

# Visualizing Disciplinary Thinking

10 KEY IDEAS about



Edwin Ellis, Ph.D.

Research Scientist Partner

University of Kansas Center for Research on Learning



[MakesSenseStrategies.com](http://MakesSenseStrategies.com)

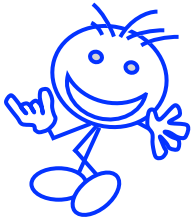
P.O. Box 147 Northport, AL 35476

(205) 394-5514 [EdwinEllis1@gmail.com](mailto:EdwinEllis1@gmail.com)

TITLE

# Meet the Mayor

by Arnim Franke



WHO was the main PERSON in the story?

The Mayor

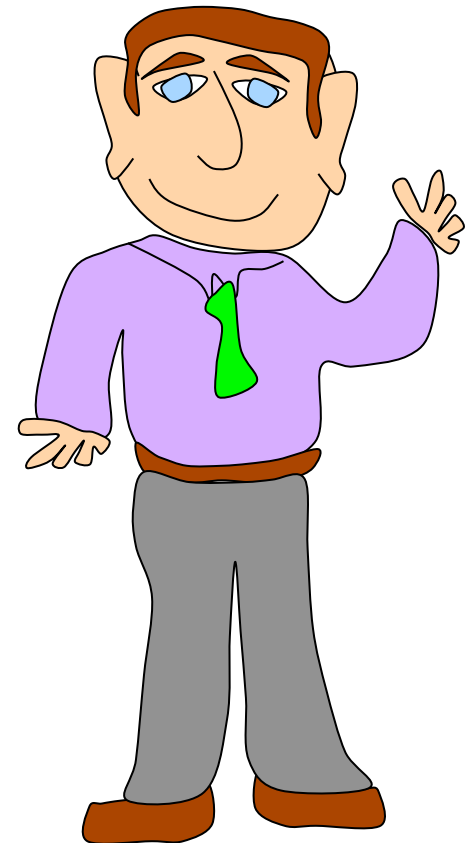
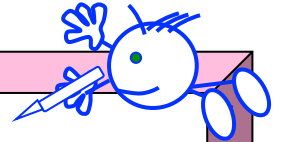
WHAT happened to the PERSON?

People vote for who they want to be mayor. The mayor promises to work hard. They work in city hall, and make laws and rules.

WHERE did it happen?

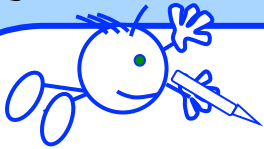
In every city and town in the United States

Draw a picture

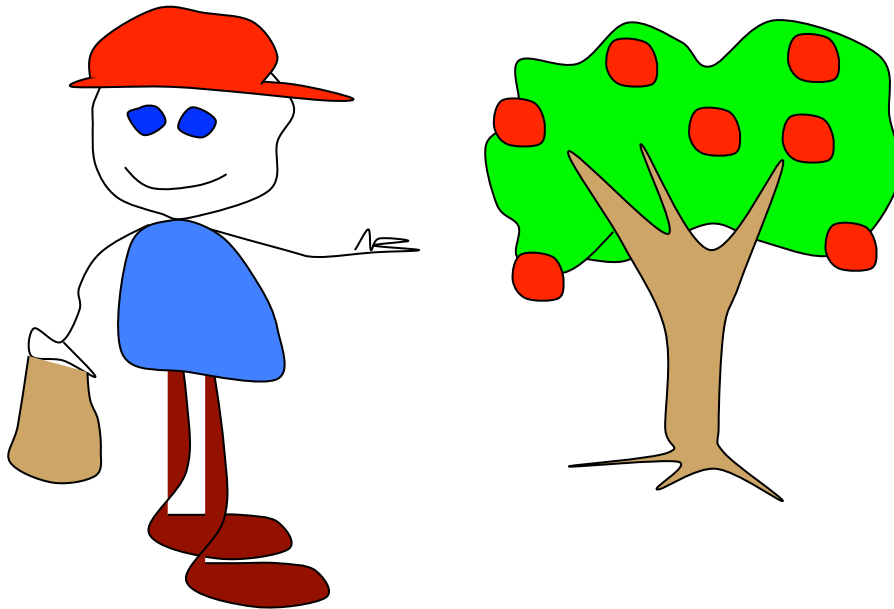


PERSON

# Johnny Appleseed



PICTURE



What you **LIKED** OR did **NOT LIKE** about the PERSON



I like him because he cared about animals and the earth.



Make up a HOW, WHY or WHEN question about the PERSON



Why did Johnny Appleseed plant so many apple trees?

A

Answer to your question

A

He was a nurseryman. He wanted everyone to have an apple tree. He taught people how to take care of plants and land.

Web generated from a 5<sup>th</sup> grade guided reading / note taking lesson...  
Next slide = identical info (word-for-word) but different visual tool



A great disaster can cause society to examine its values and practices  
so improvements can be made that will save lives in the future

# Titanic Lessons from a Disaster

Is about ...

