

Dr. T. Roger Taylor
Curriculum Design for Excellence, Inc.
P.O. Box 4505, Oak Brook, IL 60522
Tel 630-852-8863 Fax 630-325-3281
E-Mail: mailcenter@rogertaylor.com
Website: www.rogertaylor.com

Dr. T. Roger Taylor, **Phi Delta Kappa Educator of the Year**, chosen **BEST OF THE BEST** by the Sloan-Kettering I.D.E.A. Fellows Program, **DISTINGUISHED LECTURER** for the Association for Supervision and Curriculum Development (ASCD), author of over 8,000 integrated, interdisciplinary, thematic units, spends over 220 days a year doing professional development across the United States and World-wide. Dr. Taylor is recognized as one of the most sought-after experts in the areas of interdisciplinary, integrated curriculum, differentiated instruction, standards-based, problem/project-based curricula, gifted education, critical thinking skills, character education, multiple intelligence, school-to-career education, standards-based assessment and brain-based learning. He has helped thousands of school districts apply local and state standards to their curricula so that, "teachers are teaching students to learn rather than teaching for the test." In his 40 years as a classroom teacher, administrator, professor, and internationally known educational consultant, Roger has established an Web site with thousands of units that K-12 teachers may download for instruction and lesson planning. The units are written based on the AHA! (Analyzing Human Activities) model he created. This unique model, validated by Stanford University, includes specific application of the most recent brain research, multiple intelligences and constructivist hands-on project-centered learning in alignment with state defined benchmarks and standards. Over 37,500 teachers have attended Dr. Taylor's summer weeklong differentiated curriculum-writing workshops where they create integrated, interdisciplinary, thematic units for their students. The best of these curriculum units are available on his Web site.

All of the research-based strategies in the ASCD book, *What Works*, are integrated into each lesson plan. All eight of Howard Gardner's (Harvard University) Multiple Intelligences and the 13 principles of learning from Pi Lambda Theta must be included in each lesson before they are published online at Dr. Taylor's Web site, *Curriculum Design Online*. The six levels of E. Paul Torrance's Divergent Thinking Skills for Creative Production are integrated into each lesson plan. Dr. Taylor's unique character education / ethics strategies, based on Kohlberg, Gilligan and Coles, are woven into each lesson strand. Finally, Dr. Taylor's I-Search / Research strategies are integrated into the units so that every child, as a result of differentiated instruction, becomes a "creator and producer" of an original product.

In addition, Roger has assisted school districts throughout the United States with incorporating a team approach to address the latest standards-based curriculum alignment. Roger specializes in differentiated curriculum design for special needs "at-risk" learners and highly gifted students, and is a specialist in creating smaller learning communities for meeting the needs of today's young people. School districts, universities, state departments, educational service centers, and professional educational organizations continue to engage Roger as a **featured keynoter** because of his ability to present research-based information in a humorous and entertaining manner. Topics that Dr. Taylor presents are: differentiated instruction, standards-based, problem/project based curricula, closing the achievement gap, alternative strategies for high at-risk students, critical thinking skills, character education focusing on Kohlberg's *Theory of Moral Development*, the socio-emotional needs of at-risk students, creativity, school-to-career connections, applying standards to the curriculum and his own integrated, interdisciplinary AHA! Model for curriculum development. Roger is a popular "back to school" keynoter because of his ability to "motivate with meaningful information" and set a positive tone for the return to school. Whether it is presenting to educators in a district-wide institute as a "sage on the stage" or working with small teams of teachers as a "guide on the side," Roger's impact on teachers, students and the school district itself has proven to elevate the teaching skills of veteran teachers as well as new teachers and motivate students to learn skills and content using his AHA! Model. His unique I-Search/Research approach has been used successfully by thousands of teachers and students.

In the Chicago area, Dr. Taylor served as **Director of the Area Service Center for Educators of Gifted Children** and served on the **Executive Board for the National Association for Gifted Children** for over ten years. Thousands of gifted programs and gifted children have directly benefited from Roger's expertise. In addition to curriculum development focusing on integrated, interdisciplinary learning, Roger focuses on gifted program planning, identification, staff development training, and curriculum development for "mainstream" and "pull-out" program models. He has traveled internationally to train educators to incorporate his unique and highly successful model for inclusion of **special needs learners**. Many community colleges and universities are using Dr. Taylor's curriculum not only for school to career connections but also to strengthen the academic teaching strategies of their professors.

