

The Hand Approach

A JIGSAW ACTIVITY

HAND APPROACH LENSES:

SCIENCE & TECHNOLOGY

ENVIRONMENT

LEISURE/MEDIA

POLITICS & GOVERNMENT

SOCIAL/CULTURAL

Recall our recent experience in learning about the HAND APPROACH as a strategy for not only brainstorming ideas but also for analyzing questions more closely than the surface-level permits. We used the following essential question to become familiar with this excellent, analysis tool:

Is it always best to tell the truth?

Now it's your turn to apply this strategy to our coursework...

APPLICATION ACTIVITY INSTRUCTIONS

Gathering into groups of 4-5, agree upon an essential question (EQ) from the list below to serve as the focus for your research. No two teams can have the same EQ!

1. 'People always respond to crisis when it's too late.' To what extent is this a fair comment?
 - a. People respond too late.
 - b. People respond in time.
2. 'History repeats itself.' Discuss.
 - a. History repeats.
 - b. History does not repeat/it avoids repeating/it can't repeat/etc.
3. 'No man is an island.' Discuss.
 - a. Individuals in society are connected.
 - b. Individuals in society are isolated like islands.
4. Can breaking the law ever be justified?
 - a. Breaking the law is justifiable.
 - b. Breaking the law is not justifiable.

5. In your society, how far can people look forward with confidence to growing old?
 - a. We can look forward to growing old.
 - b. We should be worried about growing old.

6. Assess the advantages and problems of hosting major sporting events.
 - a. Advantages of hosting.
 - b. Problems of hosting.

7. 'Countries should be ashamed, not proud, of their history.' Discuss.
 - a. Countries should be ashamed.
 - b. Countries should be proud.

As a group, you will analyze a single question from multiple lenses. Each team member will be responsible for researching the question from ONE of the five Hand Approach lenses listed in the box at the beginning of this handout. If there are only 4 students in the group, the unassigned lens will be the responsibility of all the group members to research in addition to their own, assigned lens.

EXAMPLE

Group: Team of 4 students
Group prompt: Is it always best to tell the truth?
TEAM MEMBER 1: Science and Technology
TEAM MEMBER 2: Politics and Government
TEAM MEMBER 3: Environment
TEAM MEMBER 4: Social/Cultural
ALL MEMBERS: Leisure/Media

During individual research, each team member will be required to locate **evidence that BOTH supports AND refutes the essential question**, and this evidence **MUST** relate exclusively to his/her own lens.

EXAMPLE

TEAM MEMBER 3: Must find evidence where telling the truth is the best policy when it comes to the environment, AND he/she must also find evidence where withholding the truth may serve the environment better.

When locating research to serve as evidence in support and/or against the EQ, each team member **MUST** pinpoint specific, concrete examples to prove or disprove/challenge it!

EXAMPLE

TEAM MEMBER 3:

Evidence in favor of truth-telling = Al Gore's Inconvenient Truth

Evidence against truth-telling = a country that is rich in resources might want to withhold this information or they may otherwise face resource exploitation much like The Democratic Republic of Congo did in the 1990s/2000s where their vast cache of diamonds were targeted/exploited.

Team members will have one evening to locate research supporting and refuting the group's essential question.

Teams will be assessed **as a whole**; each individual will include his/her research in the group quiz response. Keep in mind that the effort of every individual has the potential to positively or negatively impact the group quiz score!

For the 'quiz,' teams will create a **HAND APPROACH POSTER** that showcases all the evidence from each lens both 'in favor' and 'against' the EQ.

EXAMPLE

ENVIRONMENT



(+) Al Gore, *An Inconvenient Truth*, is an example of why truth-telling is important in this context because...

(-) Diamond resources in the Dem. Rep. of Congo is an example of why withholding the truth is sometimes better for the environment because...

Do this for EVERY finger, lens!!! Be CLEAR in your explanation of how the research relates to the lens and the question as a whole!

There's no wrong way to design your poster but it must be:

- In color
- Visible from a distance
- Not TOO crammed with words/info
- Be somewhat unique to other group designs or past examples
- Have the research question centrally written on it/lenses labeled properly

Hand Approach Poster: Scoring Rubric

POSTER

- Designed in color; reader-friendly; visible from a distance*
- The essential question is present as a primary focus of the visual*
- All lenses are clearly labeled*
- Evidence is clearly labeled to represent the two sides of the essential question (i.e. 'tell the truth' vs. 'withhold the truth')*
- Design is unique to other groups' posters and past projects*
- Information is presented in a way that is visually appealing to the audience; avoids cramming information; avoids scattered presentation of information*
- May include additional graphics, images, or design elements*

_____/20

SCIENCE AND TECHNOLOGY:

- Evidence is written in a way that clearly relates to the question being asked*
- Evidence is exclusive to the lens/focused*
- Evidence provides a clear context in which to consider the question; concrete examples are used to support the point being made*
- Evidence logically supports the point being made*
- Evidence is globally relevant, thought-provoking, and well-researched*

_____/20

POLITICS & GOVERNMENT:

- Evidence is written in a way that clearly relates to the question being asked*
- Evidence is exclusive to the lens/focused*
- Evidence provides a clear context in which to consider the question; concrete examples are used to support the point being made*
- Evidence logically supports the point being made*
- Evidence is globally relevant, thought-provoking, and well-researched*

_____/20

Hand Approach Poster: Scoring Rubric

ENVIRONMENTAL:

- Evidence is written in a way that clearly relates to the question being asked
- Evidence is exclusive to the lens/focused
- Evidence provides a clear context in which to consider the question; concrete examples are used to support the point being made
- Evidence logically supports the point being made
- Evidence is globally relevant, thought-provoking, and well-researched

_____/20

SOCIAL/CULTURAL:

- Evidence is written in a way that clearly relates to the question being asked
- Evidence is exclusive to the lens/focused
- Evidence provides a clear context in which to consider the question; concrete examples are used to support the point being made
- Evidence logically supports the point being made
- Evidence is globally relevant, thought-provoking, and well-researched

_____/20

LEISURE/MEDIA:

- Evidence is written in a way that clearly relates to the question being asked
- Evidence is exclusive to the lens/focused
- Evidence provides a clear context in which to consider the question; concrete examples are used to support the point being made
- Evidence logically supports the point being made
- Evidence is globally relevant, thought-provoking, and well-researched

_____/20

Hand Approach Poster: Scoring Rubric

PRESENTATION:

- Students include a proper introduction (names, essential question, lenses covered/by whom)*
- All students participate by speaking on behalf of their lens/research*
- Relay of information is organized in a way that the audience can easily follow (sign-posting/transitions from lens to lens and from perspective to perspective)*
- Each student relates their research back to the research question to maintain focus*
- Students are lively in speech, demonstrate confidence in the material, engage the audience*

_____/30

TOTAL**__/150**