How the sinking of a great ship led to important lessons that changed society

Main Idea

When a myth is treated as truth, people fool themselves

Newspaper:

*"Titanic is largest & fastest – probably even unsinkable"*

White Star Line (owners) liked "unsinkable" idea, so they encouraged people to believe it

Builders began to believe the myth; took short-cuts

**BIG IDEA**

Don't believe it just because somebody said it or wrote it

Main Idea

Putting profit over safety puts people's lives at great risk

Titanic promoted as fastest ship so, to prove it, took risks speeding through iceberg zone)

Fewer lifeboats so ship seems more attractive = selling more tickets

Used cheap steel in hull – (more brittle & thin) + only 1 hull to save \$ on building cost

**BIG IDEA**

Safety always produces the greatest profit in the long run

Main Idea

Are wealthy people more valuable?

Cabins closest to deck most expensive = rich reach lifeboats 1st

Rich were given priority over poor for spaces on lifeboats

Many of poor were locked below to keep them from taking spaces on the lifeboats

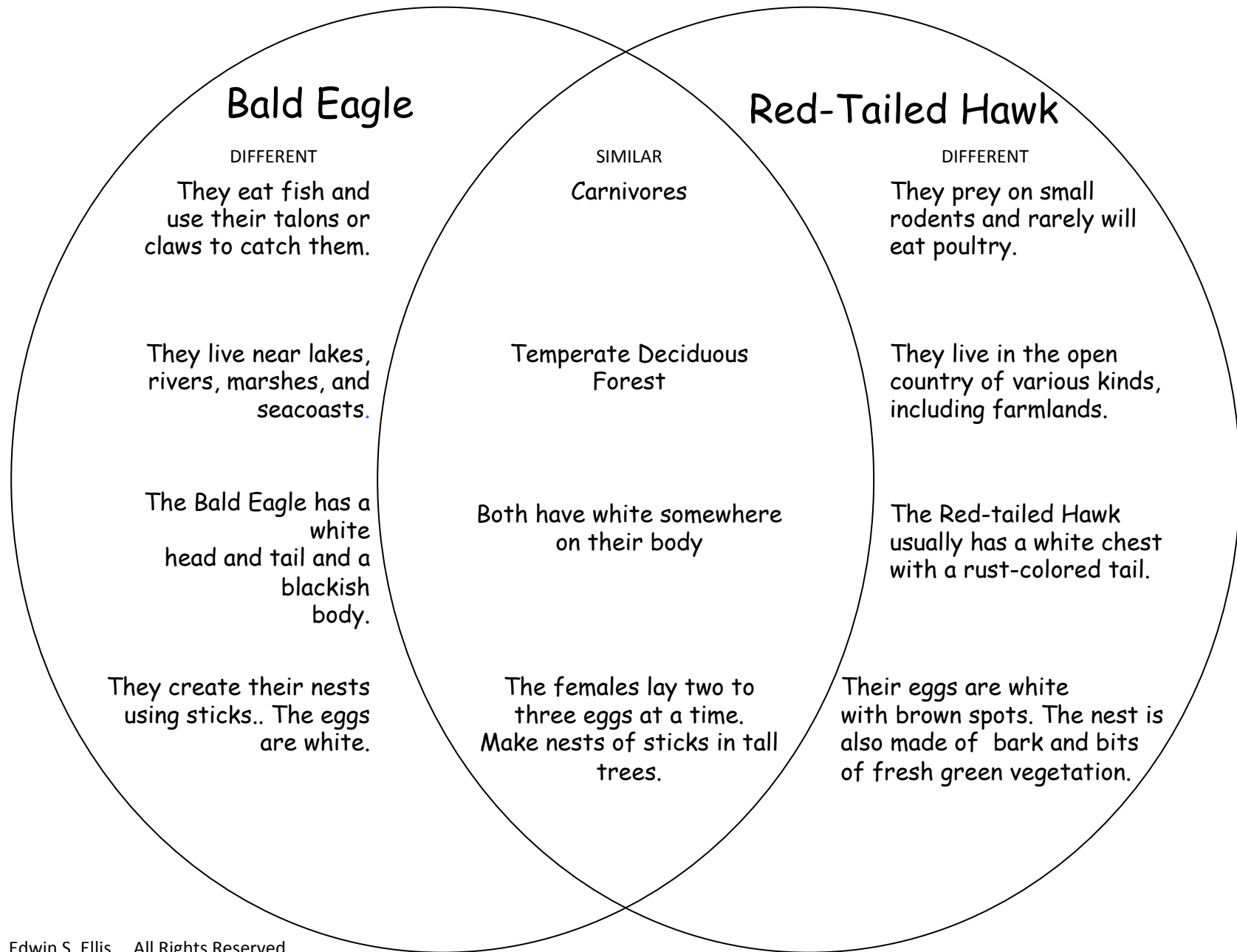
**BIG IDEA**

ALL human life is equally valuable, regardless of wealth!

So what? What is important to understand about this?

A great disaster can cause society to examine its values and practices so improvements can be made that will save lives in the future

## KEY IDEA #2 Some visual tools are a lot better than others!



## KEY IDEA #2 Some visual tools are a lot better than others!

Same information (word-for-word) *plus semantic prompts*

	Bald Eagle		Red-Tailed Hawk
	DIFFERENT They eat fish and use their talons or claws to catch them.	SIMILAR Carnivores	DIFFERENT They prey on small rodents and rarely will eat poultry.
Food			
Habitat	They live near lakes, rivers, marshes, and seacoasts.	Temperate Deciduous Forest	They live in the open country of various kinds, including farmlands.
Color	The Bald Eagle has a white head and tail and a blackish body.	Both have white somewhere on their body	The Red-tailed Hawk usually has a white chest with a rust-colored tail.
Nests	They create their nests using sticks.. The eggs are white.	The females lay two to three eggs at a time. Make nests of sticks in tall trees.	Their eggs are white with brown spots. The nest is also made of bark and bits of fresh green vegetation.