Dr. Taylor has given **keynotes, workshop sessions, and motivational speeches** for such organizations as the Association of California School Administrators, Indiana Association for Elementary School Principals, Kentucky Association for Secondary School Administrators, The National Council for Teachers of Mathematics, The Ohio Psychologists and Counselors Association, ASCD Middle School Consortium, British Columbia Primary Teachers Association, Association for Childhood Education Int'l (ACEI), the International Reading Association, National Association for Gifted Children (NAGC), Association for Supervision of Curriculum and Development (ASCD), and was named by the Institute for Development of Educational Activities, Inc. (I.D.E.A.) as one of the **BEST OF THE BEST** during its 25th year celebration. Many educational and service groups have duly recognized Dr. Taylor. The Jaycees named him as one of the **"Outstanding Young Men of America"** and his name has been added to **"Who's Who in America," "The International Who's Who of Intellectuals," "Who's Who in the World,"** and **"Who's Who in American Education."**

The AHA! Model for creating integrated, interdisciplinary, thematic curriculum units is being used by teachers all over the world and **has proven to raise achievement test scores while preserving the excitement and joy of authentic teaching and learning**. He has been a featured consultant with the Bureau of Education and Research (BER) for 24 years, a featured speaker and keynoter for the National Differentiated Instruction Conferences sponsored by Staff Development for Educators (SDE) and a teacher for primary, elementary, middle school and high school students, as well as educators of all ages, for 40 years.

Through the National School Conference Institute (NSCI), Dr. Taylor conducted eight 85-minute programs on the topic of integrated, interdisciplinary curriculum to serve at **risk children** and **highly gifted students**. These programs were broadcasted in real time via satellite. He also appeared on a special program focusing on the topic of *Best Practices in Teaching and Learning* that was televised on **The Learning Channel**. Roger has traveled to **England, Japan, Germany and Saudi Arabia** to work with teachers and administrators working for the Department of Defense. In American Schools abroad, he has presented major keynotes and sessions at conferences in **Rome, Nairobi, Athens, Nice, Bali,** and (most recently) worked with teachers at the Soto Grande International School in **Spain**.

The Year 1908

What a difference a century makes! Here are some of the US statistics for 1908:

Two of 10 US adults couldn't **read or write**. Only **6 percent** of all Americans had graduated high school.

The **average** life expectancy in the US was **47 years**.

Only **14 percent** of the homes in the US had a **bathtub**.

The **average wage** in the US was **22 cents an hour**.

More than **95 percent** of all **births** in the US took place at home.

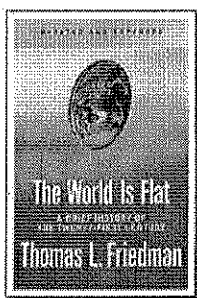
Most **women** only washed their hair **once a month**, and used **borax or egg yolks** for shampoo.

Ninety percent of all **US physicians** had no college education. Instead, they attended medical schools, many of which were condemned in the press and by the government as "substandard."

Marijuana, heroin, and morphine were all available **over the counter** at corner drugstores. According to one pharmacist, "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach and bowels, and is, in fact, a perfect guardian of health."

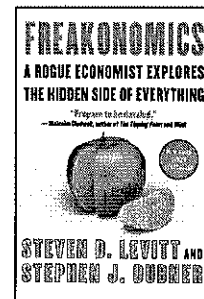
From: 1899 to 2008

AN INDUSTRIAL SOCIETY
A CENTRALIZED SOCIETY
A NATIONAL ECONOMY
FORCED TECHNOLOGY
TOP-DOWN SOCIETY
NORTH
INSTITUTIONAL HELP
PHYSICS
EITHER/OR
REPRESENTATIVE DEMOCRACY
A MANAGERIAL SOCIETY
INSTITUTIONAL MEDICINE
SICKNESS-ORIENTATION
HIERARCHIES
SHORT TERM
PRINTING
BROADCASTING
DEPARTMENT-CHAIN STORES
FAMILY AS BASIC UNIT
PARTY POLITICS
NON-RENEWABLE RESOURCES
MYTH OF THE MELTING POT
MATERIAL PRODUCTIVITY
HIRED LABOR
LEFT VS. RIGHT POLITICS
CONQUERORS OF NATURE
VERTICAL SOCIETY



TO: 21st Century

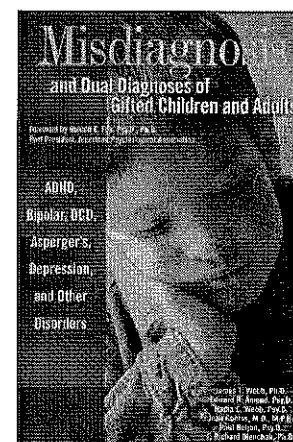
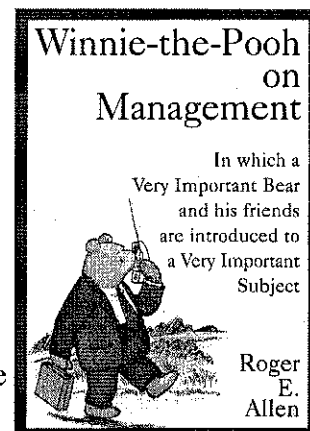
AN INFORMATION SOCIETY
A DECENTRALIZED SOCIETY
PART OF AN INTEGRATED GLOBAL ECONOMY
HIGH TECH/HIGH TOUCH
BOTTOM-UP SOCIETY
SOUTH
SELF HELP
BIOLOGY
MULTIPLE-OPTION
PARTICIPATORY DEMOCRACY
AN ENTREPRENEURIAL SOCIETY
PERSONAL RESPONSIBILITY
WELLNESS-ORIENTATION
NETWORKING
LONG TERM
TELECOMMUNICATIONS
NARROW/CASTING
BOUTIQUES
INDIVIDUAL AS BASIC UNIT
ISSUE POLITICS
RENEWABLE RESOURCES
CELEBRATION OF CULTURAL DIVERSITY
KNOWLEDGE PRODUCTIVITY
CONTRACT LABOR
POLITICS OF THE RADICAL CENTER
PARTNERSHIP WITH NATURE
HORIZONTAL SOCIETY



