

Inspiration®

Comparison Analysis

Subject Area: All subjects

Grade Level: 6 – 12 (ages 11 - 18)

Time: At least two 45-minute class periods; time outside of class as necessary

Lesson Objective:

Students will use Inspiration® to help them analyze the similarities and differences between any two things.

Common Core State Standards¹:

College and Career Readiness Anchor Standards for Reading:

Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

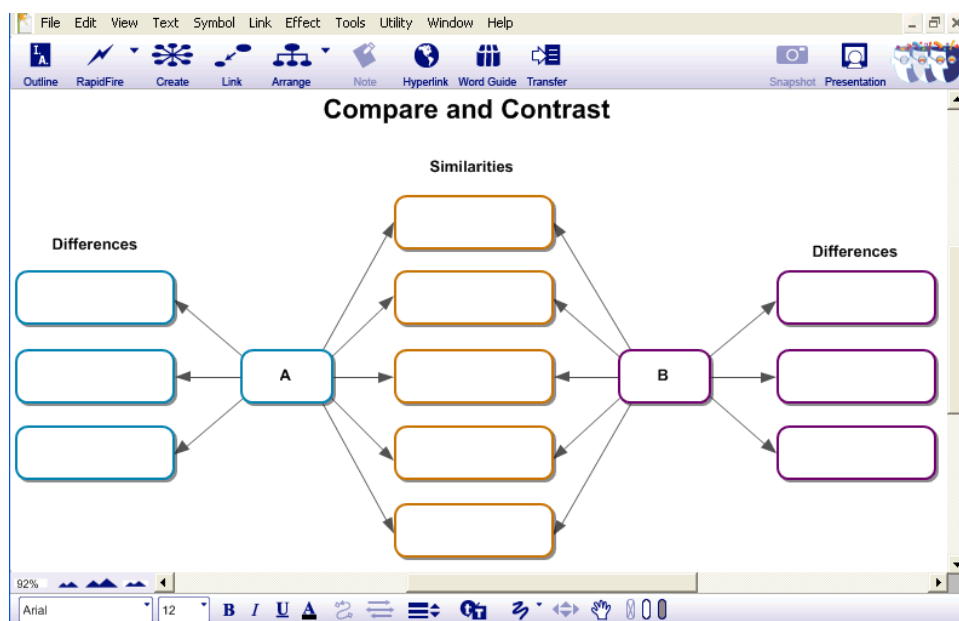
College and Career Readiness Anchor Standards for Writing:

Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:

Making comparisons is a powerful exercise to get students of all ages thinking critically. In order to effectively compare two things, students must first research and understand each of them. Then they must think critically about the similarities and differences. Use the *Compare and Contrast* template (**Inspiration Starter>Templates>Thinking and Planning>Compare and Contrast**) to help make the process easier for students. Completed diagrams can then be used as visual aids in class presentations, or as good starting points for effective essays as discussed in the **Adaptations / Extensions** section at the end of this lesson.



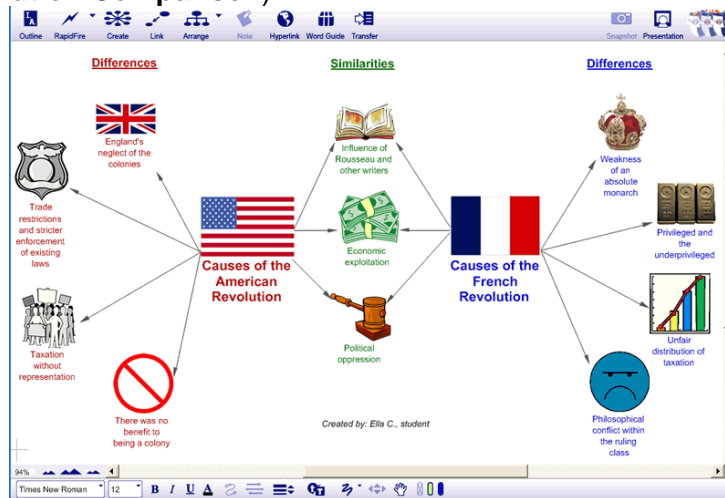
Preparation:

- This lesson requires the Inspiration® software application published by Inspiration Software, Inc. 30-day trials can be downloaded at <http://www.inspiration.com/Inspiration>.
- Access to library resources and/or the Internet would also be helpful for student research.