Note the clarity that adding subtopics adds to the visual



STORY

## The Pardoner's Tale by Geoffrey Chaucer

TOPIC of the story

Loyalty

THEME of the story is (author's unstated opinion or message about the story's topic)

Betraying your friends will lead to your own downfall.

Description of an EVENT, CHARACTER, or SETTING CONNECTIONS TO THE THEME

**CHARACTER-** The three rioters have been in a bar all night long and are very drunk.

Because they have all gotten drunk together they say they are loyal to each other when they're not. (False friends often turn on each other.)

Literary device used in the connection → ☒ Irony ☐ Satire ☐ Parody ☐ Motivation ☐ Personification ☐ Symbolism ☐ Other \_\_\_\_\_  
Explanation...

Ironic because it seems like they are really good friends, so you would expect them to help each other out and share stuff, but the reality is, they end up doing the opposite.

**SETTING -** The gold under the tree

When the three rioters find the gold under the tree, each starts thinking about getting rich - selfishness quickly replaces loyalty

Literary device used in the connection → ☐ Irony ☐ Satire ☐ Parody ☐ Motivation ☐ Personification ☒ Symbolism ☐ Other \_\_\_\_\_  
Explanation...

The gold symbolizes greed and shows how it can make people turn on each other.

**EVENT -** The three robbers end up killing each other

Because they all turned their backs on each other to try and keep more of the gold, they all ended up dead.

Literary device used in the connection → ☐ Irony ☐ Satire ☐ Parody ☒ Motivation ☐ Personification ☐ Symbolism ☐ Other \_\_\_\_\_  
Explanation...

Author uses motivation (to get rich) to drive home the theme that "betraying your friends will lead to your downfall - in this case, your death"



## The Pardoner's Tale

The Pardoner's Tale by Geoffrey Chaucer is a story about loyalty, or rather the lack of it. I think Chaucer's message about life is "Betraying your friends will lead to downfall." For example, one of the ways Chaucer communicates this message is by his use of characters and irony. Three rioters have been in a bar all night and have gotten very drunk. They talk about how loyal they are to each other and how they have become brothers. In reality, they just met each other in a bar and are not loyal to each other at all. They're just drunk. Basically Chaucer is saying that false friends will turn on each other. Chaucer uses irony to set the stage in this part of the story to establish that the so-called loyal friends are about to betray each other later in the story.

Chaucer also uses the setting of the story and symbolism to communicate the betrayal theme. There's a particular setting where there is a bag of gold under a tree. The gold symbolizes greed and shows how it can make people turn on each other. The men think that if they take the gold, they will be very happy. In other words, the greed of the rioters will far outweigh any false loyalty they may have toward each other. Each wants the gold for himself.

The three robbers end up killing each other. Here, Chaucer uses an event in the story and motivation as a literary device to illustrate the betrayal theme. Because they all turned their backs on each other to try and keep more of the gold, they all ended up dead.

Chaucer use of irony, symbolism, and motivation all relate to the story's theme of loyalty. A theme is a message about life, and the message here is that false friends turn on each other. If the thieves were true friends, they wouldn't have killed each other because of greed for the gold.

STORY	
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TOPIC of the story	THEME of the story is (author's unstated opinion or message about the story's topic)
Loyalty	Betraying your friends will lead to your own downfall.
Description of an EVENT, CHARACTER, or SETTING CONNECTIONS TO THE THEME	
CHARACTER- The three rioters have been in a bar all night long and are very drunk.	Because they have all gotten drunk together they say they are loyal to each other when they're not. (False friends often turn on each other.)
Literary device used in the connection → <input checked="" type="checkbox"/> Irony <input type="checkbox"/> Satire <input type="checkbox"/> Parody <input type="checkbox"/> Motivation <input type="checkbox"/> Personification <input type="checkbox"/> Symbolism <input type="checkbox"/> Other	
Explanation... Ironic because it seems like they are really good friends, so you would expect them to help each other out and share stuff, but the reality is, they end up doing the opposite.	
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Explanation... Author uses motivation (to get rich) to drive home the theme that "betraying your friends will lead to your downfall - in this case, your death"	

## KEY IDEA #4 Teaching complex skills is most effective when instruction is scaffolded.

TOPIC

Thanksgiving is my favorite holiday!

ORDER

IDEA

SENTENCE

- |   |                  |   |
|---|------------------|---|
| 2 | Wearing costumes | At school we dress up like Pilgrims or Native Americans. That is really fun.  |
| 1 | Native Americans | We visit Moundville and climb the mounds where the Native Americans lived. We see ceremonies and get our faces painted. |
| 3 | The feast!       | We have a Thanksgiving feast at school just like the Pilgrims and Native Americans had.                                 |
| 4 | Out of school    | I also like to be out of school for a week, and I get to do things with my family.                                      |

TOPIC

## Recycling

INTRODUCTION *This is about...*

why everyone should recycle the things they use in their homes.