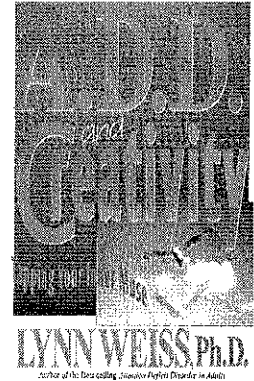
DIFFERENTIATED LEARNING STYLES / TEACHING STYLES TEST **FOR DIAGNOSTIC AND PRESCRIPTIVE LEARNING**

Circle A, B, or C for the description that is **most** like you. Mark only one letter for each question.

1. I remember best...
 - A. names
 - B. faces
 - C. both names and faces.
2. I prefer to have things explained to me...
 - A. with words
 - B. by showing them to me
 - C. both ways
3. I prefer classes...
 - A. with one assignment at a time
 - B. where I work on many things at once
 - C. both ways
4. I prefer...
 - A. multiple choice tests
 - B. essay tests
 - C. both kinds of tests
5. I am...
 - A. not good at body language, I prefer to listen to what people say
 - B. good at body language
 - C. sometimes good, but other times not good
6. I am...
 - A. not good at thinking of funny things to say and do
 - B. good at thinking of funny things to say and do
 - C. sometimes good
7. I prefer classes...
 - A. where I listen to the "experts"
 - B. in which I move around and try things
 - C. where I listen and also try things
8. I decide what I think about things...
 - A. by looking at the facts
 - B. based on my experience
 - C. both ways
9. I tend to solve problems...
 - A. with a serious, business-like approach
 - B. with a playful approach
 - C. with both approaches
10. I like...
 - A. to use proper materials to get jobs done
 - B. to use whatever is available to get jobs done
 - C. a little of both
11. I like my classes or work to be...
 - A. planned so I know exactly what to do
 - B. open with opportunities for changes as I go along
 - C. both planned and open to changes

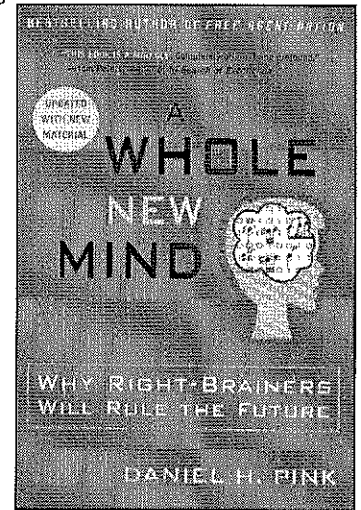


12. I am...
 A. never inventive
 B. very inventive
 C. occasionally inventive
13. I prefer classes when I am expected...
 A. to learn about things I can use in the future
 B. to learn things I can use right away
 C. both kinds of classes
14. I...
 A. would rather not guess or play hunches
 B. like to play hunches and guess
 C. sometimes make guesses and play hunches
15. I like to express feelings and ideas...
 A. in plain language
 B. in poetry, song, dance, art
 C. both ways
16. I get insights from poetry, symbols, etc...
 A. rarely
 B. usually
 C. sometimes
17. I prefer...
 A. solving one problem at a time
 B. solving more than one problem at a time
 C. both equally
18. I respond more to people when...
 A. they appeal to my logical side, my intellect
 B. when they appeal to my emotional side, my feelings
 C. both ways
19. I prefer to learn...
 A. the well-established parts of a subject
 B. about the unclear parts, the hidden possibilities
 C. both ways
20. I prefer...
 A. analytic reading, taking ideas apart and thinking about them separately
 B. creative reading, putting a lot of ideas together
 C. both kinds of reading
21. I prefer...
 A. to use logic in solving problems
 B. to use "gut feelings" in solving problems
 C. both equally
22. I prefer...
 A. to analyze problems by reading and listening to experts
 B. to see and imagine things when I solve problems
 C. to do both.
23. I'm very good at...
 A. explaining things with words
 B. explaining things with hand movements and actions
 C. both



