Manage ideas and information slide deck

English Language Arts 10-2

Unit 3: Manage ideas and information

One Thursday the school can answer

Only the Thursday bus

- The wide wonder is how the city should fix transit. The class can finish a Thursday question with an edge.
- The inquiry question is whether the school should add a Thursday late bus for downtown practicum students, who finish their work placements at 4:10 and miss the 3:40, the last neighbourhood bus.
- Purpose: give the principal a recommendation. Audience: the principal and student council. Form: a one-page brief.
- Plan: tally who stayed last Thursday, ask the office what one extra bus costs, and read the posted timetable. Two class periods.

From a wide wonder to a question

Too wide
How should the city fix transit?

Inquiry question
Should the school add a Thursday late bus for downtown practicum students who miss the 3:40?

Plan
Count who stayed last Thursday, ask the office what a bus costs, and read the current timetable.

A manageable question

- An inquiry question names a decision, a day, and a group. Thursday, practicum, 3:40.
- Purpose, audience, and form travel with it. Recommend. Principal. One page.
- An inquiry plan lists steps that produce those findings inside the time you have.
- If a step needs a month, modify the plan. Drop the mayor. Keep the tally, the cost, and the timetable.

Key terms

inquiry question

A question narrow enough to investigate, with a purpose and an audience attached.

inquiry plan

The steps, sources, and time limits that will actually be used to answer the question.

Narrowing a question

- Keep the decision word “should”. That word makes the question a plan you can finish.
- Cut city council, weekend service, and other schools. They widen without helping Thursday.
- Keep cost, because a principal recommends a bus only when the price is on the page.
- If the office needs more than two days for the cost, modify: report the gap and use the published school-bus rate.

A short research plan

- Question: Should we add a Thursday late bus for practicum students who miss the 3:40?
- Audience and form: principal and council, one page.
- Steps: tally, office cost, timetable check. Time: two periods.
- Modification ready: if cost is delayed, cite the published rate and say the office has yet to confirm it.

The lunch line

- Wide wonder: how should the school fix food?
- Narrow it to a question about the 12:05 line and students who have class at 12:20.
- Name an audience, a form, and three steps that fit two periods.

Review

- Cover the bus and the lunch plans.
- Wide wonder: how do artists fire pottery?
- Write an inquiry question a class could finish about the six-hour cool and the fifty-minute period, plus one audience and two steps.

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Questions and records

The door already shows the times

- Your class is asking whether the school should add a Thursday late bus for students in downtown practicum, a weekly work placement. The office door says practicum ends at 4:10 and the last neighbourhood bus leaves at 3:40. That much is already known.
- The brief still needs how many students were in the office, and what one extra loop costs.
- Those holes are the guiding questions: How many grade 10 students were still there at 4:30 last Thursday? What did the school division quote for one extra loop?
- Ms. Adeyemi keeps the attendance clipboard. The September rate card lists extra service. A 2014 article about downtown patios mentions neither number.

Two holes, two sources

Already known
Practicum ends at 4:10. The last neighbourhood bus leaves at 3:40.

Still missing
How many students were in the office at 4:30, and what does one extra loop cost?

Source note
Adeyemi, interview, Oct 2: "Eleven were still there at 4:30." September rate card: one loop is $86.

Recording a source

- A guiding question is small enough that one source could answer it this week.
- Write the known times first so the search can leave the door behind.
- A source note keeps the number, the date, and the words in quotation marks when they are someone else’s.
- Bookmark the rate card. A record is the page, the date, and the price you will cite.

Key terms

guiding question

A question aimed at one missing fact, with a source that might hold that fact.

source note

A short record of the fact, the exact words if you quote them, and the person or page they came from.

Close the page that misses the question

- The count question goes to the clipboard. The price question goes to the rate card.
- A blog, a film about commuting, and a memory of last spring are the wrong tools for these two facts.
- Point form is enough. Copy her clause exactly, with her name and Oct 2 beside it.
- If you bookmark the rate page, you can return to $86 without re-typing a rumour.

The note a proposal can cite

- Known: 4:10 end, 3:40 bus. Written up as facts that were already known.
- Question for Adeyemi: who was still in the office at 4:30 last Thursday?
- Note: Adeyemi, interview, Oct 2. “Eleven were still there at 4:30.”
- Second note: Division rate card, extra service, September. One loop is $86. Page bookmarked.

Okonkwo’s count of fourteen

- Known: the lunch bell is 12:05 and the next class starts at 12:20.
- Missing: how many students left the Tuesday line before they had a tray.
- Mr. Okonkwo watched the line. He said, “Fourteen left with no tray.”
- A nutrition-history site is open on someone’s laptop. Decide what the note keeps.

Review

- Cover the bus notes and the lunch note.
- The kiln sign says the cool lasts six hours. The open question is which class needs the room at 1:10.
- Write one guiding question and a source note for the shop timetable posted on the wall this term.