3 Reduces  
landfills...

Recycling cuts down on the need for more landfills.  
No one wants to live near one.

2 Protects  
wildlife...

Recycling protects wildlife habitats. Paper recycling  
alone saves millions of trees.

4 Helps our  
climate...

Recycling produces less carbon reducing the amount  
of greenhouse gas emissions.

1 Can save  
money...

Recycling helps us reuse things we have instead of  
making new things.

ENDING

When we recycle it helps our climate, the earth, and protects wildlife.  
Also it is the right thing to do!

## Recycling

Everyone should recycle the things they use in their homes. Recycling helps us reuse things we have instead of making new things. It also protects wildlife habitats. Paper recycling alone saves millions of trees. Recycling cuts down on the need for more landfills. No one wants to live near one. Recycling produces less carbon, so it reduces the amount of greenhouse gas emissions we make. In conclusion, when we recycle it helps our climate, the earth, and protects wildlife. Also it is the right thing to do!

What was the message about life in the story?

I think the message was that being kind and good to people makes you happier and leads to a better life.



Reason why I think this is the message...

Nyasha was kind to everyone.

Details

She did not try to hurt her sister who was mean to her.

She was chosen to be queen because of her kindness.

Another reason why I think it is the message...



Manyara was mean to her sister and everyone.

Details

She was also mean to a little boy who was really the king.

Manyara ended up being a servant to her sister.

CONCLUSION: Is the message important? Why?

If you are mean to others, you will always be unhappy and just want to be even meaner.

# Mufaro's Beautiful Daughters

by John Steptoe

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## STORY

# A Gathering of Days by Joan W. Blos

TOPIC of the story

THEME of the story is (author's unstated opinion or message about the story's topic)

Circle of life

There are many circles of life that overlap.

Description of an **EVENT, CHARACTER, or SETTING**

CONNECTIONS TO THE THEME

**Catherine** lost her mother & little brother when she was 9 years old.  
She had to run the household with help from her neighbor & sister  
She learned how to cope with the challenges.

One of the "life circles" is about Catherine experiencing challenges or problems, dealing with them, moving on, facing new problems, dealing with them, moving on again, etc.

Father re-marries, new mother & brother  
Must adjust to a new mother & brother.  
Theme of the journal: "Got a problem? Deal with it! Move on."

Description of an **EVENT, CHARACTER, or SETTING**

CONNECTIONS TO THE THEME

One of the "life circles" is about the **seasons** of life.  
Catherine's journal focuses on life on a farm  
Each season brings new promises, different jobs, new challenges, and joy  
Starts all over each year

Page 51 - "At mid-day today the storm let up; by dusk a few pale shadows appeared on the hillock'd snow. Father expects that tomorrow will be the day of the breaking out."

Page 121 - "The sap, they say, is running in the better sheltered trees." / "Haying, mowing, gathering in!"

CONCLUSION: Is the message important? Why?

Everyone experiences the same basic circles of life, although they happen in different times and ways



STORY

# The Brave by Robert Lipsyte

TOPIC of the story

Growth & initiation

THEME of the story is (author's unstated opinion or message about the story's topic)

You have to experience many trials & tribulations to find your own identity

Description of an **EVENT, CHARACTER, or SETTING**

Sonny's mother is Native American & his white father died in Vietnam. He's a fighter and has a gift for drawing. He is embarrassed and hides his drawings. He wants to leave the Reservation, and his past.

CONNECTIONS TO THE THEME

Sonny does not embrace his Native American or white culture. Both embarrass him. He leaves the Reservation, but also does not want to live with his mother in Phoenix. He eventually realizes that he is an artist and a fighter. He finds value in his heritage and trains as a 'true running brave'.

Literary device used in the connection → ☐ Irony ☐ Satire ☐ Parody ☒ Motivation ☐ Personification ☐ Symbolism ☐ Other

Explanation...

Many people motivate Sonny in his life. His Uncle Jake tries to bring him up as a Running Brave. Jake lets Sonny leave the Reservation, but later follows him to protect him. He encourages Sonny to work with a trainer to improve his boxing. Brooks is a police officer that becomes Sonny's friend, and father figure. He encourages Sonny to do the right thing.

Description of an **EVENT, CHARACTER, or SETTING**

Sonny is befriended by drug dealers as soon as he gets off the bus in NYC. He is given cash to make runs for them, but does not know they are drugs. He gets caught and sent to prison where he connects to his heritage.

CONNECTIONS TO THE THEME

Sonny tries to find his identity with his friendship with Doll and Stick. He thinks they are accepting him for who he is when Stick is really using him. While in prison he refuses to let them cut his hair. He says, "I am Sonny Bear, a member of the Moscondaga Nation. This is how we wear our hair."

Literary device used in the connection → ☐ Irony ☐ Satire ☐ Parody ☐ Motivation ☐ Personification ☒ Symbolism ☐ Other

Explanation...

Sonny's hair becomes a symbol to him of his heritage. When faced with having it cut off, he refuses and proudly says he is a member of the Moscondaga Nation. In prison he also turns to his art. He used his Styrofoam trays to draw. The art symbolizes Native American heritage of using whatever resources are available.

CONCLUSION: Is the message important? Why?

