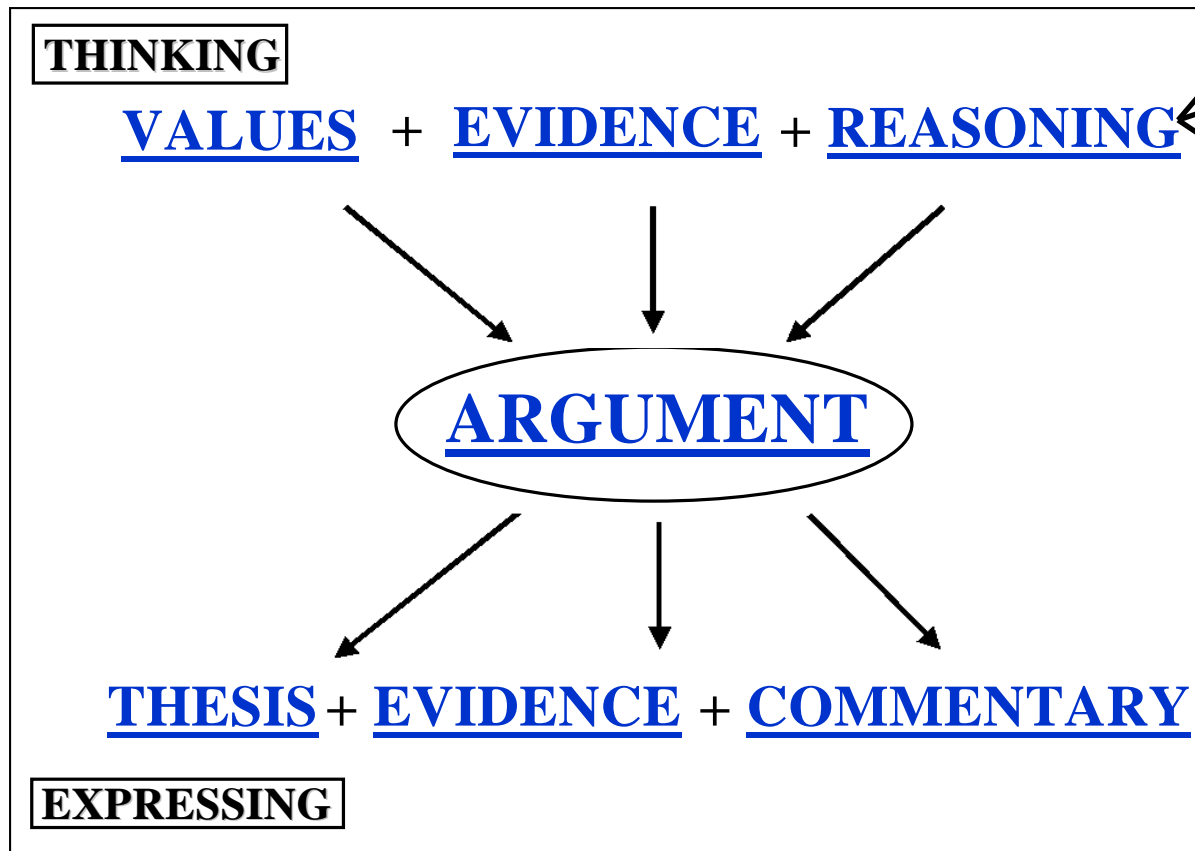


Intro to Reasoning Diagramming: Generalization



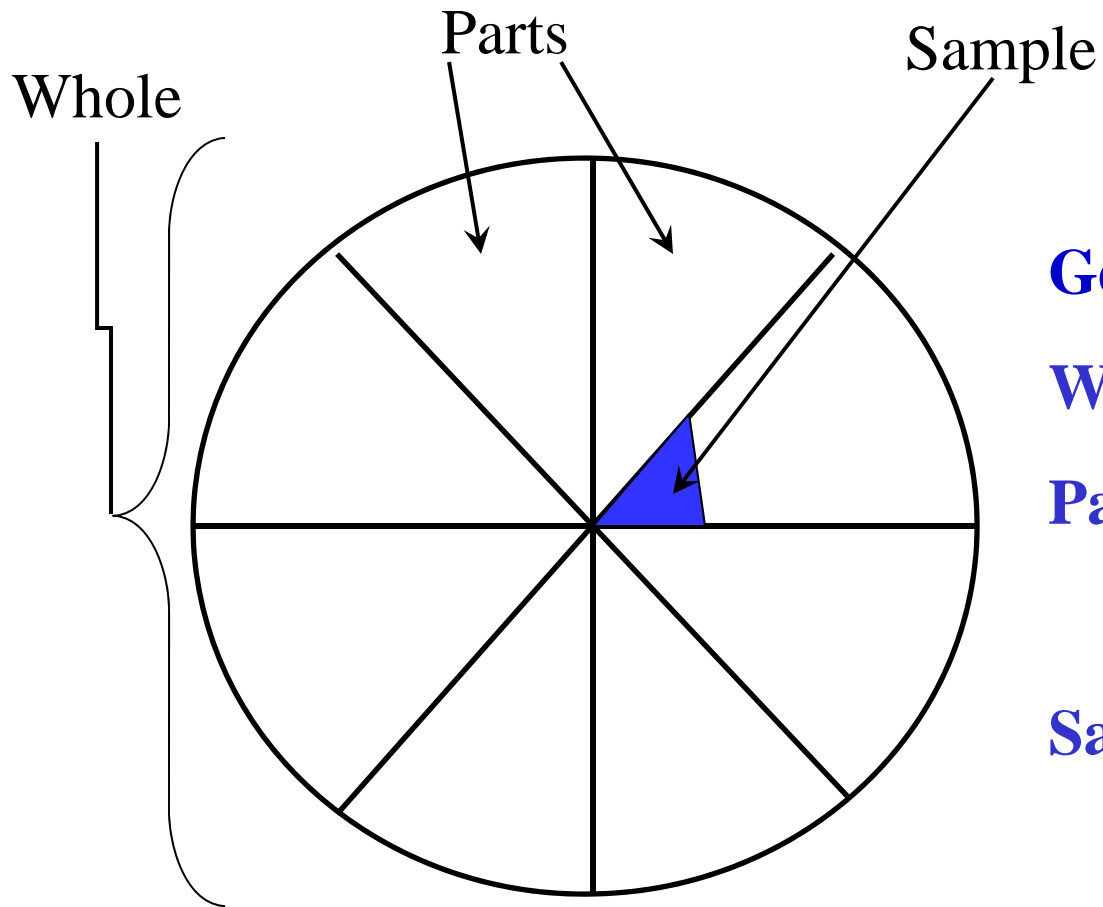
• Comparison

• Cause & Effect

• Generalization

Generalization Diagramming:

“Complex Pie Charts”



Gen:

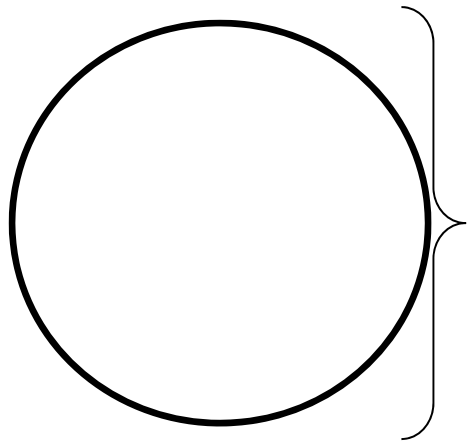
Whole: Circle (Whole Pie)

Parts: Slices of the Pie

Sample: “Bites” out of the slices of the pie

Gen. Reasoning: Diagramming Complex Pie Charts

BHS social studies teachers are a good mix of experience and youth. Sunderland, Rosecan and Butler have each been teaching for about 15 years. On the other hand Culhane, Predaina and Goetschius are all in their first five years of teaching. This mix ensures that students get a good mix of cutting edge teaching techniques as well as the tried and true.