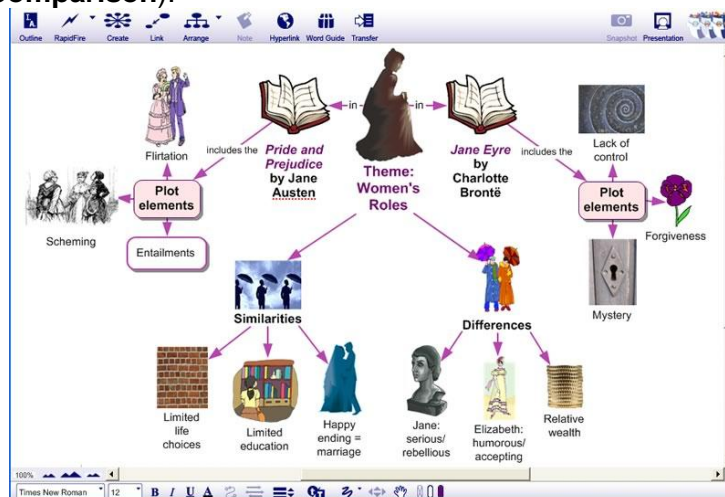
Lesson:

1. Open the *Comparison* template and demonstrate for students how it can be used to compare any two things. Engage students by asking them to suggest two things or people that they have learned about in your class that they could compare. Enter one of them as “A” and the other as “B.” As a class, brainstorm similarities and differences and add those ideas to the appropriate parts of the diagram.
2. Explain that they will be adding visual symbols, as well as text, to their diagrams. Adding symbols will help them and their readers to better understand and remember the content. Optional: Additional graphics can be inserted into diagrams via the **Edit** menu.
3. *Optional, but recommended:* Share a comparison example with students, and talk the students through it, as well, so they have a better idea of what a finished diagram might look like. Possible examples include:

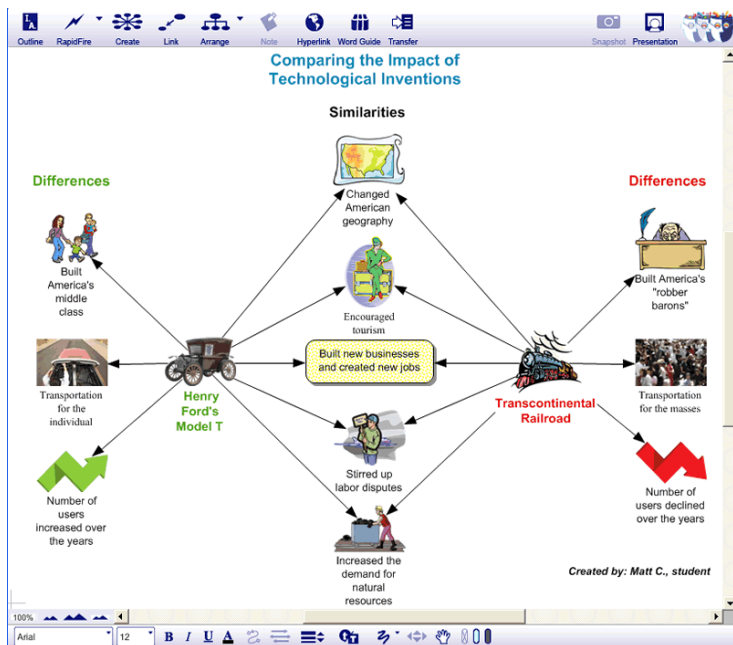
- **Revolution Comparison (Inspiration Starter>Learn to Use>Examples>Social Studies>Revolution Comparison):**




- **Theme Comparison (Inspiration Starter>Learn to Use>Examples>Language Arts>Theme Comparison):**



- *Comparing Tech Inventions (Inspiration Starter>Learn to Use>Examples>Thinking and Planning>Comparing Tech Inventions):*



4. Be sure to point out how additional information can be added in **Notes**. Demonstrate how notes that have been added to symbols can be shown by clicking the **Note Quick Controls**  in the upper-right corner of the symbol with the note. All notes in a diagram can be shown quickly at the same time in **Outline View**.
5. Students should be organized into groups of 2-4 to complete the project. Groups will then choose two topics to compare, such as two revolutions in history. You may want to provide a list of acceptable topics, or you may have groups choose topics and then submit their proposals for review.
6. Suggest that one or two group members focus on one topic, and one or two focus on the other. Then groups can share what they learn with each other to determine similarities and differences. Optional: Tell students that completed diagrams will be used as visual aids during class presentations.
7. Encourage students to add **Hyperlinks** to their sources of information, including any multimedia files available on the Internet.
8. Tell students they can go to **Outline View** to finish organizing their information. Demonstrate how items can be reorganized within the outline.

9. Have students “publish” their work by making presentations about their comparisons to the class using the integrated **Presentation Manager**. See the *Creating Oral Presentations I and II* lesson plans for more information about this process. A data projector or interactive whiteboard should be used, if one is available, to display graphics and visual talking points.

Adaptations / Extensions:

- Complete diagrams can also be used as visual aids in **Diagram View**. Subtopics can be hidden or viewed using the **Subtopic Quick Controls** to allow focused attention on the topics being discussed.
- Students can transfer their project to a word processor using the **Transfer** tool to complete a written essay about their comparison.
- Inspiration[®] may be used to create more in-depth diagrams of each topic. Students could begin the process by using the **RapidFire**[®] tool to quickly record what they know about the topic.

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