**Data & Field Research**

Poem: Undivided attention  
By Taylor Mali   
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A grand piano wrapped in quilted pads by movers,   
tied up with canvas straps - like classical music's   
birthday gift to the insane -   
is gently nudged without its legs   
out an eighth-floor window on 62nd street.

It dangles in April air from the neck of the movers' crane,   
Chopin-shiny black lacquer squares   
and dirty white crisscross patterns hanging like the second-to-last   
note of a concerto played on the edge of the seat,   
the edge of tears, the edge of eight stories up going over, and   
I'm trying to teach math in the building across the street.

Who can teach when there are such lessons to be learned?   
All the greatest common factors are delivered by   
long-necked cranes and flatbed trucks   
or come through everything, even air.   
Like snow.

See, snow falls for the first time every year, and every year   
my students rush to the window   
as if snow were more interesting than math,   
which, of course, it is.

So please.

Let me teach like a Steinway,   
spinning slowly in April air,   
so almost-falling, so hinderingly   
dangling from the neck of the movers' crane.   
So on the edge of losing everything.

Let me teach like the first snow, falling.

Secondary Research Words

|  |  |  |
| --- | --- | --- |
| Piano | Quilted | Movers |
| Birthday | Gift | Insane |
| Nudged | Legs | Eighth-Floor |
| Window | 62nd Street | Dangles |
| Grand | Canvas | Straps |
| April | Air | Neck |
| Movers’ | Crane | Chopin |
| Black Lacquer | Squares | Dirty White |
| Crisscross | Hanging | Note |
| Concerto | Edge | Seat |
| Tears | Eight Stories | Math |
| Teach | Across | Building |
| Lessons | Learned | Common |
| Factors | Delivered | Long necked |
| Cranes | Flatbed Trucks | Snow |
| Snow falls | First time | Every year |
| Students | Rush | Window |
| Interesting | Please | Steinway |
| Spinning | Slowly | Almost |
| Falling | Hinderingly | Dangling |
| Losing | Everything | Teach |
| First | Snow | Falling |
| Wrapped | pads | Patterns |
| Edge | Math | Course |

Lesson Plan:

1. Tell the students that we’re going on an archeological dig to collect data on events that has happened at a certain location. As we discover our clues – we are to jot down what we observed and try to interpret them – piece them together to make sense of the event that happened.
2. Optional Part:
   1. Have the words cut out and posted in the cafeteria. (Raw data)
   2. Have the students examine these words and write them down (field observation, collecting data)
   3. Have the students return back to their room/groups.
3. Have the students organize their words/findings & have them make sense of the words they’ve discovered – interpret their findings as to what they mean. Have them figure out what is the best way to prepare to present their interpretation of their findings to the scientific community (Inferring, interpreting data).
4. Scientific Community: Tell the students that they are now returning and reporting what they have discovered to a science community conference. Have students communicate their findings and explain why they felt this was the best way to present their findings. (communicating).

Points:

This activity is similar to what a scientist would go through.

* He/she gathers data from the field
* Tries to interpret the meaning behind them.
* Tries to get the big picture of what it all means.
* The interpretation / inference isn’t always correct – but is the best idea of what’s going on.
* There are many ways to do science/go about interpreting & presenting data
* There are many different interpretations.
* There are many ways to organize your data
* Cultural & background knowledge can heavily influence interpretation.
* Knowledge is built upon by many scientists throughout history
  + “Building on the backs of giants” – newton
* Credible Sources (by bringing in research from credible authors)

Below is the print off:

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per: \_\_\_\_\_\_\_\_\_\_\_\_**

**Day 5: Field Research & Data Analysis**

On this page, collect & record as much data as you can find in the hallway.

On this page, organize/categorize your data that makes sense to you.

On this page, interpret your data: what makes the best sense of the data you collected? What do you think is going on? Put it together in a way that makes sense to you. In other words, what do you think it all means? Be prepared to present your findings to the class.

On this page, write me a paragraph and tell me what you learned from having done this activity.

|  |  |  |
| --- | --- | --- |
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| Tears | Eight Stories | Math |
| Teach | Across | Building |
| Lessons | Learned | Common |
| Factors | Delivered | Long necked |
| Cranes | Flatbed Trucks | Snow |
| Snow falls | First time | Every year |
| Students | Rush | Window |
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