I agree with the story's the theme. You have to learn to be yourself and stop trying to be someone else just because others want you to.



**D**efine the issue

WHAT is the issue?

**Whether to raise the speed limit on interstates**

WHO should be concerned about the issue? WHY?

**Everybody that travels or buys goods shipped via highways**

WHEN did the issue emerge? Why then?

**Pres. Carter ordered slower speed-limits due to gas shortage****E**stablish a clear position on the issue

My position is...

**The speed limit should be lowered to 65 mph on interstates****B**ack-up the position with reasons and supporting facts (weakest reason 1<sup>st</sup>, strongest reason last)

REASON

**Slower speed = less gas**

Supporting facts

**“greener” + less travel & shipping costs**

REASON

**Safer at lower speeds**

Supporting facts

**Slower speed = less wrecks = less deaths****A**cknowledge the opposition's position

Opposition's position is...

**We should raise the speed limit to 75 or 80, not lower it!****T**ell why the opposition's position is incorrect (their strongest reason 1<sup>st</sup>, their weakest reason last)

REASON opposition might give...

**Cars made safer now**

Why this reason is faulty...

**105,000 fatal car accidents last year**

REASON opposition might give...

**People won't speed as much if speed limit is higher**

Why this reason is faulty...

**Research: Drivers ave. speed = 15-20 mph over limit no matter what speed limit is****E**nd by re-stating your position and summarizing the most important reason why

## Interstate Speed Limits

An important issue that concerns everyone is whether the speed limit on interstate highways should be raised. It affects everyone, even children too young to drive and elderly people too old to drive. This is because so many people travel on the interstates, both as drivers and as passengers. It even affects people who never go on the interstate because the speed limit affects the price of goods in terms of their transportation costs. Long ago, President Carter ordered that the speed limit be dropped to 55 miles per hour. This has been raised back to 70 mph on most interstates, but this may not be the ideal speed.

Personally, I think the speed limit should be lowered to 65 mph on interstates. Slowing down just a few miles an hour can save this country a lot of gas because slower speeds burn less gas. Not only will people save at the gas pump, they will save in the grocery store as well because it will not require as much money to ship items if truckers go a little slower.

Most importantly, however, slightly slower speeds can save thousands of lives. According to the National Insurance Council, dropping the speed limit just 5 mph can save as many as 35,000 lives per year. The bottom line is that we are all safer if we all slow down just a little. Slower speeds mean less wrecks and that means less deaths.

There are many people who would like to see the speed limit increased to 75 or even 80 mph on the interstates. They argue that, now that cars have air bags and other safety features, they are a lot safer than they once were and thus are safer to drive at higher speeds. However, according to Laws.com (<http://accident.laws.com/fatal-accidents>), 105,000 people died in auto-accidents last year. While cars may be safer, that doesn't make them completely safe.

Some also argue that if the speed limit were raised, drivers would be less likely to exceed speed limits and break the law. The reality is that statistics show that drivers are likely to exceed the speed limit an average of 10-15 mph, no matter what the limit is. Thus, when the speed limit is at 70, speeders are actually driving between 80-85 miles an hour. If the limit is raised to 75, they are likely to just drive even faster at 85-90 miles an hour, suck up even more gas and kill more people. While I agree that it is more fun to drive fast, it is more important to lower emissions and protect our planet, be less dependent on gas, and be safer. Let's lower the limit to 65 and we'll all be better off.

**DEBATE the Issue Strategy**

**Define the issue**

**WHAT** is the issue?  
Whether to raise the speed limit on interstates

**WHO** should be concerned about the issue? **WHY?**  
Everybody that travels or buys goods shipped via highways

**WHEN** did the issue emerge? **Why then?**  
Pres. Carter ordered slower speed-limits due to gas shortage

**Establish a clear position on the issue**

My position is...  
The speed limit should be lowered to 65 on interstates

**Back-up the position with reasons and supporting facts** (weakest reason 1<sup>st</sup>, strongest reason last)

<b>REASON</b> Slower speed = less gas	Supporting facts "greener" + less travel & shipping costs
<b>REASON</b> Safer at lower speeds	Supporting facts Slower speed = less wrecks = less deaths