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The company calls $86 a bargain

Sorting sources

- Notes for the Thursday late-bus inquiry sit on separate slips, and they are mixed: Ms. Adeyemi's sentence about who waited in the office, the September price of $86 for one extra bus loop, a 2022 card at $70, the timetable, and a flyer from Harbour Loop, the bus company, that says an extra loop is the smartest dollar a school can spend.
- Question sort puts Adeyemi under who waited, both prices under what it costs, and the 3:40 under the timetable. A slip about Jordan's own walk to school stays out of the headings.
- School internet rules: the office password stays off the shared doc, the rate-card address is cited with the date, and a film about buses stays a legal copy.
- A comment under a video, "just take a cab", is a suggestion. Adeyemi keeps a clipboard for the school. Those are different kinds of credibility.

Sorted, then checked

Who waited
Adeyemi, Oct 2: eleven students were still in the office at 4:30.

What it costs
September rate card: one loop is $86. The 2022 card says $70 and is out of date.

Who benefits
Harbour Loop calls $86 a bargain. The company sells the loop.

Headings from questions

- A question sort uses the inquiry’s own questions as headings.
- Internet use at school includes passwords you keep private and copies you have the right to use.
- A source check asks who made this, whether it is current, and what they gain.
- Bias tells you to look for a stake before you treat the sentence as neutral. The price can still be true.

Key terms

question sort

Notes grouped under the question they answer.

source check

A judgment of who made a source, how current it is, and what the maker stands to gain.

Evidence and motive

- Under what it costs, keep $86 and retire $70. Same kind of fact, different year.
- The petition says nobody can afford a ticket. The writers want the fee gone. That stake is as real as the company’s.
- Adeyemi takes attendance. Her limit is a clipboard that may be incomplete.
- Citing the rate page means the address and the day you opened it. The password stays off the page.

Three headings and a label

- Who waited: Adeyemi, Oct 2, eleven at 4:30. Limit: this is only one Thursday.
- What it costs: $86, September rate card, address and date recorded. The 2022 $70 is filed as out of date.
- Timetable: last neighbourhood bus 3:40, bay 2, from the office door.
- Flyer label: Harbour Loop sells loops, so smartest dollar is a sales line. Petition label: writers want the ticket gone.

Motive in a poster

- Slips from a hand-washing campaign: a nurse’s tally of missed sinks, a poster that says every good nurse already does this, and a 2019 germ chart.
- Sort them under what happened on the ward and what the poster wants.
- Say whether the 2019 chart is current enough for a clinic that changed its sinks last spring.

Review

- Cover the bus slips and the clinic slips.
- A fire-drill poster says every responsible student is already in the parking lot. A teacher's clipboard says 18 of 22 were outside by the bell. A blog from 2016 explains drills in general.
- Sort the clipboard, and describe the poster's stake. Say what you do with the 2016 blog.

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Nine waited at this school

The notes only cover this school

- Your class inquiry asks whether the school should add a Thursday late bus for practicum students, who finish their downtown work placements at 4:10. Support in hand: the timetable on the office door says the last bus leaves at 3:40, the bus company's September rate card prices one extra loop at $86, and Ms. Adeyemi, who keeps the office attendance clipboard, first said eleven were there at 4:30.
- A generalization the notes can hold: on this Thursday, a group of practicum students missed the last neighbourhood bus and waited at school.
- A sentence past the file: transit has failed for the whole city. The file stays in the office hallway.
- The fitting conclusion for the principal is a Thursday loop at the September price, or a supervised wait if that loop is refused. Rebuilding municipal transit is a different project.

What the notes can hold

Support
Door: last bus 3:40. Adeyemi, corrected: nine students still needed a ride after 4:20.

Generalization
On this Thursday, a group of practicum students missed the last neighbourhood bus and waited at school.

Too wide
Transit has failed for the whole city. The notes come from one office.

Errors and audience

- A supported generalization shrinks until every part has a note.
- The conclusion names an action this audience can take.
- An inquiry review names a wasted step and a better first move for next time.
- Feedback that changes a number is a success. The corrected nine is more accurate than the proud eleven.

Key terms

supported generalization

A statement no wider than the notes underneath it.

inquiry review

A look back at what worked, what to change next time, and who should hear the finding.

A corrected count

- Two walkers at 4:20 mean nine students needed a ride. Write the correction on the slip, and keep the story of how you learned it.
- An online article about restaurant patios left every number the same and used twenty minutes. Next search starts with Adeyemi.
- Division of the work: one person on the count, one on the rate card, one on the door. That split was fuzzy, and the review says so.
- Next step after the page: ask whether $86 can sit in the practicum budget. If the budget is closed, the next step is the supervised wait.

A page the principal can use

- Generalization: on this Thursday, nine practicum students missed the 3:40 and waited for a ride.
- Support you can point to: corrected clipboard, door timetable, September $86.
- Conclusion: recommend one Thursday loop at $86, with a supervised wait as the backup.
- Review: the patio article wasted time. Next time Adeyemi is first. Share the page with the principal, and keep student names off a public post.

One team, one Friday

- A sheet says six players on the Friday bench sat the whole half. The coach confirms the sheet.
- Someone wants the sentence: sports in this city are unfair to everyone.
- Write a generalization the sheet can hold, a conclusion for this athletic director, and one change for the next tally.

Review

- Cover the bus conclusion and the bench sheet.
- The kiln log says Friday's cool was still going at 1:10, so the pottery class had to keep the door shut. The log is one Friday.
- Write a generalization the log can hold, and say who should hear it. Then name one improvement for the next log.