

Inquiry Demonstration Plan

Lesson

Title: Critically Analyzing Quotes **Lesson #** 4 **Date:** _____

Name: Tyson McMillan **Subject(s):** English **Grade(s):** 8

Rationale & Overview

Why does this topic matter to students?

Students should be able to critically analyze the points of view of others. This is an important step in asserting and clarifying their own worldviews.

How does this lesson fit within the larger inquiry project?

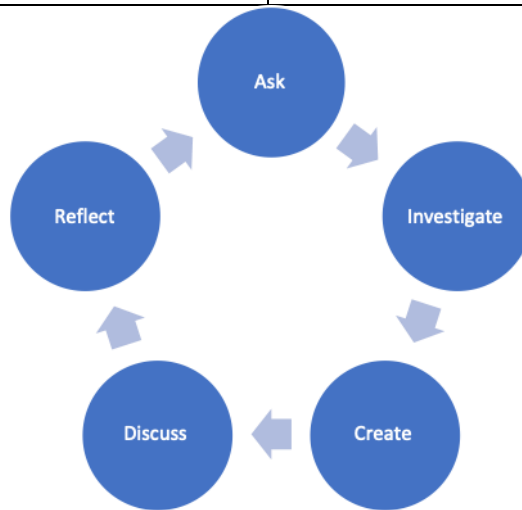
This activity helps students clarify their own moral philosophy, which they will write about when they craft their short story.

How does this project incorporate the inquiry cycle?

Students will further hone their ability to assert their own moral philosophies

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
What makes a person/character morally good? What impact can storytelling have on the world? Why do we root for some people/characters and not others?	What makes a person/character morally good?



Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Critically analyzing the points of view of others may be challenging, but this can help students clarify their own points of view.
Core Principle 2: The work that students are	Using quotes from popular media helps the students

asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	relate these points of view to their interest and underscores that ideologies are being promoted all around them.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	Assessment here is based on how well students communicate their justification for supporting or refuting the philosophies inherent in the quotes analyzed.
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students are being connected with each other through discussion and debate regarding the quotes given.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	Like with any lesson or unit, it can be valuable to talk to other teachers in the same subject area (and especially those teaching the same grade level as you) to share ideas. Additionally, quotes from prominent social figures, scientists, artists, or athletes can be used to make connections to other subject areas.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

“People understand text differently depending on their worldviews and perspectives
Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.”

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> - “Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts - Exchange ideas and viewpoints to build shared understanding and extend thinking” 	“metacognitive strategies”

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?
Quotes from First Nations individuals will be part of this assignment.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students will be asserting their own perspectives here; there are no right or wrong answers, but rather they are freely sharing their own viewpoints based on their contexts

Lesson Activities

Students will be presented with a select few quotes from literature, films, and prominent real-world individuals asserting their moral philosophies. They will engage in a full-class debate about the merits of these worldviews and the implications of these worldviews.

Students will each be given a handout with 10 quotes on them. They are to cut them out and separate them into 3 columns: *Agree*, *Disagree*, and *Unsure*. After they have separated them, students will discuss their placements in small groups. After some discussion, each group will elect a spokesperson to present the quote that was the most divisive for the students, as well as the reasons that cropped up on both sides of the debates.

Finally, students will come up with a quote of their own to summarize their moral philosophy.

Materials and Resources

Handouts

Scissors

Adhesive

Pen/Pencil