Manage ideas and information slide deck

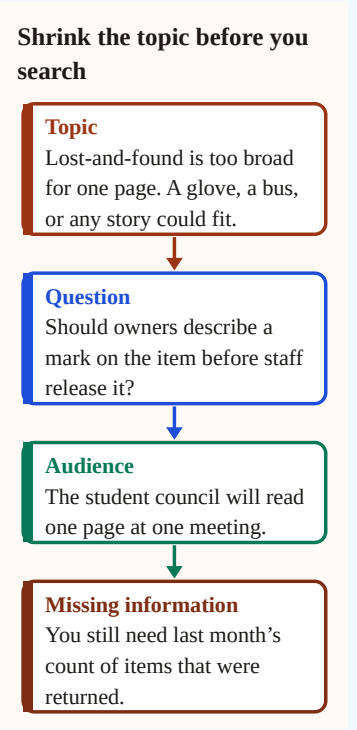
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Unit 3: Manage ideas and information

Inquiry plans

A topic too broad for one page

- The student council has one page and one meeting. The topic they were handed, lost-and-found, is too broad for that page.
- Topic. Lost-and-found is too broad for one page. A glove, a bus, or any story a student wants to tell could fit.
- Question. Should owners describe a mark on the item before staff release it?
- Audience. The student council will read one page at one meeting.
- Missing information. You still need last month’s count of items that were returned.



Parts of an inquiry plan

- Focus question: Should the office keep asking owners to describe a mark on the item before they claim it?
- Audience and form: the student council, reading a one-page report.
- Prior knowledge is the rule you already know. A gap is a fact you still need, such as how many items were returned last month.

Key terms

focus question

The single question that limits an inquiry, such as whether a written description helps return lost items.

scope

How wide and how deep the inquiry goes, including what you will leave for another day.

inquiry plan

A written path that names the question, the audience, the form, the timeline, and the information you still need.

Plan card

- Question: Should owners describe a mark before they claim a lost item?
- Purpose, audience, form: inform the council in a one-page report before Thursday's meeting.
- Know: the office asks for a description now. Need: last month's return count, and the handbook sentence that states the rule.

Narrowing a topic

- The wide topic is phones at school. It covers every class, every hallway, and every argument a student can remember. The student council has one page.
- Focus question: Should grade 10 students park phones in a basket during work time?
- Audience: the grade 10 teachers. Form: a one-page brief. Gap: how many classes already use a basket.

Practice with a topic

- The wide topic is the late bell. Students mention the warning tone, the stairwells, the office slips, and every morning for a month. The council still has one page and one meeting.
- Write one focus question, the audience, the form, one thing you already know, and one gap.

Review

- The wide topic is who may use the choir room after school. Clubs, solos, and the janitor’s schedule all crowd the same door. You have one page for the music teacher.
- Write a focus question, the audience, the form, and one gap a plan would list.

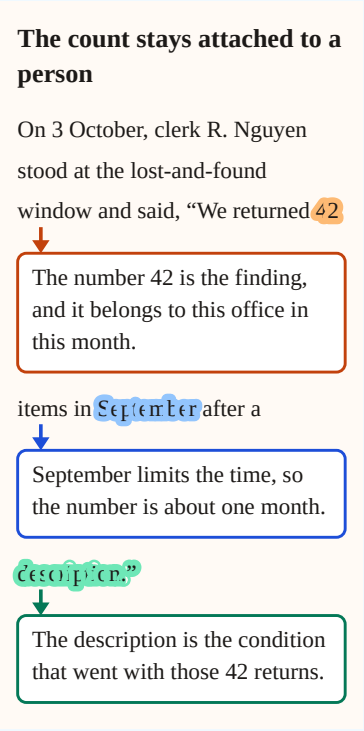
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Unit 3: Manage ideas and information

Recording and organizing notes

Sources for statistics

- On 3 October, clerk R. Nguyen stood at the lost-and-found window and said, “We returned 42 items in September after a description.”
- The number 42 is the finding, and it belongs to this office in this month.
- September limits the time, so the number is about one month.
- The description is the condition that went with those 42 returns.



Parts of a note card

- Quotation marks hold Nguyen's exact sentence.
- The source line holds the name, the role, and the date.
- School internet rules: keep passwords private, visit the pages you were assigned, and cite the page.

