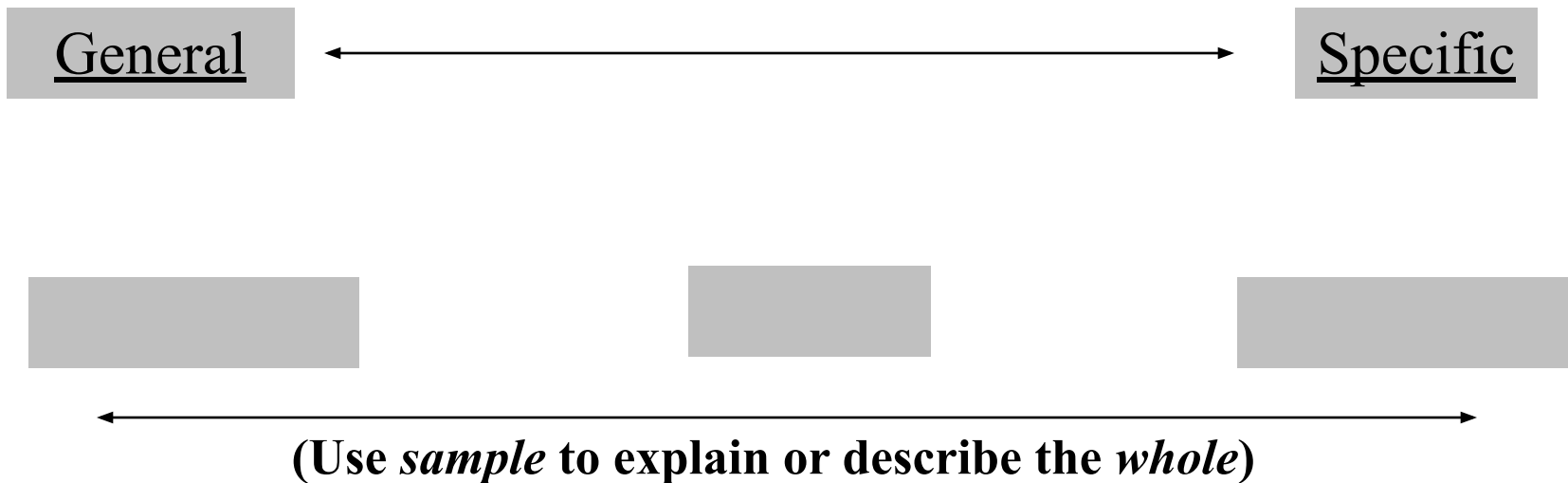
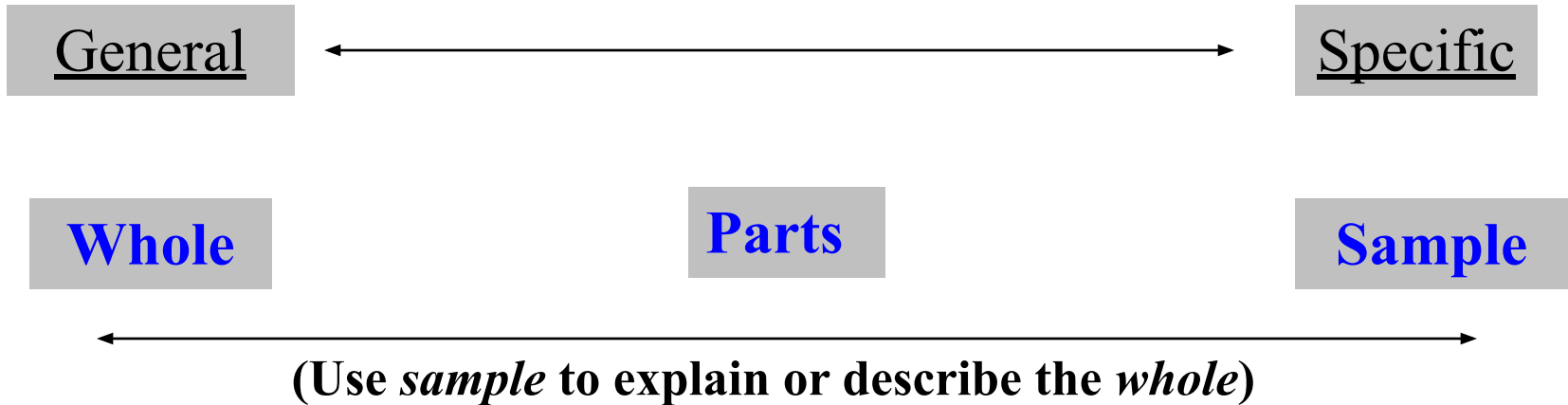


Generalization Reasoning: Purpose

- Reasoning to a conclusion based upon _____, _____, & _____ (examples).
- The _____ kind of reasoning for students (and people in general)



Generalization Reasoning: Elements



Whole: _____ of the Generalization

Parts: _____ of the whole

Samples: _____ of
the whole from which the generalization is
drawn.

Generalization Elements: Examples

Generalization: BHS students are hard-working.

Whole:

Parts:

Samples:

Generalization Reasoning Elements: Wholes

- Different kinds of wholes:
 - Groups of people
 - Yankees fans are jerks.
 - A person
 - Tiger Woods is amazing.
 - Nations/Cultures/Societies
 - American culture is very individualistic.
 - Time periods
 - The 1920's was a period of economic prosperity.
 - Body of work
 - Eminem is a great artist.

Generalization Reasoning Elements: Parts

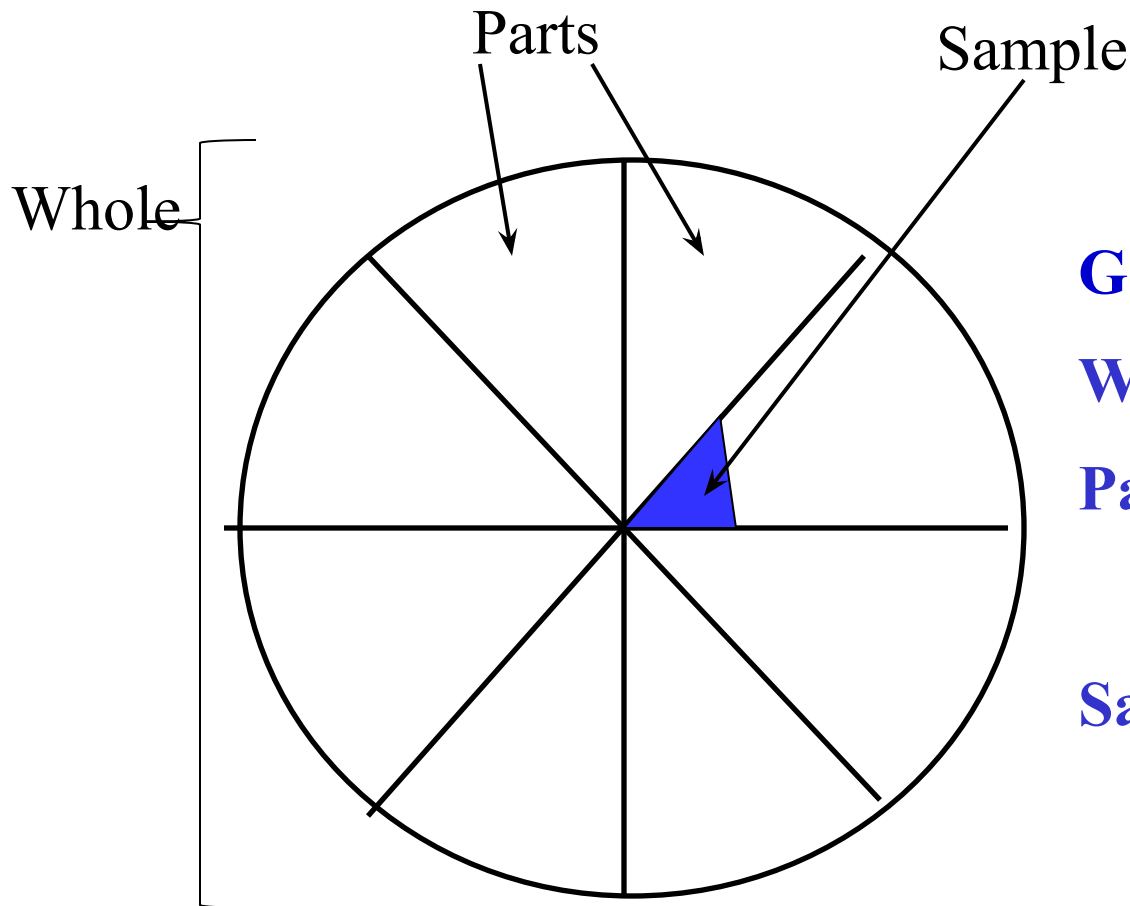
- Groups of people
 - Demographics: Race, Gender, Social Class, etc.
- A person
 - Time of life, Personal / Professional
- Nations
 - PEGS (Political, Economic, Geographic, Social)
- Time periods
 - Early, Middle, Late
- Body of work
 - Categories of Work

Generalization Challenges

- Fundamentally hard: people tend to think all or none.
- Parts often aren't provided.
 - Ex. Ortiz is a great ballplayer. He hit that walk-off homerun to beat the Yankees in 2004.
- Generalizations are often supported only by parts that are smaller generalizations . What is the sample?
 - Ex. Ortiz is a great ballplayer because he has a high batting average.
- Generalizations sometimes seem like cause-effect arguments (but are not).
 - Ex. “Ortiz is a great ballplayer because he has a high batting average.”
- Multiple ways of dividing the whole into parts (many factors) – multiple diagrams.
 - Ex. Historically, Americans have been ambivalent about immigrants.

Generalization Diagramming:

“Complex Pie Charts”



Gen:

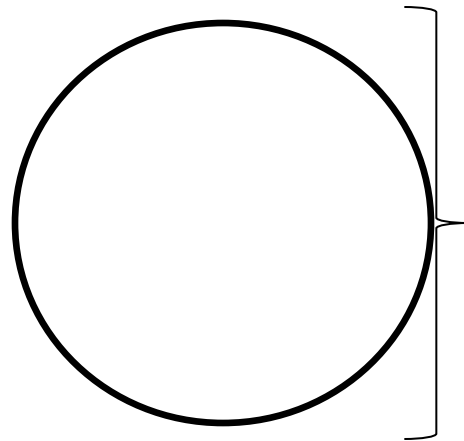
Whole: Circle (Whole Pie)

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 decade 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

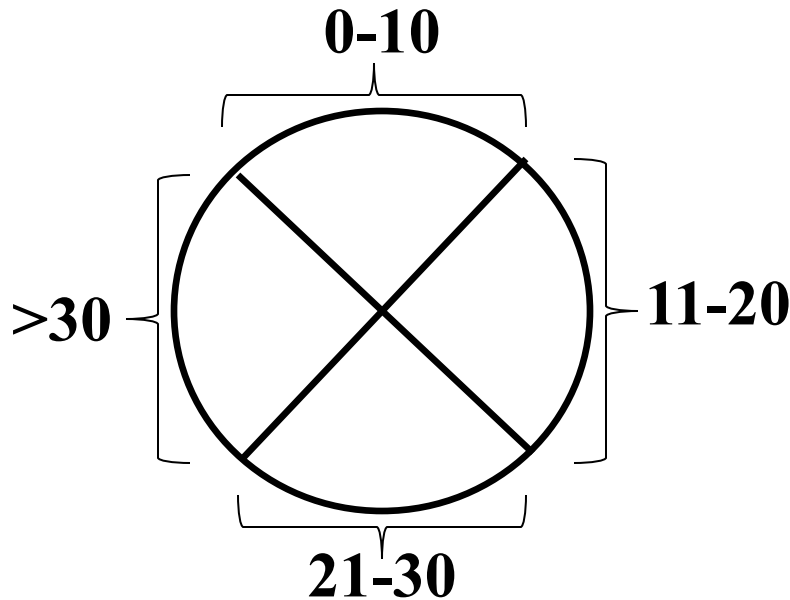
Whole: BHS SS teachers

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 decade 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