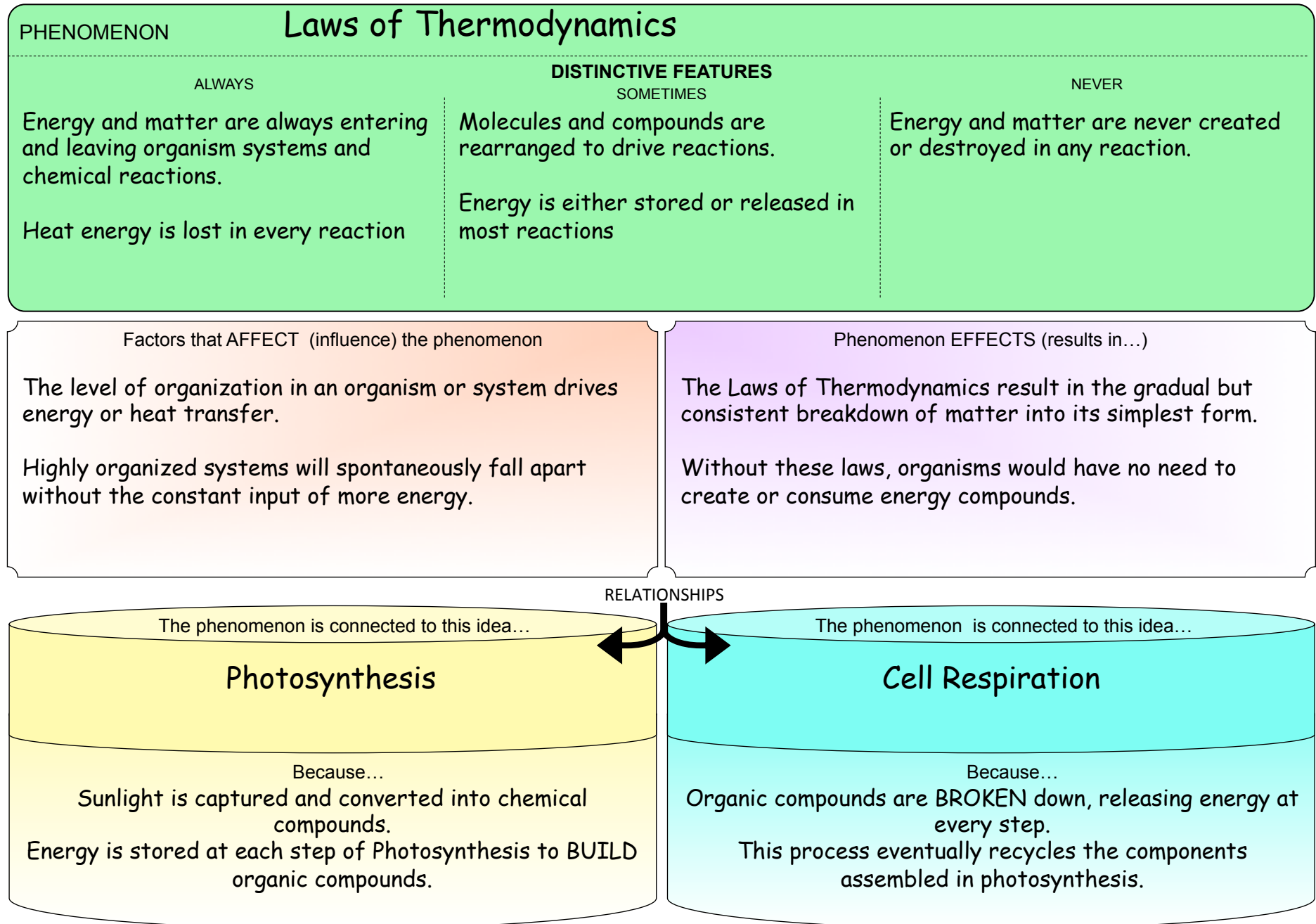
**Acknowledge the opposition's position**

Opposition's position is...  
We should raise the speed limit to 75 or 80, not lower it!

**Tell why the opposition's position is incorrect** (their strongest reason 1<sup>st</sup>, their weakest reason last)

<b>REASON</b> opposition might give... Cars made safer now	Why this reason is faulty... 105,000 fatal car accidents last year
<b>REASON</b> opposition might give... People won't speed as much if speed limit is higher	Why this reason is faulty... Research: Drivers ave. speed = 15-20 mph over limit no matter what speed limit is

**End** by re-stating your position and summarizing the most important reason why



THEORY name

## Evolution by Natural Selection

Is supposed to explain how or why...

Natural events such as environmental fitness, reproductive fitness, and inter-specific competition favor some organism's survival in a given environment.

Key Feature of the Theory

### Differential Survival

Details, Examples and/or Evidence of Feature

Opposable thumb in primates that benefits tool use; allows species to manipulate their environment

Level of lipid insulation in seals and penguins: Any seal with lower than expected fatty layers may not live well or very long.

Key Feature of the Theory

### Differential Reproduction

Details, Examples and/or Evidence of Feature

An organism must be 'fit' enough to survive in its environment long enough to reach sexual maturity.

Those organisms who can survive to reproductive age have a greater chance of passing on their own genes.

Key Feature of the Theory

### Inter-specific Competition

Details, Examples and/or Evidence of Feature

Two species cannot exist in the same place at the same time without competing for resources.

Competition favors the strong and well-suited organisms. The winners have greater chances to reproduce.

Impact and/or Practical Applications of Theory

Natural selection can be called survival of the fittest.  
Organisms who struggle to survive will be eliminated from the environment or fail to reproduce, limiting the transfer of their genes.