24. I learn best from teachers who...
- A. explain with words
 - B. explain with movement and actions
 - C. have no preference
25. When I remember or think about things, I do so best with...
- A. words
 - B. pictures and images
 - C. both equally well
26. I prefer to...
- A. examine something that is finished and complete
 - B. organize and complete something that is unfinished
 - C. do both
27. I enjoy...
- A. talking and writing
 - B. drawing and manipulating (handling) things
 - C. both equally
28. I am...
- A. easily lost in finding directions
 - B. good at finding directions
 - C. not bad in finding directions, but not really good either
29. I am...
- A. primarily intellectual
 - B. primarily intuitive
 - C. equally intellectual and intuitive
30. I prefer to learn...
- A. details and specific facts
 - B. from a general overview, to look at the whole picture
 - C. both ways equally
31. I read...
- A. for specific details and facts
 - B. for main ideas
 - C. for both equally
32. I learn and remember...
- A. only those things specifically studied
 - B. details and facts in the environment not specifically studied
 - C. have noticed no difference in these areas
33. I like to read...
- A. realistic stories
 - B. fantasy stories
 - C. no preference
34. I feel it is more fun to...
- A. plan realistically
 - B. dream
 - C. both equally fun
35. I...
- A. prefer total quiet when reading or studying
 - B. prefer music while reading or studying
 - C. listen to music only when reading for enjoyment, not when studying
36. I would like to write...
- A. non-fiction books
 - B. fiction books
 - C. no preference

37. If seeking mental health counseling, I would prefer...
- the confidentiality of individual counseling
 - group counseling and sharing of feelings with others
 - no preference for group over individual counseling
38. I enjoy...
- copying and filling in details
 - drawing my own images and ideas
 - both equally
39. It is more exciting...
- to improve something
 - to invent something
 - both are exciting
40. I prefer to learn...
- by examining
 - by exploring
 - both ways equally
41. I prefer...
- algebra (word problems)
 - geometry (visual problems)
 - both equally
42. I am skilled in...
- sequencing ideas
 - showing relationships among ideas
 - both equally
43. I prefer...
- dogs
 - cats
 - both equally
44. I ...
- use time to organize myself and my personal activities
 - have difficulty in pacing my personal activities to time limits
 - pace personal activity to time limits easily
45. I have...
- almost no mood changes
 - frequent mood changes
 - few mood changes.
46. I am...
- almost never absent-minded
 - frequently somewhat absent-minded
 - occasionally absent-minded
47. I am strong...
- in recalling verbal materials (names, dates)
 - in recalling spatial material
 - equally strong in both
48. I am skilled in...
- the statistical, scientific prediction of outcomes
 - the prediction of outcomes
 - equally strong in both
49. I prefer...
- outlining over summarizing
 - summarizing over outlining
 - equally skilled in both



50. I prefer...
 A. verbal instructions
 B. demonstrations
 C. no real preference

YOUR STYLE OF LEARNING AND THINKING: RIGHT, LEFT, OR WHOLE BRAIN DOMINANT

LEFT (A's) _____ RIGHT (B's) _____ WHOLE BRAIN (C's) _____

1. Compute your B score minus your A score. It can be a minus or plus.
2. If your C score is 15 or higher, divide your B minus A score by 3. Round your score to the nearest number. The answer will be your score. It can be a minus or plus number.

OR

If your C score is from 9 to 14, divide your B minus A score by 2. The answer will be your score. It can be a minus or plus answer. _____

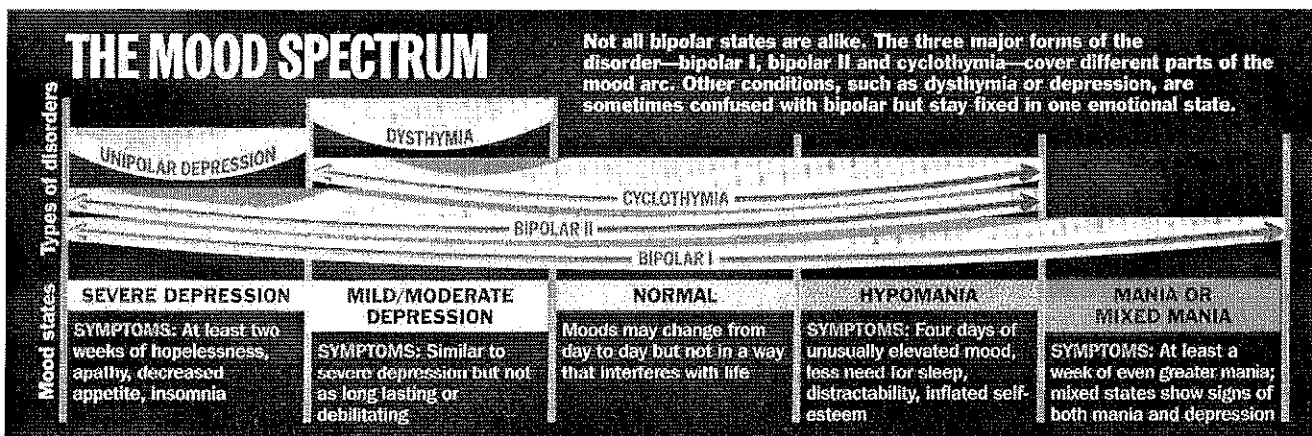
OR

If your C score is less than 9, do not divide at all. Your B minus A score is your answer.