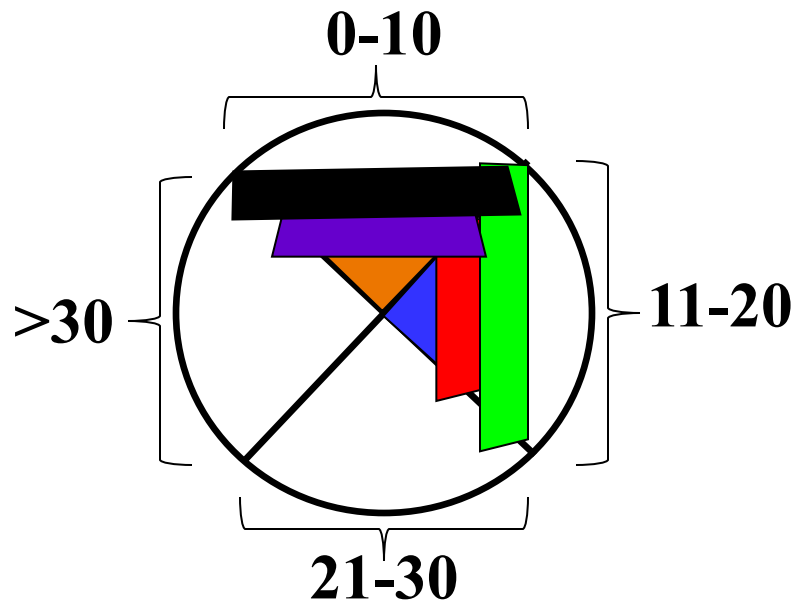
Whole: BHS SS teachers

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 decade 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

Generalization Analysis & Diagramming Practice

1. Yesterday Mr Sunderland lost his temper and yelled at his class for 10 straight minutes. BHS teachers are really mean.
2. On Wednesday, Mr Sunderland didn't get to school until 8:45a. He is always late.

Gen. Reasoning: Diagramming Complex Pie Charts

Example: A survey done during x-block revealed that, regardless of gender, geographic home, average level or graduating class most BHS students are diligent about homework. 85% of students reported that either “strongly agreed” or “somewhat agreed” with the statement, “I try hard everyday to do my homework well.”

Gen: “Diligent about homework”

Whole: BHS Students

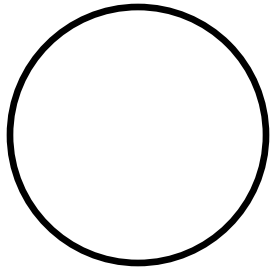
Parts: Sex (M/F), Geo Home
(Be/Ba/Bo), Level (3/4/5),
Class (F,So,J,Sr)

Sample:

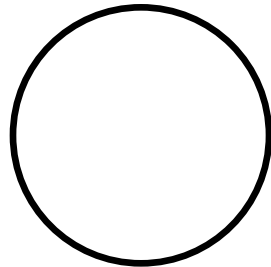
Gen. Reasoning: Diagramming Complex Pie Charts

Example: A survey done during x-block revealed that, regardless of gender, geographic home, average level or graduating class most BHS students are diligent about homework. 85% of students reported that either “strongly agreed” or “somewhat agreed” with the statement, “I try hard everyday to do my homework well.”