Controversy / Conflicts associated with the Theory

Evolution clashes with religious principles:  
Creation vs. The Big Bang Theory

## PERSON COMPARISONS

Summarize central ideas distinct from prior knowledge or opinions / Describe how a text presents (comparison) information

	PERSON <b>Thomas Jefferson</b> (Anti-Federalist)	PERSON <b>James Madison</b> (Federalist)
PERSONAL QUALITIES	<ul style="list-style-type: none"> <li>• Displayed perseverance</li> <li>• Believed in education - founded College of Virginia</li> <li>• Innovative - Created a way to copy his letters and notes</li> <li>* Owned slaves yet wrote "All men are created equal" in Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligent</li> <li>• Courageous</li> <li>• Determined</li> </ul>
GOALS	<ul style="list-style-type: none"> <li>• To secure personal rights and freedoms from the government for the citizens</li> <li>• Limit the power of the government</li> </ul>	<ul style="list-style-type: none"> <li>• To pass the Constitution</li> <li>• To unify the colonies</li> <li>* Wanted a strong (powerful) central government</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>• Gathered support to <u>block</u> the ratification of the Constitution</li> <li>• Negotiated the first 10 amendments, known as the Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Looked for ways to appease the colonists in order to get the Constitution passed</li> <li>• Allowing the Bill of Rights, the Constitution was ratified</li> </ul>
IMPACT	Impact was being the primary author of Declaration of Independence - set the stage for establishing a democratic government "of the people, by the people"	By working to create the U.S. Constitution, Madison transformed ideas into a set of specific structures, laws, and processes for a "balance of powers"

So what? What is important to understand about this?

The two used their individual differences in opinion to secure the personal rights and freedoms of citizens as well as provide a sense of protection from the government.



# MOVEMENT: Goals \* Actions \* Impact

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MOVEMENT	Women's Suffrage Movement (right to vote)	
	Was about...	
When? <b>1869-1920</b>	CONTEXT: What was happening in history when the movement occurred? How is what was happening connected to the movement? <b>1869, 15<sup>th</sup> Amendment granted black men the right to vote but not ANY women. Women were angry - Susan B. Anthony organized the NWSA to fight for equality in women's rights.</b>	
GOAL of the movement <b>Allow women to vote in all elections</b>	ACTIONS (how goal was transformed into an action) <b>Public speeches + organize supporters to implement widespread voting poll picketing; passing out flyers to voters;</b>	IMPACT (what happened as a result of the actions) <b>Issue kept in the news - increase awareness of problem - slowly builds public support</b>
GOAL of the movement <b>Female representation in government</b>	ACTIONS (how goal was transformed into an action) <b>Organize women to demonstrate in public- let politicians know how MANY want things changed and how MUCH</b>	IMPACT (what happened as a result of the actions) <b>Issue kept in the news - increased awareness of problem - slowly builds public support &amp; pressure on policy</b>
GOAL of the movement <b>Educate women about equal rights with males</b>	ACTIONS (how goal was transformed into an action) <b>Organize rallies, pass out flyers to get people to come; provide passionate speeches that recruit more participants</b>	IMPACT (what happened as a result of the actions) <b>Convince women that they do not have equal rights and tell them they are not as intelligent as men</b>
GOAL of the movement <b>Increase women's self-confidence</b>	ACTIONS (how goal was transformed into an action) <b>Encouraged women to become economically independent - take advantage of strikes</b>	IMPACT (what happened as a result of the actions) <b>Get men/husbands/fathers to keep their wives at home and not to let them work or earn money in any way</b>

# PROCESS Essentials

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## PROCESS How a bill becomes a law

Is about...

the steps necessary to propose a change and create a law.

When?  
law is needed to  
solve a problem

Context: Situations leading to the development of the process?

There is a need for change or adaptation to make things better or more modern for citizens.

STEPS to the process

An idea or "change" is proposed.

The idea is assigned to a committee and studied.

If the committee decides there is a need for the idea or change, it is sponsored and put to a vote.

If the bill passes, it goes to the other House and the process is repeated (studied, changes, approval, etc.)

Once both houses approve, it is sent to the President of the US. He has 10 days to sign, veto, or let it sit.

CONDITIONS necessary for the process to take place

Must be an need  
Must have majority approval of both Houses  
•If President vetoes, it dies unless Congress overrides with a 2/3 vote  
•If it sits on President's desk for 10 days & Congress is in session, it passes.  
If they are not active, bill dies.

Positive and/or negative IMPACT of the process

Negative...  
Inefficient, time-consuming, personal interest become involved. Sometimes the end has nothing to do with how it was first proposed.

Positive...  
Checks & balances system, potential for citizen involvement

Why is the process important?

The process keeps individuals from having too much power.



# Motivation Inferences

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

## CHARACTER:

Sanger Rainsford

Brief description of the character's main **GOALS**...

At first, Rainsford is excited about the prospect of hunting with General Zaroff. Then, he finds out that he is going to be hunted by Zaroff.

### EXPLICIT INFORMATION PROVIDED BY TEXT

Based on the text clues, **my INFERENCES** about what motivated the character

#### CLUES about the character's **PERSONALITY**

Who cares how the jaguar feels.

Where there are pistol shots, there are men

#### Connections character's goals or actions

He has no compassion for the animals he hunts. ( He does not put himself in another's position well.

Rainsford uses deductive reasoning to direct himself to a safer place than the sea

#### CLUES about the character's **VALUES/BELIEFS** about life or self

The world is made up of two classes—the hunters and the hunted. (p.1)

I have played the fox. Now I must play the cat of the fable.

#### Connections character's goals or actions

Rainsford believes that he is strong and in the "hunter" class. (metaphorically, the hunters are the ones in control)

Rainsford is a realist. He accepts that he must deal with being hunted.

#### CLUES about the character's **PRIOR EXPERIENCES**

I've read your book about hunting snow leopards in Tibet. (p.13)

Not many men know how to make a Malay man-catcher. (p. 20)

#### Connections character's goals or actions

Rainsford wrote a book about hunting and is considered an expert.