**BHS SS
Teachers**

Gen: Good mix exp & youth

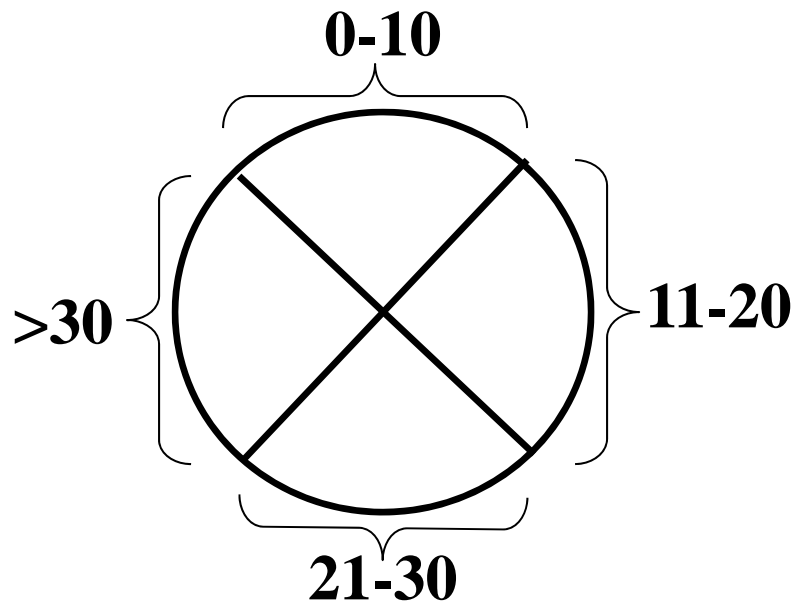
Whole: BHS SS teachers

Parts:

Sample:

Gen. Reasoning: Diagramming Complex Pie Charts

BHS social studies teachers are a good mix of experience and youth. Sunderland, Rosecan and Butler have each been teaching for about 15 years. On the other hand Culhane, Predaina and Goetschius are all in their first five years of teaching. This mix ensures that students get a good mix of cutting edge teaching techniques as well as the tried and true.



Gen: Good mix exp & youth

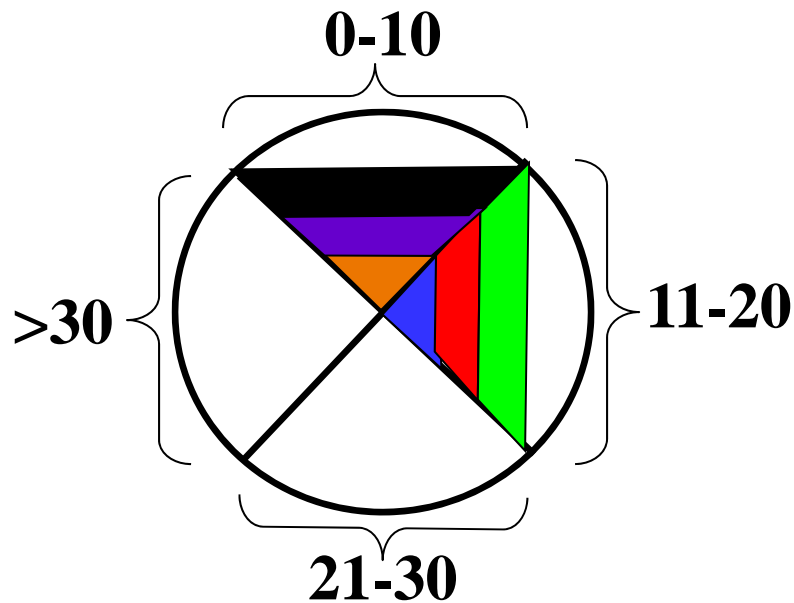
Whole: BHS SS teachers

Parts: Years of Exp (0-10, 11-20, 21-30, >30)

Sample:

Gen. Reasoning: Diagramming Complex Pie Charts

BHS social studies teachers are a good mix of experience and youth. Sunderland, Rosecan and Butler have each been teaching for about 15 years. On the other hand Culhane, Predaina and Goetschius are all in their first five years of teaching. This mix ensures that students get a good mix of cutting edge teaching techniques as well as the tried and true.



Gen: Good mix exp & youth

Whole: BHS SS teachers

Parts: Years of Exp (0-10, 11-20, 21-30, >30)

Sample: Sunderland, Rosecan, Butler, Culhane, Predaina, Goetschius

Gen. Reasoning: Diagramming Practice

After attending his Freshmen X-block for a quarter, Junior Mentor, Otto, concluded that BHS Freshmen are awesome.

Gen: awesome

Whole: BHS Freshmen

Parts: (no stated parts so come up with your own ways to part)

Home (Be, Ba, Bo); Gender (M,F); Race (W,B,H,A,NA)

Sample:

Gen. Reasoning: Diagramming Practice

After attending his Freshmen X-block for a quarter, Junior Mentor, Otto, concluded that BHS Freshmen are awesome.

