

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

What did you use to answer the questions on the previous slide?

Infering

Observations (textual clues)

+

Schema (what you already know)

=

Inference

An *inference* is a conclusion reached on the basis of evidence and reasoning.

In English, we use inference when we make meaning from a text. Often, the meaning we make will be *subjective*, as we draw from our own schema.

We use inference when we discuss or write about a text. It is particularly important to make inferences when writing text response essays, and not just provide observations.

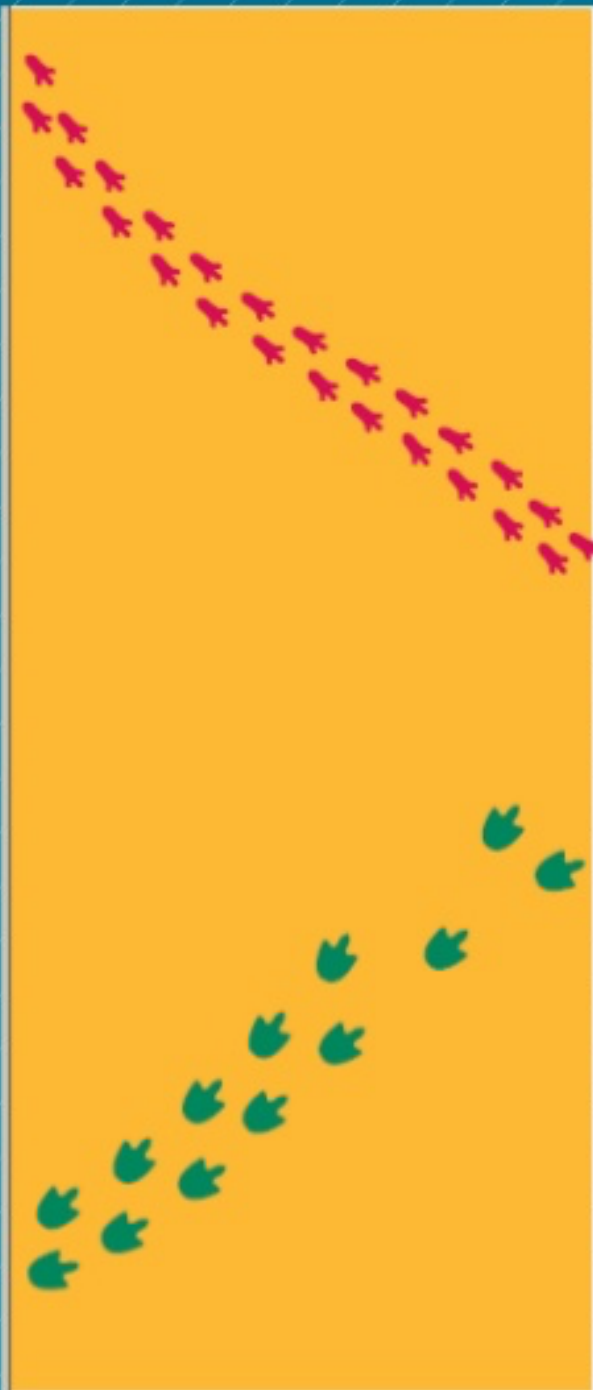
Observations versus inferences



Observations and Inferences

Observations are what
you notice

Inferences are your
reactions, thoughts or
explanations

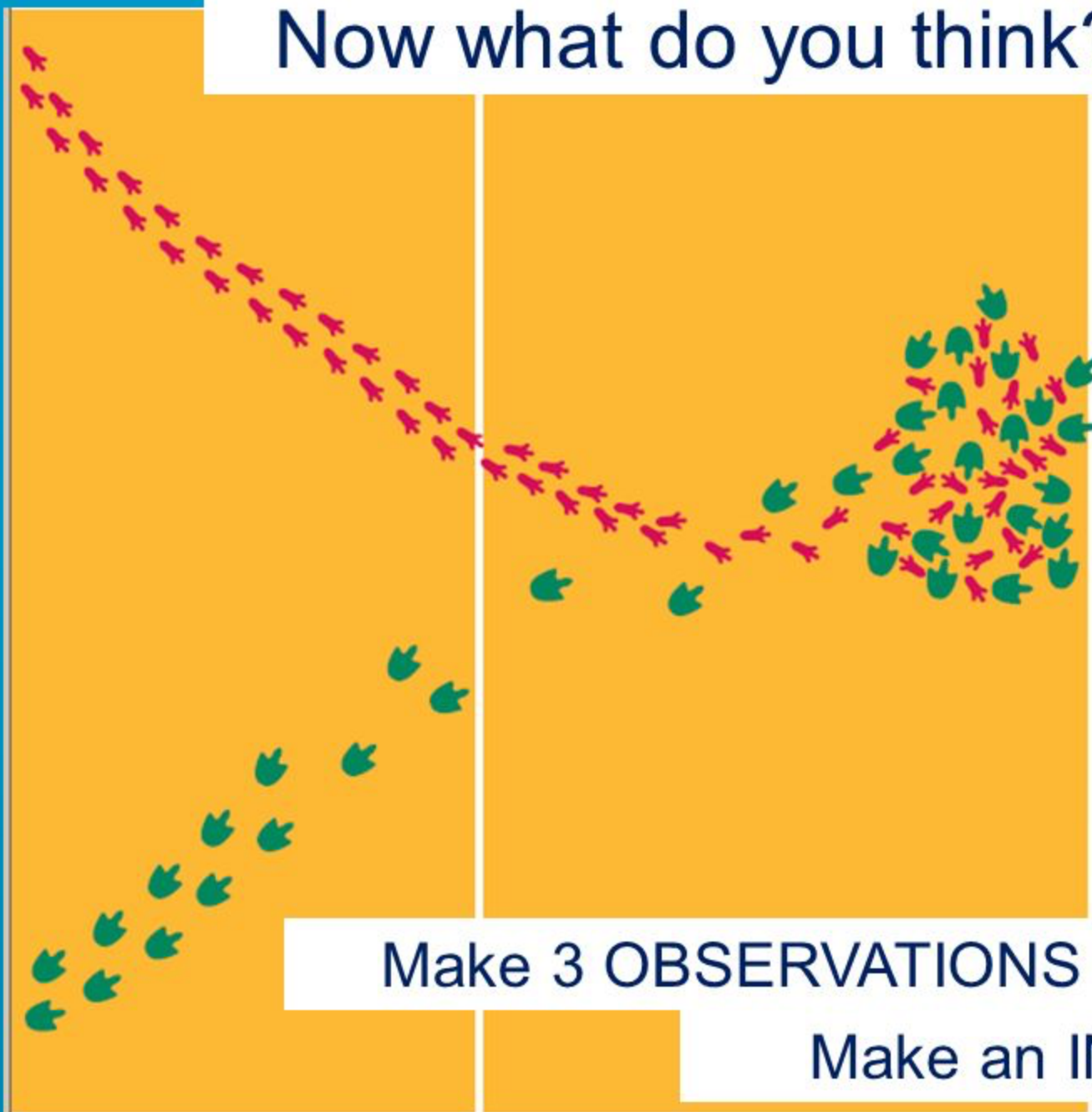


Look at these two sets of animal tracks.

List 3 OBSERVATIONS

Make an INFERENCE

Now what do you think?



Make 3 OBSERVATIONS

Make an INFERENCE

Now what do you think?



Make 3 OBSERVATIONS

Make an INFERENCE

Comparing Observations and Inferences

Sample Observations	Sample Inferences
The footprints in the soil each have five toes.	An animal made the footprints.
The larger footprints are about 20 cm long.	A bear made the footprints.
The space between each pair of footprints is about 30 cm.	The animal was walking, not running.

Observation = evidence

Inference = explanation

Practising inference with poetry

At each point of the poem, pause to make observations and inferences about the text.

Just as you did with the animal tracks, you will need to use at least **two** observations to support your interpretation of the poem at each pausing point.

You may notice that your inferences and interpretations develop over the course of the poem, as further textual clues become available to you.

Let these two worlds combine,

Yours and mine.

The door between us is not locked,

Just ajar.

Let these two worlds combine,
Yours and mine.

The door between us is not locked,
Just ajar.

There is no need for the mocking
Or the mocked to stand afar

With wounded pride

Or angry mind,

Or to build a wall to crouch and hide,

To cry and sneer behind.

Let these two worlds combine,
Yours and mine.
The door between us is not locked,
Just ajar.
There is no need for the mocking
Or the mocked to stand afar
With wounded pride
Or angry mind,
Or to build a wall to crouch and hide,
To cry and sneer behind.

This is ours together.
This nation –
No need for separation.
It is time to learn.
Let us forget the hurt,
Join hands and reach
With hearts that yearn.

Let these two worlds combine,
Yours and mine.
The door between us is not locked,
Just ajar.

There is no need for the mocking