PLOT YOUR SCORE BELOW

-40... -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10...+40

- A score of 0 = Whole brain dominance / (Christopher Robin)
 A score of -1 to -6 = Whole brain dominance favoring the left / (Eeyore)
 A score of +1 to +6 = Whole brain dominance favoring the right / (Piglet)
 A score of -7 or lower = Left brain dominance / (Owl)
 A score of +7 or higher = Right brain dominance / (Pooh)



DO NOT THEN TRAIN YOUTH TO LEARNING BY FORCE AND HARSHNESS: BUT
 DIRECT THEM TO DO IT BY WHAT AMUSES THEIR MINDS.
 SO THAT YOU MAY BE BETTER ABLE TO DISCOVER WITH ACCURACY THE
 PECULIAR BENT OF THE GENIUS OF EACH.
 ...PLATO

TEACHING TECHNIQUES FOR BRAIN COMPATIBILITY

For Concrete Sequential Use:

A score of -7 or lower (**OWL**)

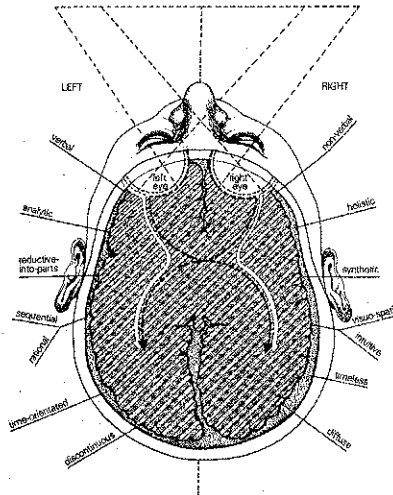
1. Workbooks or lab manuals
2. Lectures accompanied with overhead transparencies, drawings, or models; demonstration teaching
3. Hands-on materials (paint, frogs, plastic or wood models, apparatus, etc.)
4. Field trips
5. Programmed instruction or computer-assisted instruction.

AND EXPECT STUDENTS TO:

1. Follow step-by-step directions exactly
2. Use various drill techniques to practice what they have learned
3. Give correct answers available from text

LEFT-BRAIN FUNCTIONS

Critical Thinking
Sequential
Logical Thinking
Analysis
Evaluative Thinking
Convergent Thinking
Focal Thinking
Parts/segmented
Linear
Verbal
Verbal instructions
Controlled experimenting
Serious ideas/logical ideas
Math (Algebra)
Objective processing of ideas
Dislikes improvising
Little use of metaphors
Little use of analogies
Receptive
Abstract math computation
Sequencing of concepts
Verbal memory
Reading/phonics
Writing
Ordering/sequencing
Planning
Verifying
Duplication and application
Reality
Improving known
Nonfiction
Interpreting behavior



RIGHT-BRAIN FUNCTIONS

Creating thinking/synthesis
Simultaneity
Intuitive Thinking
Visual Analysis
Evaluative Thinking
Divergent Thinking
Diffuse Thinking
Holistic/Gestalt
Nonlinear
Visual/Spatial
Visual/kinesthetic instructions
Playful/loose experimenting
Humorous ideas
Math (Geometry)
Subjective processing of ideas
Likes improvising
Use of metaphors
Use of analogies
Self-acting
Simple math computation
Relational concepts
Tonal memory
Sight reading
Singing
Random exploration
Dreaming
Assuming
Imagination
Fantasy
Inventing
Fiction
Affective interaction

For Abstract Random Use:

A score of +7 or higher (**POOH**)

1. Movies and filmstrips
2. Group discussions among students
3. Lecture with discussion of material presented
4. Television
5. Short reading assignments which act as springboards for class activities

AND EXPECT STUDENTS TO:

1. Listen to, learn from, and respond to fellow students
2. Be aware of color, sounds and moods in their environment
3. Observe body language, listen for intonation and reflect upon these in connection with the message given

For Abstract Sequential Use:

A score of -1 to -6 (**EEYORE**)

1. Instructional CD-ROMs
2. Audio tapes
3. Extensive textbook reading assignments
4. Slides
5. Lecture

AND EXPECT STUDENTS TO:

1. Be able and willing to read large amounts of material
2. Be able to conceptualize ideas and convey them either orally or in writing
3. Be able to concentrate on an idea without being distracted by environmental activities or inner feelings

For Concrete Random Use:

A score of +1 to +6 (**PIGLET**)

1. Games or simulations
2. Independent study projects
3. Optional reading assignments
4. Brief mini-lectures
5. Problem solving activities

AND EXPECT STUDENTS TO:

1. Frame hypotheses, develop alternative solutions and test them
2. Be able to solve problems with limited information or data provided
3. Experiment with ideas and material through application.