Key terms

direct quotation

The exact words from a source, copied with quotation marks and the speaker or title attached.

plagiarism

Presenting someone else's words or ideas as if you wrote them, which a missing source line allows.

source note

A record that pairs your point with the author, title, and date so another person can find it.

Four-line note card

- Question: Does a description help returns?
- Quote: “We returned 42 items in September after a description.”
- Source: R. Nguyen, office clerk, 3 October.
- My line: The count ties descriptions to items that went home.

Worked note card

- The handbook says, “Owners describe a mark before staff release the item.” The page is titled “Lost items,” and the sentence sits on page 6.
- Question: What does the rule require? Quote: the handbook sentence. Source: School handbook, “Lost items,” page 6.
- The quote, the question, and the source stay on one card.

Practice with a quotation

- On 8 October, music teacher A. Singh stood in the choir-room doorway and said, “The choir room had 11 sign-outs in September.”
- Make a four-line card: a question about after-school access, the quote, the source with the name and the date, and your one-sentence note.

Review

- An office note reads, “Late slips fell from 30 to 18 after the warning bell moved.” Clerk P. Adeyemi wrote it on 2 October.
- Write the quote, the source, and a question heading.

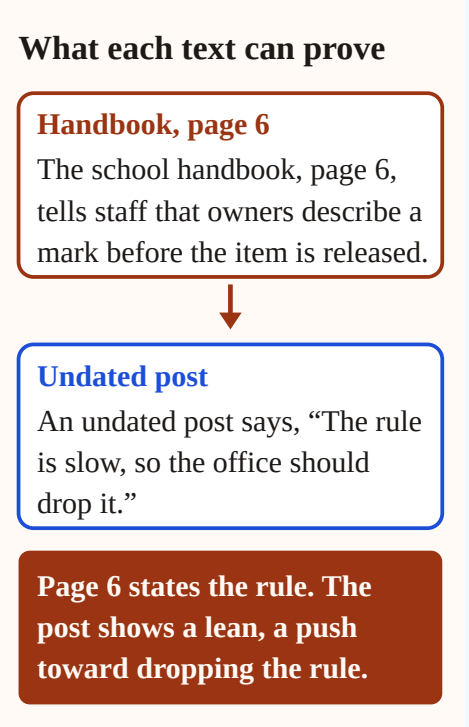
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Unit 3: Manage ideas and information

Evaluating sources

Two sources with different purposes

- Handbook, page 6. The school handbook, page 6, sets a rule for the lost-and-found: an owner describes a mark on a lost item before staff release it.
- Undated post. An undated post says, “The rule is slow, so the office should drop it.”
- Page 6 states the rule. The post shows a lean, a push toward dropping the rule.



Source reliability checks

- A credible source shows who made it and when.
- Completeness asks whether the count or the example is there.
- Bias is the lean: the post wants the rule dropped.

Key terms

credibility

The reason a reader trusts a source, such as a named role, a date, and a count you can check.

bias

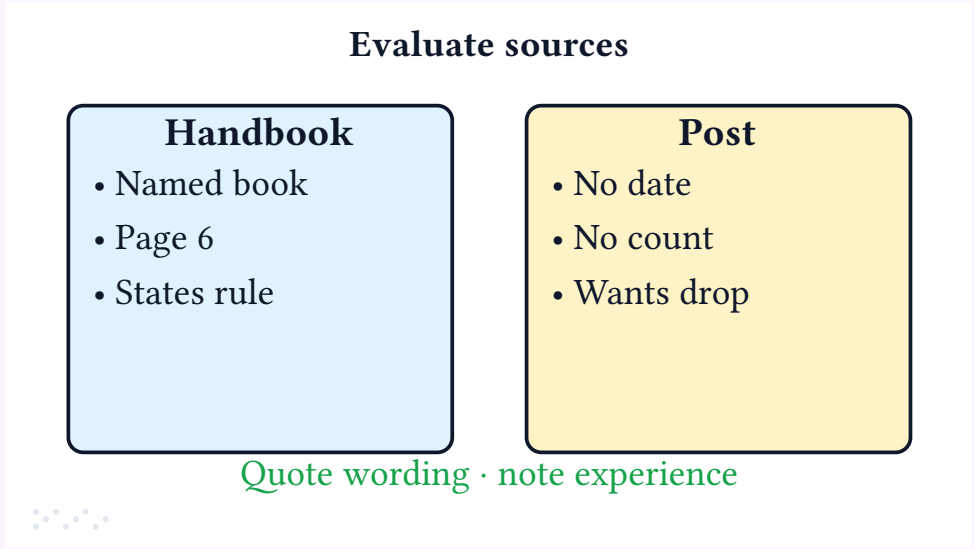
A lean in a source, such as a post that wants the rule dropped and leaves out the return count.

currentness

How recent the information is, judged by the date on the page or the interview.

