



# Analyzing Literature

VISUAL & TEXT BASED

# Inference (Infer)

- ▶ To make meaning by combining background knowledge and details/clues from the text to come to a new conclusion.
- ▶ Information is suggested, but not directly stated.
- ▶ Decode the literal meaning of a character's actions, emotions, speech, details of setting, etc.

# Example

- ▶ Jake is **slumped** down in his chair, his **eyes are falling closed**, he cannot stop **yawning**, he **keeps muttering** under his breath something about Fortnite, and he **cannot stay focused on what Ms. Wolbers is saying**.
- ▶ Inference(s) – What is happening, what do the actions mean/suggest:  
***Jake is sleepy; Jake is exhausted; Jake enjoys playing Fortnite; Jake thinks about/plays Fortnite on a regular basis.***

# Interpretation (Interpret)

- ▶ To explain the meaning of the text; to bring an **educated & personal understanding** to a particular action, event or object as having deeper significance.
- ▶ What is the *symbolic or underlying meaning* of a particular action, object, etc.

# Example

- ▶ Jake is **slumped** down in his chair, his **eyes are falling closed**, he cannot stop **yawning**, he **keeps muttering** under his breath something about **Fortnite**, and he **cannot stay focused on what Ms. Wolbers is saying**.
- ▶ Inference(s) – What is happening, what do the actions mean/suggest: ***Jake is sleepy; Jake is exhausted; Jake enjoys playing Fortnite; Jake thinks about/plays Fortnite on a regular basis.***
- ▶ Interpretation –  
Why is this happening, what meaning can we derive from the action? ***Jake is likely so exhausted because he stayed up way too late playing Fortnite. Jake is unlikely to follow the lesson in class, and he is also unlikely to retain much of the information shared.***

# Evaluation (Evaluate)

- ▶ To form an idea about the value of the text, after having made multiple inferences & interpretations.
- ▶ What is the overall message, lesson or theme of the text built from the text as a whole?

# Example:

- ▶ Jake is **slumped** down in his chair, his **eyes are falling closed**, he cannot stop **yawning**, he **keeps muttering** under his breath something about Fortnite, and he **cannot stay focused on what Ms. Wolbers is saying**.
- ▶
- ▶ Inference(s) – What is happening, what do the actions mean/suggest:  
*Jake is sleepy; Jake is exhausted; Jake enjoys playing Fortnite; Jake thinks about/plays Fortnite on a regular basis.*
- ▶ Interpretation – Why is this happening, what meaning can we derive from the action:  
*Jake is likely so exhausted because he stayed up way too late playing Fortnite. Jake is unlikely to follow the lesson in class, and he is also unlikely to retain much of the information shared.*
- ▶ Evaluation – What is the lesson or theme the reader can take away from the story?
  - ▶ *It is important to go to sleep earlier, in order to stay focused in class.*
  - ▶ *While playing video games is a great pastime, one should prioritize sleep and actions that benefit their well-being.*

# Putting it into practice...

- ▶ Making Inferences in Short Films:
  - ▶ “Partly Cloudy” – *Pixar*
  - ▶ “Piper” – Pixar
  - ▶ “Borrowed Time” – Andrew Coats & Lou Hamou-Lhadj



# Writing Your Analysis:

- ▶ Your analysis/written response should be written in three parts

(1 + 1 + 1)

- ▶ Statement + Evidence + Explanation
- ▶ (Claim)

# Statement (Topic Sentence)

[one sentence]

- ▶ Restates the question.
- ▶ Explains your position.
  - ▶ *What is your inference, interpretation, or evaluation?*
- ▶ Uses your own words.
- ▶ *Example:*  
*What does the ocean represent in the short film “Piper”?*
- ▶ *In “Piper” the ocean represents an obstacle, teaching us that we must face our fears in order to find success.*

# Evidence [at least 2-3 examples]

- ▶ Use clear and specific examples from the text to show where your statement comes from.
- ▶ In other words, how do you know what you know?
- ▶ This should be as a quote for a written text or paraphrase for a visual text.
- ▶ (Summarize in your own words)

# Explanation

[6-8 sentences]

- ▶ Explain how your evidence relates to your statement.
- ▶ In other words, how does this part of the text, answer the question and prove your statement to be true?

# Example:

*Interpret & Evaluate:*

*What does the ocean represent in the short film “Piper”?*

Statement + Evidence + Explanation

In “Piper” the ocean represents an obstacle, teaching viewers that we must face our fears in order to find success.

# Example:

*Interpret & Evaluate:*

**What does the ocean represent in the short film “Piper”?**

Statement + Evidence + Explanation

In “Piper” the ocean represents an obstacle, teaching viewers that we must face our fears in order to find success. This symbolism is shown and developed through Piper’s various interactions with the ocean. For instance, when Piper first approaches the shoreline to find food, she is hit by a giant wave. Following this, Piper retreats each time she sees a wave roll in. Unfortunately for Piper, the ocean is her only source of food. Thus, as her hunger increases, she realizes she must journey back to the ocean in order to feed herself. In doing so, she observes how the small crabs navigate the dangers of the shoreline by facing the rough waves head on; accordingly, she discovers that in order to stay safe she can burrow herself in the sand when waves roll in.

# Example:

## *Interpret & Evaluate:*

**What does the ocean represent in the short film “Piper”?**

Statement + Evidence + Explanation

In “Piper” the ocean represents an obstacle, teaching viewers that we must face our fears in order to find success. This symbolism is shown and developed through Piper’s various interactions with the ocean. For instance, when Piper first approaches the shoreline to find food, she is hit by a giant wave. Following this, Piper retreats each time she sees a wave roll in. Unfortunately for Piper, the ocean is her only source of food. Thus, as her hunger increases, she realizes she must journey back to the ocean in order to feed herself. In doing so, she observes how the small crabs navigate the dangers of the shoreline by facing the rough waves head on; accordingly, she discovers that in order to stay safe she can burrow herself in the sand when waves roll in. Upon examining these events deeper, it is evident that the incident with the ocean instills great fear in Piper. She not only retreats when observing the waves, but she avoids the ocean altogether. Consequently, her fear has created an obstacle to her survival. Motivated by both hunger and curiosity, she quickly realizes she must face her fears to survive and goes back to the ocean. Thus, with the knowledge she gains from the crabs, who do not retreat nor evacuate the shoreline but lean into the waves, she is able to effectively navigate the shoreline and her confidence grows. She is then successful in safely traversing the waves, gathering food for herself and others, and replacing her fear with confidence. Overall, this experience teaches Piper, and the viewers, that you cannot allow your fear to become an obstacle; in order to find success, you must instead face your fears directly.

# Practice Response

## *Interpret & Evaluate:*

1. In the short film “Borrowed Time,” the audience is shown a small gold pocket watch several times. *What does this watch represent, and what lesson does the film provide to viewers?*
2. In the short film “Borrowed Time,” the filmmakers use various colours to create changes in the setting. *How do these colours reflect the journey of the main character, and what lesson does he (and the audience) learn?*