Or the mocked to stand afar
With wounded pride
Or angry mind,
Or to build a wall to crouch and hide,
To cry and sneer behind.

This is ours together.
This nation –
No need for separation.
It is time to learn.

Let us forget the hurt,
Join hands and reach
With hearts that yearn.

Your world and mine
Is small.
The past is done.
Let us stand together,
Wide and tall
And God will smile upon us each
And all
And everyone.

Integration

Let these two worlds combine,
Yours and mine.
The door between us is not locked,
Just ajar.
There is no need for the mocking
Or the mocked to stand afar
With wounded pride
Or angry mind,
Or to build a wall to crouch and hide,
To cry and sneer behind.
This is ours together.
This nation —

No need for separation.
It is time to learn.
Let us forget the hurt,
Join hands and reach
With hearts that yearn.
Your world and mine
Is small.
The past is done.
Let us stand together,
Wide and tall
And God will smile upon us each
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And everyone.

Combining skills: Infererring and Connecting

Consider the *inferences* that you have made whilst reading through the text, and decide upon your final interpretation of the poem. You may wish to remove earlier inferences that you modified as further textual clues became available to you.

Combining skills: Infererring and Connecting

Now, consider **connections** you can make to *Integration*. How does this poem present ideas that are familiar to you? Can you make any personal, real world or intertextual connections as you read this poem? How can we use this poem to relate to or reveal things about the world around us?



You can ask yourself questions like:
What does that remind me of?
How is this situation familiar to me?
Does that character remind me of anyone?
Do I know anyone like _____ ?
Who do I know who is like that character?
Have I ever been in a situation like this?



OR:
Have I ever read something like this before? Or seen a film about something like this?
What is the connection between this bit I've just read, and the rest of the story?
Does the author want me to notice this bit especially? It seems so ... I wonder why?
What ways are these two texts alike? Or different?



Combining skills: Infererring and Connecting

Choose **two** connections that you can make to this poem. Explain these connections in detail. You may wish to make use of one or more of the following sentence stems:

- “This poem can be connected to the idea of...”
- “However/similarly, this poem reveals...”
- “This poem relates to... through...”
- “We can use this poem to understand more about...”
- You should end up with two paragraphs that outline the subjective meaning you make from this poem.