With multiple ways to part, create separate diagram for each way

Gen: awesome

Whole: BHS Freshmen

Parts: (no stated parts so come up with your own ways to part)

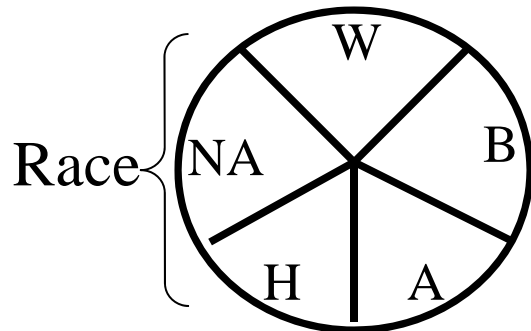
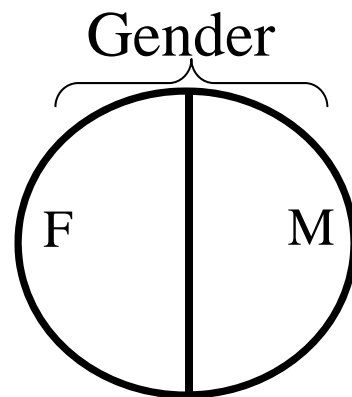
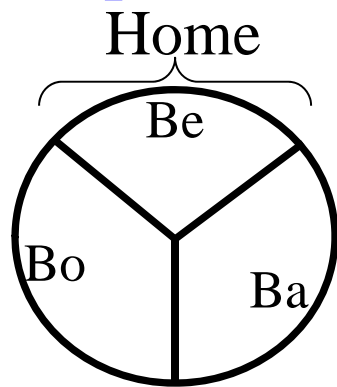
Home (Be, Ba, Bo); Gender (M,F); Race (W,B,H,A,NA)

Sample:

Gen. Reasoning: Diagramming Practice

After attending his Freshmen X-block for a quarter, Junior Mentor, Otto, concluded that BHS Freshmen are awesome.

With multiple ways to part, create separate diagram for each way



Gen: awesome

Whole: BHS Freshmen

Parts: (no stated parts so come up with your own ways to part)

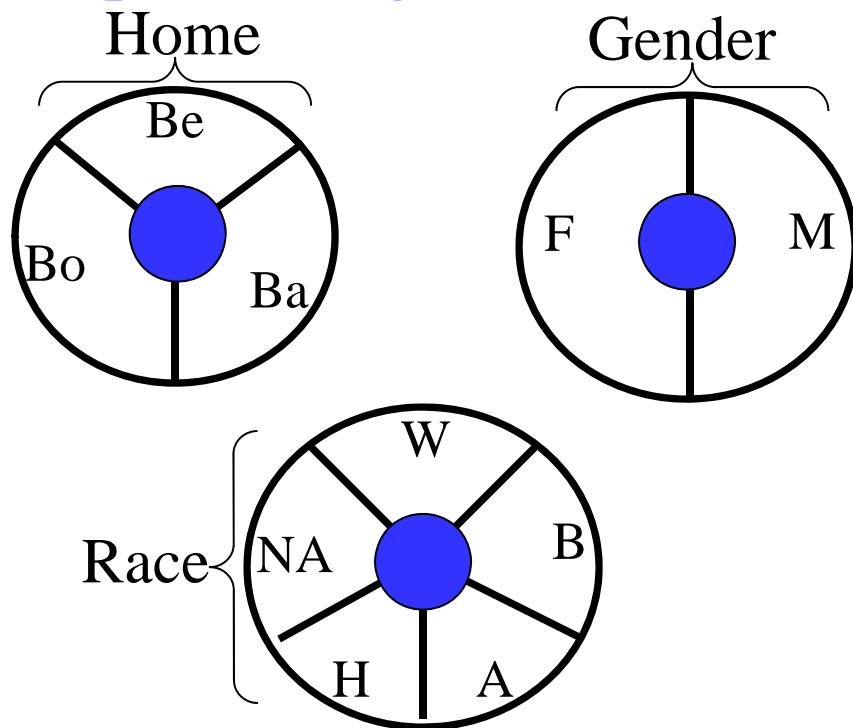
Home (Be, Ba, Bo); Gender (M,F); Race (W,B,H,A,NA)

Sample:

Gen. Reasoning: Diagramming Practice

After attending his Freshmen X-block for a quarter, Junior Mentor, Otto, concluded that BHS Freshmen are awesome.

With multiple ways to part, create separate diagram for each way



Gen: awesome

Whole: BHS Freshmen

Parts: (no stated parts so come up with your own ways to part)

Home (Be, Ba, Bo); Gender (M,F); Race (W,B,H,A,NA)

Sample: Freshmen in Otto's x-block