

## Grades 11–12 Playlist: Analyzing Interactions

*Aligns with CCSS.ELA-LITERACY.RI.11-12.3:*

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Welcome

Informational texts can be dense with facts, figures, details, and examples. Brandon found that out when he began his science project on how the anatomy of the human eye enables a person to see. Building a model of a human eye was no problem at all, but when Brandon began his research paper for the project, the research proved to be more difficult. On a trip to the medical library at his local university, he found more books on optics than he could ever use—but they contained so much information that he could barely understand it! The task of using his research to explain the topic in a way that others could understand it seemed an impossible undertaking. However, Brandon was determined to write this paper.

### Objectives

In this playlist, students will learn how to:

- analyze a complex set of ideas or sequence of events.
- explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Review

#### Key Terms

- An **analysis** of a text is a close and detailed examination. When analyzing a text, the reader “takes it apart” and studies every detail and its relation to the text as a whole.
- The way an author organizes a text is called the **text structure**. Common text structures include:
  - **cause and effect**, in which the ideas or events are structured by the results they produce.
  - **problem/solution**, in which the ideas or events are described in the form of problems and proposals for how these problems can be solved.
  - **persuasive**, in which the author uses a variety of strategies to convince the reader to adopt a certain viewpoint on an issue (e.g., by listing details to support it).

### Read!

Read through the information here to review the different types of text structures.

- <http://www.ereadingworksheets.com/text-structure/>



## Exploring the Standard

This playlist discusses analyzing how nonfiction texts present and support information by determining how ideas, events, and individuals develop and interact through the text. Doing so involves examining the ideas and events in the text and how they are sequenced and structured. Reading a text one piece at a time and analyzing how each piece relates to the main idea makes even the most complex text easier for the reader to understand.

### A Closer Look: Outlining a Text

One resource that Brandon located on the eye explains how vision begins:

- <http://www.aoa.org/patients-and-public/resources-for-teachers/how-your-eyes-work?sso=y>

After a thorough reading, he decided to outline this text to better understand the sequence:

- I. The flow of light has several destinations.
  1. First, light rays are reflected off an object.
  2. Secondly, they enter the cornea.
  3. Their third destination is the pupil. But here we have other details.
- II. It's important to remember what else is happening during the process.
  1. The light does not just go straight through the cornea to the pupil. The cornea bends (refracts) the rays first.
  2. And as this happens, only a certain amount of light can enter. (If too much does, it may be too bright to see. But it's equally important that there be enough light as well!)
  3. That is what the iris is for—to control the size of the pupil so that just the right amount enters.

By dividing the information into small chunks, it is easier to determine what the text structure is. In turn, the text structure helps to show how the details interact and develop over the course of the text. For example, Brandon learned that the information follows a process and is in chronological order. Knowing this allowed Brandon to see how the text gets more specific: First, it describes the movement of light. Later, the text focuses on specific parts of the process, showing the development of the idea regarding how people see.

### Read!

Consider the examples of outlines here:

- <http://wilta12.weebly.com/types-of-outlines.html>

### A Closer Look: Analyzing How Ideas Interact and Develop Over the Course of a Text

The text below is from the famous “Declaration of Conscience” speech given by Senator Margaret Chase Smith before the United States Senate on June 1, 1950. While reading this speech, mentally create a map of it. In which directions do the information in this speech flow?



## Teaching Notes: Analyzing Interactions

The goal of RI.11-12.3 is for students to be able to analyze a complex set of ideas or sequence of events and explain how specific components, such as individuals, ideas, events interact and develop throughout the text. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### Activity: Classroom Discussion

Have the students read Margaret Chase Smith’s “Declaration of Conscience” speech in its entirety (<http://www.mcslibrary.org/program/library/declaration.htm>). Then, discuss the following questions with students.

**Discussion Starter 1:** In this speech, how does Smith incorporate rhetorical appeals using ethos, pathos, and logos? Remind the students that ethos is an appeal that uses the speaker’s credibility; pathos appeals to the listener’s emotions; and logos appeals to the listener’s sense of logic.

**Possible Answers:** Smith mentions the Republican and Democratic parties several times and paints the Republicans (her own party) as having a better track record for supporting American freedoms, an appeal using ethos. In discussing how sacred freedoms such as speech are to American citizens and the dangers of their being taken away, she appeals to the listener’s pathos. She makes appeals to logos by giving facts concerning the way American liberties have been threatened.

**Discussion Starter 2:** Are there any weaknesses in Smith’s argument? Are there any places in which the argument could be stronger or is not fair to certain people or groups?

**Possible Answers:** Smith singles herself out for being a woman and expresses her concern about how other American women must feel about the deprivation of liberties; this is not especially relevant to the argument and does not build her credibility. The scare tactics Smith uses are not completely founded, and she does not sufficiently support the claims that freedom of speech is at risk. She vilifies Democrats unfairly, suggesting that the party as a whole has the goal of taking away the rights of Americans.

**Discussion Starter 3:** Play the recorded excerpt from Smith’s original speech (found at <http://www.history.com/speeches/margaret-smith-chase-denounces-senator-mccarthy>). What tone does she use in giving this speech, and how does this tone support her purpose?

**Possible Answers:** She speaks very quickly and seems to place emphasis on many of the words that she says. This gives the speech an angry and even embarrassed tone, as if she is truly disturbed by the behavior she is discussing. Her tone is definitely a disappointed one, while at the same time reasonably defiant (she seems to know that speaking up about this subject puts her own reputation at risk).