CHARACTERISTICS OF EXTREME NEUROLOGICAL POLARITY THAT CREATE HIGH AT-RISK BEHAVIOR

BORED WITH ROUTINE TASKS, REFUSES TO DO ROTE HOMEWORK

DIFFICULT TO GET HIM/HER TO MOVE INTO ANOTHER TOPIC

IS SELF-CRITICAL, IMPATIENT WITH FAILURES

IS CRITICAL OF OTHERS, OF THE TEACHERS

OFTEN DISAGREES VOCALLY WITH OTHERS, WITH THE TEACHER

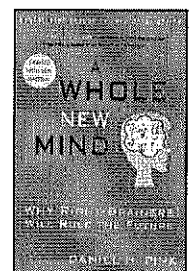
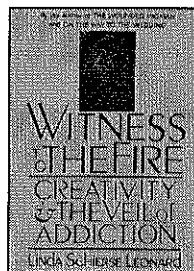
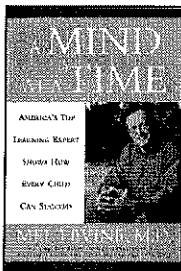
MAKES JOKES OR PUNS AT INAPPROPRIATE TIMES

EMOTIONALLY SENSITIVE—MAY OVERREACT, GET ANGRY EASILY OR
READY TO CRY IF THINGS GO WRONG

NOT INTERESTED IN DETAILS; HANDS IN MESSY WORK

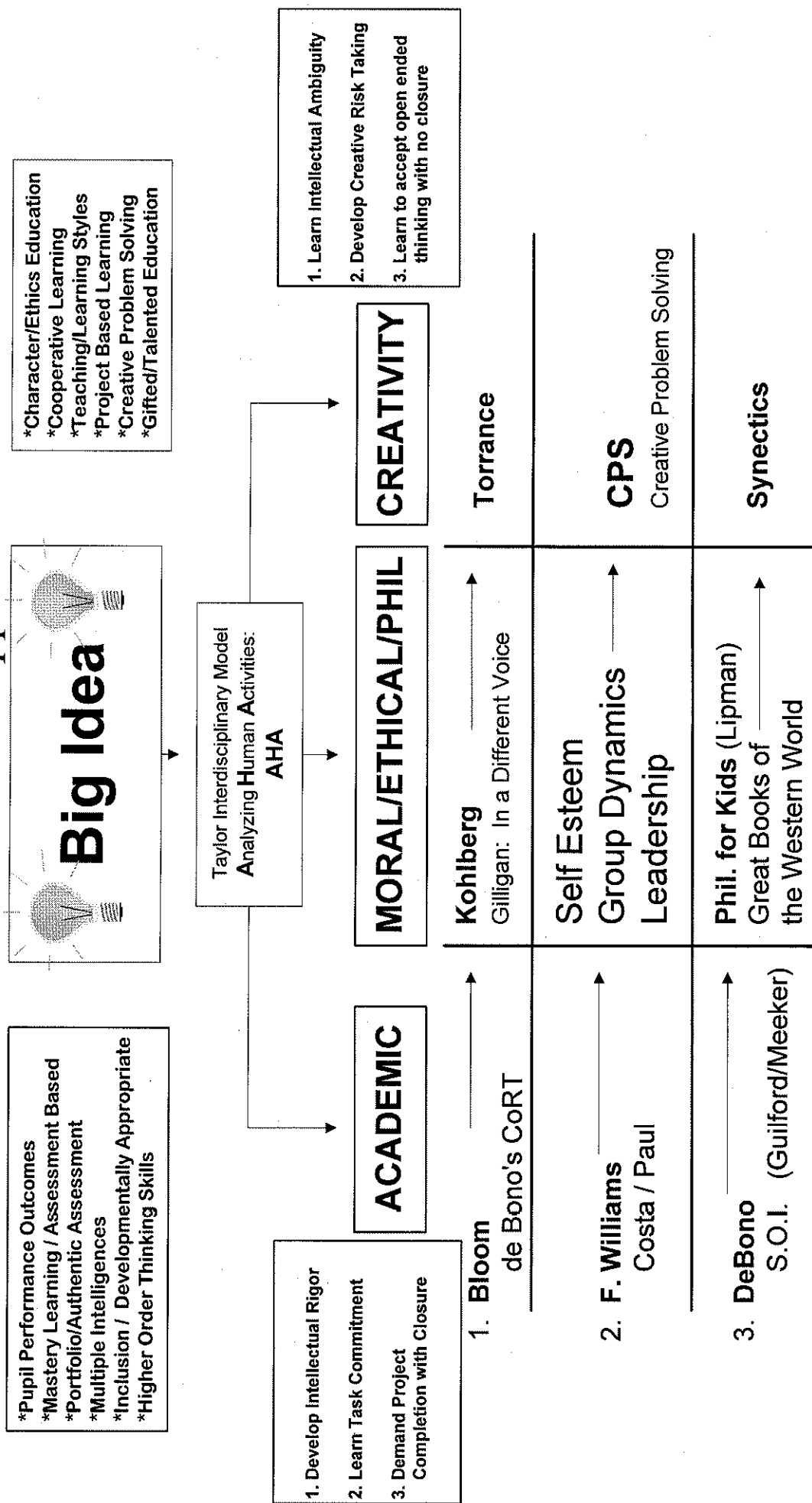
REFUSES TO ACCEPT AUTHORITY; NONCONFORMING, STUBBORN