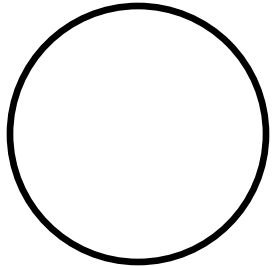
Gender



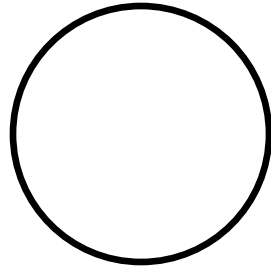
Geo Home



Level



Class



Gen: “Diligent about homework”

Whole: BHS Students

Parts: Sex (M/F), Geo Home (Be/Ba/Bo), Level (3/4/5), Class (F,So,J,Sr)

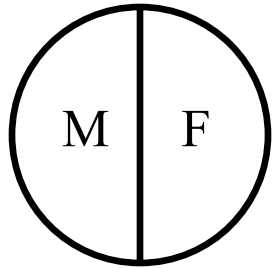
Sample:

Gen. Reasoning: Diagramming

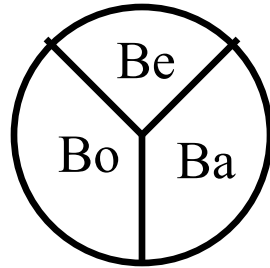
Complex Pie Charts Method 2

Example: A survey done during x-block revealed that, regardless of gender, geographic home, average level or graduating class most BHS students are diligent about homework. 85% of students reported that either “strongly agreed” or “somewhat agreed” with the statement, “I try hard everyday to do my homework well.”

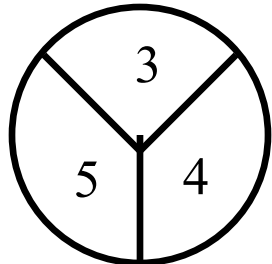
Gender



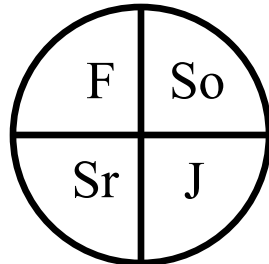
Geo Home



Level



Class



Gen: “Diligent about homework”

Whole: BHS Students

Parts: Sex (M/F), Geo Home (Be/Ba/Bo), Level (3/4/5), Class (F,So,J,Sr)

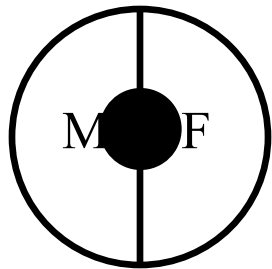
Sample:

Gen. Reasoning: Diagramming

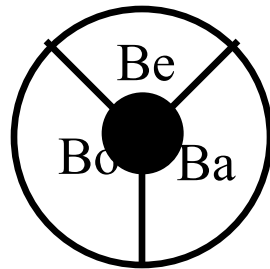
Complex Pie Charts Method 2

Example: A survey done during x-block revealed that, regardless of gender, geographic home, average level or graduating class most BHS students are diligent about homework. 85% of students reported that either “strongly agreed” or “somewhat agreed” with the statement, “I try hard everyday to do my homework well.”

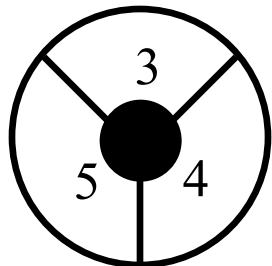
Gender



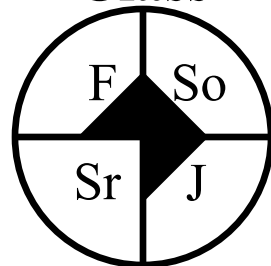
Geo Home



Level



Class



Whole: BHS students

G: “diligent about homework”

Parts: Sex (M/F), Geo Home (Be/Ba/Bo), Level (3/4/5), Class (F,So,J,Sr)

Samples:

Gen. Reasoning: Diagramming Practice

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

Gen:

Whole:

Parts:

Sample:

Regardless of political party, gender, class, or race, Americans of the early republic (1780-1820) were strong believers in freedom. Alexander Hamilton and James Madison and others wrote a constitution that aimed to, “secure the blessings of liberty.” In a letter to her husband, Abigail Adams pleaded with John to, “remember the ladies. We, too, of a right ought to be free.” Daniel Shays justified his rebellion on the grounds that it was necessary for farmers “to be free from the bankers’ tyranny.” The slave poet Phyllis Wheatley appealed to King George III that, “a monarch’s smile can set his subjects free.”