper
2. Task Master
3. Recorder
4. Mediator

>> smart, the less polluting car of the world, from just 7.990€





Ex: et:



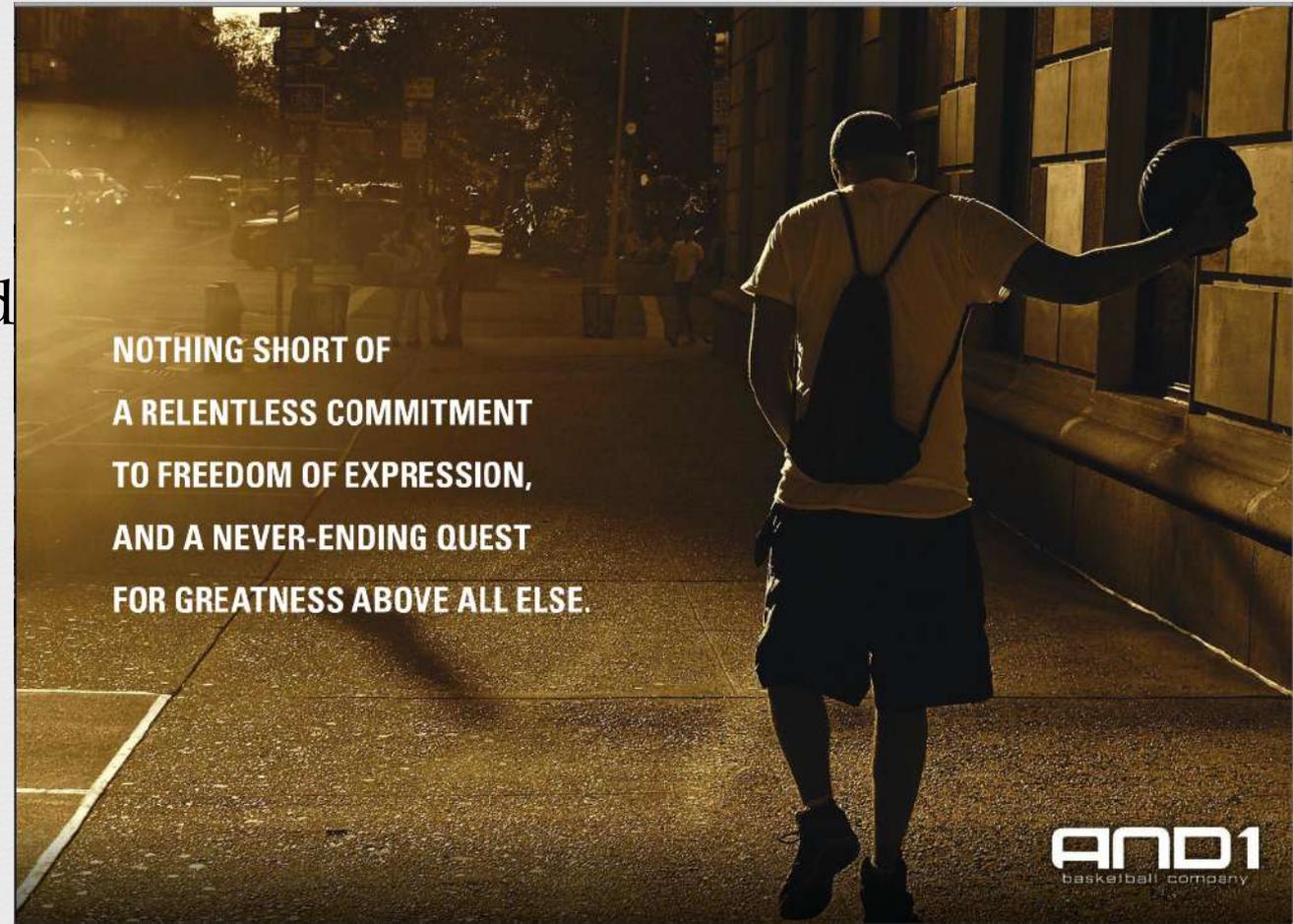
- Open the graphic organizer on my website
- Using the following ad, analyze the ad and list the following information:

Central Idea

Tone

Purpose

Company's



NOTHING SHORT OF
A RELENTLESS COMMITMENT
TO FREEDOM OF EXPRESSION,
AND A NEVER-ENDING QUEST
FOR GREATNESS ABOVE ALL ELSE.

AND1
basketball company

Do Now:



How can analysis provide clarity to
a text?

Non-Fiction Text



- 1.** As the teacher reads the following document, highlight observations you notice about the text.
- 2.** Make connections from the observations you have made.
- 3.** Draw conclusions as to what the author is trying to argue or discuss.

Partner Work



- ☞ **With your partner, follow the same process we have used for the last two days to analyze one of the documents provided.**
- ☞ **Reminder – When drawing conclusions think about the deeper meaning of the text. What is the author trying to get you to understand beyond the tangible?**
- ☞ **Fill out both sections in your graphic organizer.**

They Say / I Say



Now that we understand how to analyze, lets use that info to write

Do Now:



How can the source affect
information being presented or
explained?

Sourcing

- ❧ Question evidence to determine its trustworthiness
- ❧ How does bias or perspective shape their story?
- ❧ Bias – prejudice in favor of or against one thing
 - ❧ Emotional language
 - ❧ Not based in fact
 - ❧ Generalizes
- ❧ Each person sees the world in a different way.





Each of you will receive a character card. While your character may not be directly involved, read your character description and listen carefully to the scenario.

Scenario



- ✧ Ricardo is walking Mrs. Best's two dogs – a Great Dane named Socrates and a Chihuahua named Hercules. When Mrs. Tate's cat leaps off a fence and darts in front of the dogs, they break away from Ricardo and chase the cat across several yards, tearing up Mr. Abram's flower beds and knocking over Julie Ames as she walks around the corner.
- ✧ Think about your character. What would be his or her reaction to the scene? Imagine that you are that individual and list three possible reactions in your notebook to what has happened. Write from the first-person point of view.
- ✧ I....

***Mrs. Best* is the owner of two dogs – Socrates and Hercules. She has a broken leg and so must rely on Ricardo to walk her dogs. She does not like to entrust the care of her pets to someone else and asked Ricardo many questions before hiring him.**

- 1. I knew that there is nobody in this world who could care for my dogs as best as I can.**
- 2. My dogs are perfect angels, they never would have done that if the loose cat didn't distract them.**
- 3. The owner of that cat must not care about their pets. How do you let them run wild all over the neighborhood?**

Each character will join together with the same characters



- 1. Read your reactions. Why do you feel your character would react in this way? Share.**
- 2. In your group write a 3 sentence summary from the perspective of your character describing the events of the scenario.**
- 3. Type this in a word document**

Bias Merry go Round



- ❧ With your group, go around to each table and highlight 1 indicator of bias on each characters account of the dog walking incident.
- ❧ Be able to explain why you highlighted certain words or phrases.

Dog Walking



- ❧ As I re-read the each groups scenario what do you notice about the differences in the accounts of each character?
- ❧ Ricardo is walking Mrs. Best's two dogs – a Great Dane named Socrates and a Chihuahua named Hercules. When Mrs. Tate's cat leaps off a fence and darts in front of the dogs, they break away from Ricardo and chase the cat across several yards, tearing up Mr. Abram's flower beds and knocking over Julie Ames as she walks around the corner.

Examine from different lenses and perspectives



Find Context

Ask Students to read the same text from
different perspectives

How might your person interpret this text
differently?

Do Now:



How can perspective have an affect on whether or not someone is bias?