TENDS TO DOMINATE OTHERS



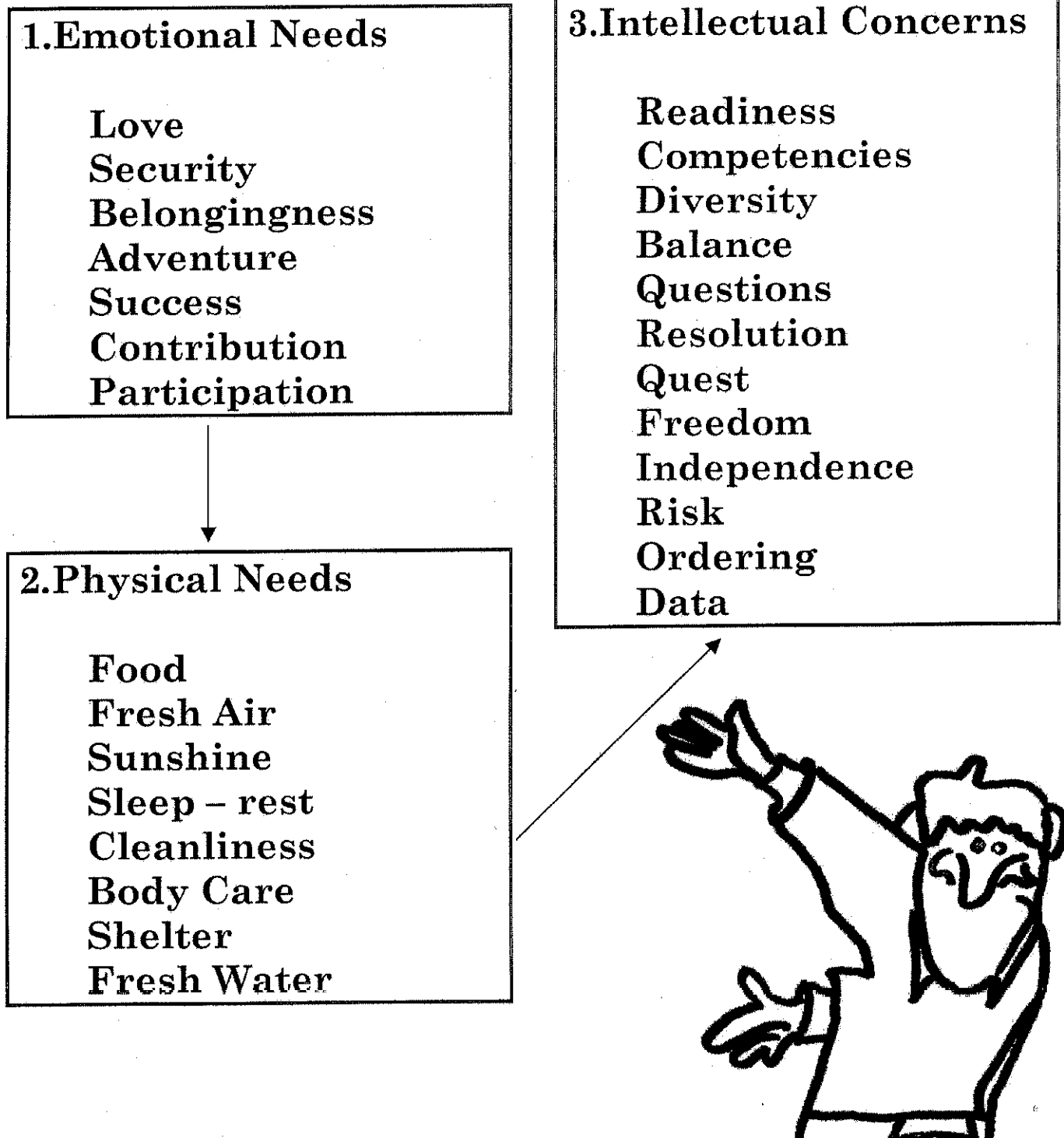
Extreme OWL (Less than -20)	Extreme POOH (More than +20)
Persistent sad, anxious or "empty" mood	Abnormal or excessive elation
Feelings of hopelessness, pessimism	Unusual irritability
Feelings of guilt, worthlessness, helplessness	Decreased need for sleep
Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex	Grandiose notions
Decreased energy, fatigue, being "slowed down"	Increased talking
Difficulty concentrating, remembering, making decisions	Racing thoughts
Insomnia, early-morning awakening, or oversleeping	Increased sexual desire
Appetite and/or weight loss or overeating and weight gain	Markedly increased energy
Thoughts of death or suicide; suicide attempts	Poor judgment
Restlessness, irritability	Inappropriate social behavior
Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain	ADD / ADHD Behavior
Amphetamines	Tranquilizers / Barbiturates
Speed, Ice, Glass, Crystal, Crank, Pep Pills, Uppers, Cocaine, Ritalin, Caffeine & Nicotine	Methamphetamine, Rohypnol (Roofies), Morphine, marijuana/hashish, Xanax / Sarax / Ativan, Thorazine, Alcohol, Quaaludes & Codine