Rainsford made this to try to fatally injure Zaroff. He uses his hunting and travel experiences to save himself from General Zaroff.

#### CLUES about the character's style of **INTERACTING with OTHERS**

The weather is making you soft. Be a realist. (p. 1)

I will agree to nothing of the kind. (p.18)

#### Connections character's goals or actions

Rainsford is condescending to his friend.

Rainsford will not agree to stay quiet about General Zaroff if he wins the game. He refuses to compromise his integrity.

### My **CONCLUSION** about the character's motivation

General Zaroff began hunting at an early age, and he had no remorse about it. His father fed his desensitization toward pain and death of animals with praise for his marksmanship. Then, he killed people in warfare. His experiences created a belief that the world was made for only strong and victorious people. He feels justified in hunting humans, but we might infer that he is just feeding a terrible addiction.

# Person: Fictional Portrayal vs. Historical Account

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name of PERSON		Henry Mayhew		point in 1 <sup>st</sup> quarter of Queen Victoria's TIME reign
	LITERARY WORK <i>Dodger</i> by Terry Pratchett	HISTORICAL ACCOUNT <i>London Labour and the London Poor</i> by Henry Mayhew	Conclusion How did the author of fiction use or alter history?	
Portrayal of person's PERSONAL QUALITIES	Opened home to mysterious girl He and his wife took care of her Interested in London's poorest Kind, compassionate Not rich, but not poor Generous	Friend of Charles Dickens Journalist, playwright, social researcher, and advocate of reform Co-founder of magazine <i>Punch</i> . Skilled storyteller	The author described him mainly as a caring and generous gentleman. He did not describe his other occupations such as playwright or journalist.	
Portrayal of ISSUE or PROBLEM that concerned the person	Wanted to improve conditions for London's poorest Concerned about lack of clean water, health care, rats, overflowing sewers	Many people flooded into London Very poor, harsh conditions Overflowing sewers and septic tanks Cholera and other diseases	The author described the conditions in London accurately according to historical accounts particularly the work by the real Henry Mayhew.	
Portrayal of ROLE or ACTIONS the person took related to issue or problem	He and others had a project to make the government see how terrible conditions were in the city. Interviewed people about their living conditions and earnings	Used facts and statistics Walked around the streets chatting with orphans, street venders, prostitutes, etc to learn about conditions Wrote describing their lives	This was very similar to history. Henry Mayhew did write his books/articles based on his interviews with the real people of London.	
Portrayal of IMPACT or EFFECTS of person's actions	His kindness to Simplicity helped save her life	His books/articles influenced many writers Gave a voice to London's poor The impact was immediate Raised money for the people he wrote about	The novel did not talk much about the impact that Henry had on the conditions of society.	

## Author's Response to Conflicting Evidence

SOURCE Danielle Dellorto <http://www.cnn.com/2011/HEALTH/05/31/who.cell.phones/>

### Define the issue or topic

Summarize the issue / topic addressed by the author AND why is it important

Whether or not the radiation from cell phones causes multiple forms of brain cancers is really important because so many people use cell phones... a LOT! We could be poisoning ourselves.

### Expose author's position (thesis) on the issue and/or purpose for addressing it

The author's position on this issue / topic seems to be... AND/OR The author's purpose for writing about this issue seems to be...

Danielle Dellorto wrote this article that claims cell phones cause brain cancer in order to warn the audience about these risks.

### Back-up the position with reasoning and/or supporting evidence

Reasoning and/or supporting evidence the author provided

Dellorto → W.H.O. included mobile phones on "carcinogenic hazards" list (same category as lead, engine exhaust & chloroform). Dellorto quoted Dr. K. Black: "What microwave cell phone radiation does is similar to what happens to food in microwaves, essentially cooking the brain," Dellorto noted that head of a Un. Pitt cancer-research institute sent memo to all employees urging them to limit cell phone use b/c of possible cancer risks.

### Acknowledge conflicting evidence or alternative viewpoint

What author indicated was an alternative view of the issue or topic OR conflicting evidence

Cell phone manufacturers claim cell phones to be safe when used away from the human body. BlackBerry Bold advises users to "keep the BlackBerry device at least 0.98 inch (25 millimeters) from your body when the BlackBerry device is transmitting."

### Target a response to the conflicting evidence or alternative viewpoint

Key point supporting the alternative viewpoint or evidence that conflicts with the author's view AND How the author responded to the key point or conflicting evidence

Apple iPhone 4 User Manual says "users radiation exposure should not exceed FCC guidelines."  
Dellorto recommends using speakerphone or wired headset to avoid contact with the head or body.

Key point supporting the alternative viewpoint or evidence that conflicts with the author's view AND How the author responded to the key point or conflicting evidence

The Wireless Association added that W.H.O. researchers "did not conduct any new research, but rather reviewed published studies." Dellorto → "The European Environmental Agency has pushed for more studies, saying cell phones could be as big a public health risk as smoking, asbestos and leaded gasoline."

### Explain your conclusion

My conclusion is that the author (Dellorto) provided enough evidence to convince me to use headphones instead of putting the cell phone up to my ear. Maybe they cause brain cancer, maybe they don't, but why risk it when it's so easy to just use headphones?

