

THE HAND APPROACH: A JIGSAW ACTIVITY

HAND APPROACH LENSES:

SCIENCE & TECHNOLOGY	POLITICS & GOVERNMENT	ENVIRONMENT
SOCIAL/CULTURAL		LEISURE/MEDIA

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 prompt 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 a research question/prompt from the list below to serve as the focus for your research. *No two teams can have the same prompt!*

- 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 this 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 Tech

TEAM MEMBER 2: Politics and Gov't

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 essay prompt**, 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 research question, 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*

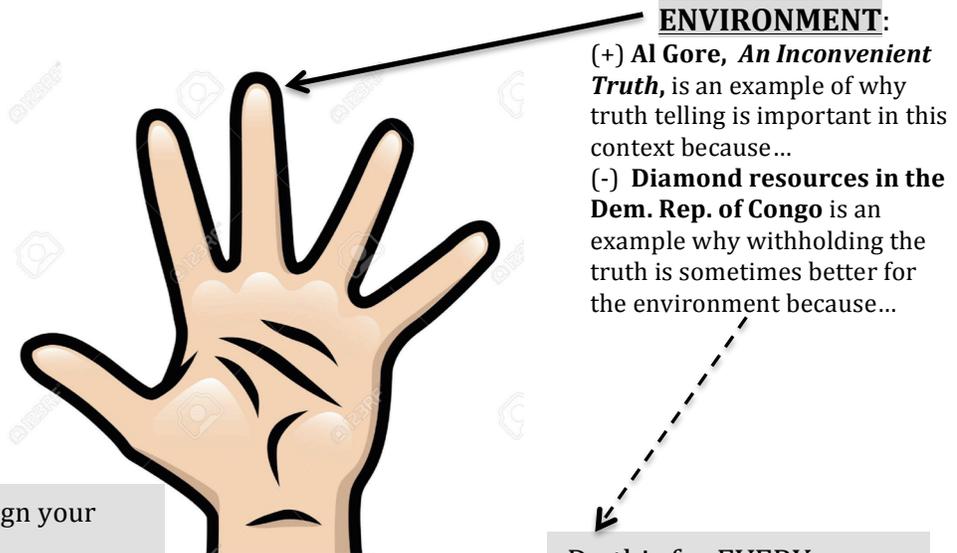
Evidence against truth-telling = *a country who is rich in resources might want to withhold this information or they may otherwise face resource exploitation much like The Democratic Republic of Congo did in the 1990s/2000s where their vast cache of diamonds were targeted/exploited.*

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

EXAMPLE



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

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

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!

Hand Approach Poster: **SCORING RUBRIC**

POSTER:

- Designed in color; reader-friendly; visible from a distance
- Research question/prompt 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 research 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

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SCIENCE & 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

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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

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ENVIRONMENT:

- 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

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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

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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

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PRESENTATION:

- Students include a proper **introduction** (names, research 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** audience

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TOTAL....._/150

Notes: