IB English

How to Work with Secondary Source Material to Develop Independent Research

Rationale: Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research. Secondary sources help explain new or different positions and ideas about primary sources. However, while secondary sources offer students different and diverse alternate perspectives on a primary source, it is vitally important for students to know how to use secondary sources objectively so that they do not have an undue influence over the students’ own ideas. This is especially vital in an IB context in which the originality of a student’s own ideas is primary, even after consideration of multiple primary and secondary sources.

This activity is a jigsaw activity of two different secondary sources for or understanding of Shakespeare’s Othello from a historical analysis perspective, especially in preparation for your Othello presentation (things to consider for your rendering of your chosen lines) and your IOP (things to consider when making connections, raising provoking questions, etc.).

Secondary Sources:

1) From The Instruction of a Christian Woman. Bibliography Citation:
   Juan Luis Vives. A Very Fruitful and Pleasant Book Called the Instruction of a Christian Woman (1532), trans. Richard Hyde (London, 1529), C1r-C2v, C5v-C7r, I2r-I3v, K8v, M1v-M3v, O1v-)3v, Or7, P4r-P8v.

2) From a Discourse of Marriage and Wiving Citation
   Alexander Niccholes, A Discourse of Marriage and Wiving (London 1615), 7-10, 3, 35.

Group Assignments:

Group 1 – From The Instruction of a Christian Woman: The Introduction AND “Of The Learning of Maids”
Group 3 – From The Instruction of a Christian Woman: “Of Two [of] the Greatest Points in a Married Woman”
Group 4 – From The Instruction of a Christian Woman: “How She Shall Behave Herself Unto her Husband”
Group 5 – From The Instruction of a Christian Woman: “How the Maid Shall Seek a Husband AND “Of Loving”
   From a Discourse of Marriage and Wiving: “Chapter 3”
Group 6 – Discourse of Marriage and Wiving: “Chapter 4” AND “Chapter 11”

Directions:
You and your group will prepare a presentation with which to inform the class about the assigned section of reading assigned to you and with which to assert several interesting text-to-texts and text-to-world connection. First complete the following organizer that will lead you in formatting your presentation. Then, develop a presentation for the class so you can inform them of your assigned reading section.

Your presentation will be 6-7 minutes in length. All members must have a role in the presentation. Presentation will have a PowerPoint component.

Your PowerPoints need to be sparse, providing visualization of quotes, emphasis on key talking points, and perhaps a photo or artwork if appropriate to do so. Group members should all know the PowerPoint well enough to run the slides because, since all group members are expected to speak and since all speakers are expected to directly address the audience as though this is a formal presentation, group members will rotate in and out of running the slides. Upload your PowerPoint or Slides to the class Google Drive account: rhinehartibenglish@gmail.com.

Organizer:

Summarize your assigned section(s) as a group and develop a section abstract for each assigned section in the box below.

Identify the one or two most important, thought-provoking, or just powerful points made in your assigned passage(s) and “quote” them below to share with the class. If you have only one assigned passage, select two points, if you have two assigned passages, quote one point per passage. These quotes should be on your PowerPoint or Slides.
Below, compose an explanation for each quote. Your PowerPoint slide for this may be blank, or it may highlight a few key words (no more than 8):

Identify one or two set of lines from Shakespeare’s *Othello* that speak directly to the points raised in your assigned secondary source passages and “quote” them below to share with the class. If you have only one assigned passage, select two sets of lines from the play, if you have two assigned passages, quote one set of lines from the play per assigned passage. These quotes should be on your PowerPoint or Slides.

Below, compose an explanation for each quoted connection. Your PowerPoint slide for this should still show the *Othello* lines, though you may have bolded or highlighted some key diction choices, details, images, etc.

Below, construct one provocative question with which to address your audience about something your assigned secondary source passage(s) reveals about your analytical interpretation of *Othello* overall and of your specific lines you cited from the play. This question should appear on your PowerPoint or Slides.

Below, construct an arguable analytical thesis statement response to the question you posed above that (1) states the main idea or theme *Othello* lines expresses as it is understood within the historical context that your secondary source(s) establishes and that (2) provides a focal point for an analysis of key literary or poetic devices in the lines so that your audience can see where that main idea or theme is effectively developed.