

Source 2



Objectives:

Content:

I can **compare multiple sources** for reliability **by annotating** with the Bookmark tool.

Language:

I can **write my comparison** of multiple source using the sentence stem:

Source #_____ is more reliable than Source #_____ because...

Source #2: YouTube User's Theory

YouTube User's Theory (Source #2)

Headnote: *Martin Hallett is a YouTube user who had a theory about the dodecahedra and used his 3-D printer to test it. The text below is from the YouTube video. Note: You should read the text before watching the video clip.*

There are lots of ideas about what they were for but none were completely convincing. Why are they only found in the cold North of Europe for example?

There is a hint in the hole sizes. The holes go small, medium, large, medium, large on one side and L, M, L, M, S on the other side. And that's what fingers do.

And the studs in the corners look designed to catch wool. So that's what I tried... and look what happened next.

(The video shows Hallett using a 3-D model of a dodecahedron to knit a glove out of yarn. He uses the notches next to each hole to catch the yarn. His son tries it on his hand at the end.)

Attribution: *Published on YouTube on May 26, 2014 by Martin Hallett. Retrieved from <https://youtu.be/poGapxsanal?t=204>*

Bookmark: Part 1 First: Headnote & Attribution

Bookmark: Part 1

First: the Headnote and Attribution

As you read:



circle in pencil

- ☐ Who said, drew, or wrote this?
- ☐ When and where was it said, drawn, or written?
- ☐ What type of source is this?
- ☐ Why was it said, drawn, or written? Or, for whom was it created?

After you read:



Discuss with your group.



Make a note.

- ☐ Which of these details matter and why?

CQ: Which sources are most **reliable** for learning about the dodecahedron?

Bookmark: Part 1


Second: the **Source**



YouTube User's Theory (Source #2)


Second: the **Source**


As you read:

 Use one question; underline in pencil

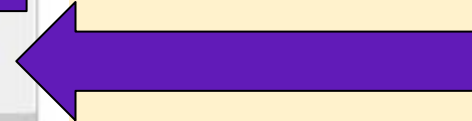
☐ What parts of the source seem most important for understanding it? Why?

After you read:

 Discuss with your group.

 Make a note.

☐ What do the underlined parts help us understand about the source?



3:24-4:20



CQ: Which sources are most **reliable** for learning about the dodecahedron?

YouTube User's Theory (Source #2)

Let's say we feel this is a
reliable source...

What question could we answer
to help show that this is a
trustworthy source?

Discuss with your table group.

Reasoning about the Evidence

1. How trustworthy is the author/artist given the central question we are trying to answer?
 - ☐ Was the person who created this in a position to know about the issues?
 - ☐ Was the person who created this an insider or an outsider? (Ex: speaks the same language, knows a lot about topic)
 - ☐ What was the point of view of the person who created this?
 - ☐ What does the person who created this want the reader to think or feel?
 - ☐ Is the source believable?
2. What was going on in the context that the source came from that might affect its usefulness given the central question we are trying to answer?
 - ☐ Was this source created in the place where the events happened?
 - ☐ Was this source created at the time when the events happened? Does that matter?
 - ☐ What else was going on at this time that might have influenced the author/artist?
 - ☐ How does this time/place compare to us today? What's the same or different?
 - ☐ Whose voices or perspectives are not represented here?
3. How do we weigh this source in comparison with others?
 - ☐ Does this source provide the same information as other sources?
 - ☐ In what ways does this source agree or disagree with others?
 - ☐ How do the ideas of the person who created this source compare to other ideas from the same time period or place?
 - ☐ What can this source tell us? What can't we learn from this source?

CQ: Which sources are most **reliable** for learning about the dodecahedron?

YouTube User's Theory (Source #2)

Now, let's say we feel this is an unreliable source...

What question could we answer to help show that this source is **NOT** trustworthy?

Discuss with your table group.

Reasoning about the Evidence

1. How trustworthy is the author/artist given the central question we are trying to answer?
 - ☐ Was the person who created this in a position to know about the issues?
 - ☐ Was the person who created this an insider or an outsider? (Ex: speaks the same language, knows a lot about topic)
 - ☐ What was the point of view of the person who created this?
 - ☐ What does the person who created this want the reader to think or feel?
 - ☐ Is the source believable?
2. What was going on in the context that the source came from that might affect its usefulness given the central question we are trying to answer?
 - ☐ Was this source created in the place where the events happened?
 - ☐ Was this source created at the time when the events happened? Does that matter?
 - ☐ What else was going on at this time that might have influenced the author/artist?
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3. How do we weigh this source in comparison with others?
 - ☐ Does this source provide the same information as other sources?
 - ☐ In what ways does this source agree or disagree with others?
 - ☐ How do the ideas of the person who created this source compare to other ideas from the same time period or place?
 - ☐ What can this source tell us? What can't we learn from this source?

CQ: Which sources are most **reliable** for learning about the dodecahedron?

YouTube User's Theory (Source #2)

AFTER YOU READ...

(1) How reliable is this source for learning about the dodecahedron?

Reliable –

Unreliable –

(2) What does this video from YouTube help you understand about the dodecahedron?

(3) Box the parts of the source that help you think about the central question.