Five source checks

- Handbook: named book, page 6, states the rule, little lean, fits the what-is-the-rule question.
- Post: no date, no count, wants the rule dropped.
- Use the handbook for the wording. Use the post as one student's experience of slowness.



Example

- On 3 October, clerk R. Nguyen said, “We returned 42 items in September after a description.” A hall rumour with no name says, “Nobody ever gets a glove back.”
- The clerk can support a count for this office in September. The rumour shows a story students tell, and it gives no date and no count.
- Bias: the rumour leans toward the idea that the office fails.

Source practice

- On 9 October, Coach Nguyen, a certified canoe instructor, said, “Most tips happen when paddlers stand.” A chat message with no name says, “Life jackets are a hassle.”
- Say what each source can support about canoe safety.

Review

- On 2 October, clerk P. Adeyemi said, “Late slips fell from 30 to 18.” An unsigned note on the same board says, “The new bell is unfair.”
- Say what each source can support, and name any lean.

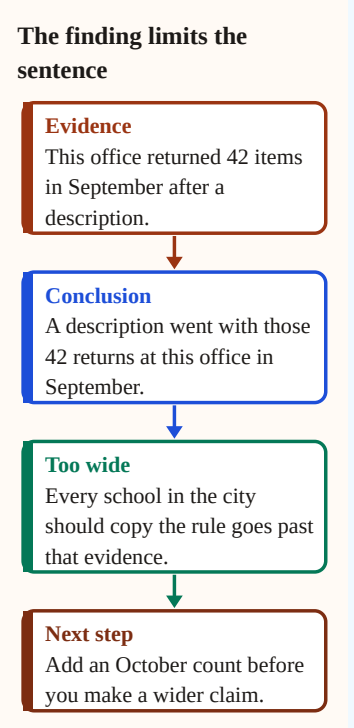
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Unit 3: Manage ideas and information

Conclusions and process review

Conclusions that fit the data

- Your school office has a rule: a lost item goes back to its owner once the owner describes it. On 3 October, clerk R. Nguyen said the office returned 42 items in September after a description. A classmate then writes that every school in the city should copy the rule.
- Evidence. This office returned 42 items in September after a description.
- Conclusion. A description went with those 42 returns at this office in September.
- Too wide. Every school in the city should copy the rule goes past that evidence.
- Next step. Add an October count before you make a wider claim.



Support and conclusions

- Support is Nguyen’s dated count of 42.
- The conclusion names September at this office, and it stops there.
- The review names time, who did which job, and one next step.

Key terms

generalization

A broader statement built from findings, such as descriptions matched returns in this September count.

review

A look back at the plan, the time, the roles, and the findings before you share or revise.

support

The finding that holds a generalization up, such as Nguyen’s count of 42.

Three findings

- The inquiry has three findings. Nguyen's 42 supports a September result at this office.
- The student handbook prints the rule on page 6, so it supports the wording of the rule.
- An undated online post by a student calls the rule slow. It supports a feeling of slowness, and it withholds a count.

Worked process review

- Clerk R. Nguyen said on 3 October that this office returned 42 items in September after a description. A classmate then writes that every school in the city should copy the rule.
- Conclusion that fits: a description went with those 42 returns at this office in September.
- The city-wide sentence goes past the evidence. Next step: add an October count before any wider claim. The interview happened, and the second source was rushed.

Practice with a count

- On 8 October, A. Singh reported 11 choir-room sign-outs in September. A partner wants to conclude that every music room in the district is overused.
- Write a conclusion that stays inside the finding, and add one process note about what you would do earlier next time.

Review

- On 2 October, P. Adeyemi reported that late slips fell from 30 to 18 after the warning bell moved. A draft says, “The new bell solved lateness for the whole year.”
- Write the conclusion that fits, and one review note about time or roles.