Differentiating The Curriculum: Rigor, Relevance & Relationships Using an Integrated, Interdisciplinary, Thematic, Standards-based Approach



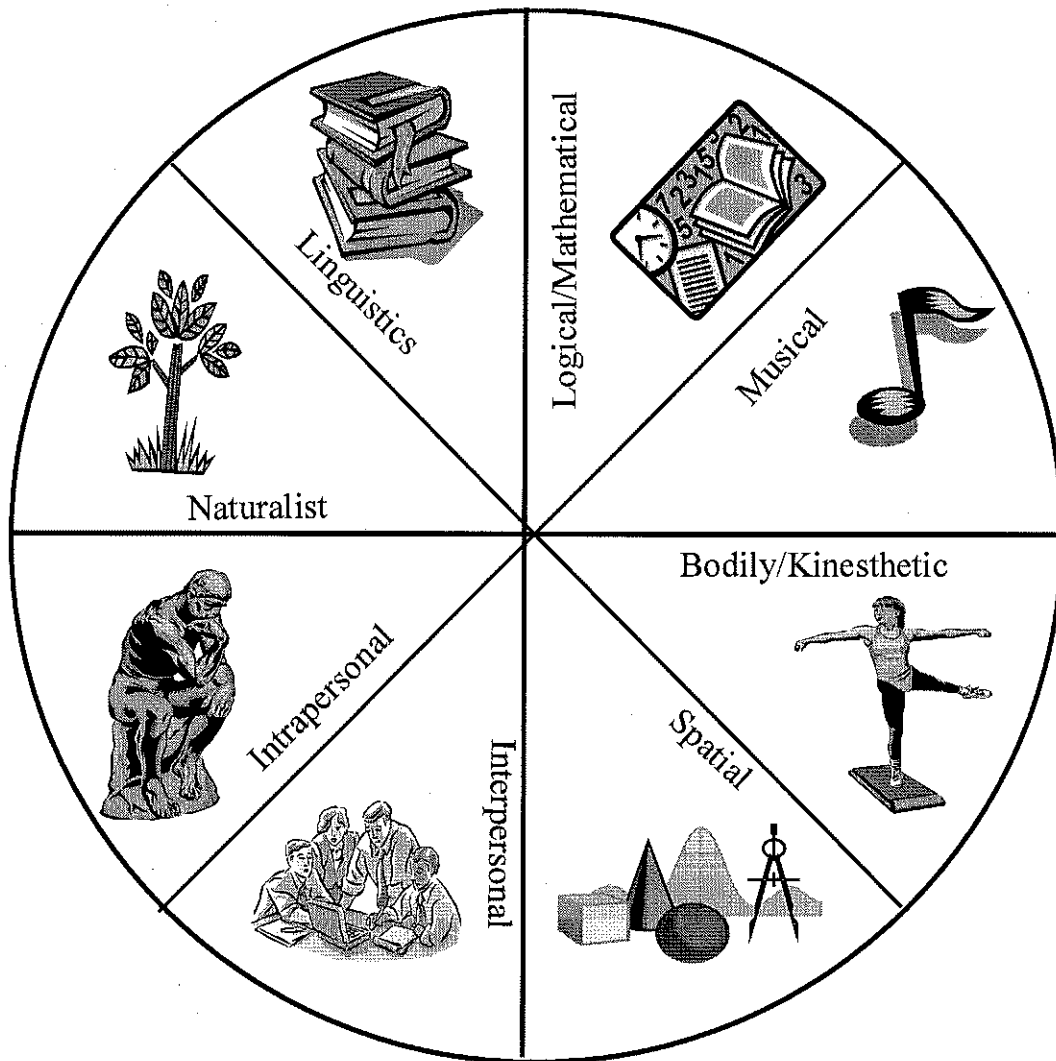
I-SEARCH

Maslow's Hierarchy of Needs



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Curriculum Design for Excellence, Inc
P.O. Box 4505
Oak Brook, IL 60522
Phone: 630-852-886 Fax: 630-325-3281
www.rogertaylor.com

Rethinking Intelligence



High scores on Standard IQ tests have never been accurate predictors of high achievement. Of the many psychologists who have searched for a more meaningful theory of intelligence, Howard Gardner, Ph.D., a professor at Harvard's Graduate School of Education, came up with one of the most popular ideas. His multiple-intelligence theory divided intellectual capacity into eight areas, and he found physiological evidence that each "intelligence" exists in a distinct area of the brain. Gardner believes each person is born with a unique combination of strengths and weaknesses in these eight areas, but that all of them can be more fully developed through education. He has recently added two additional intelligences to his theory. His research continues to challenge educators to rethink intelligence.

- | | |
|-------------------------|-------------------------------|
| 1. Linguistics | 6. Interpersonal |
| 2. Logical/Mathematical | 7. Intrapersonal |
| 3. Musical | 8. Naturalist |
| 4. Bodily/Kinesthetic | 9. (Existentialist/Spiritual) |
| 5. Spatial | 10. (Sexual) |



Come On Baby!!
Enlighten My Fire
ON
Anything Tight on the Renaissance



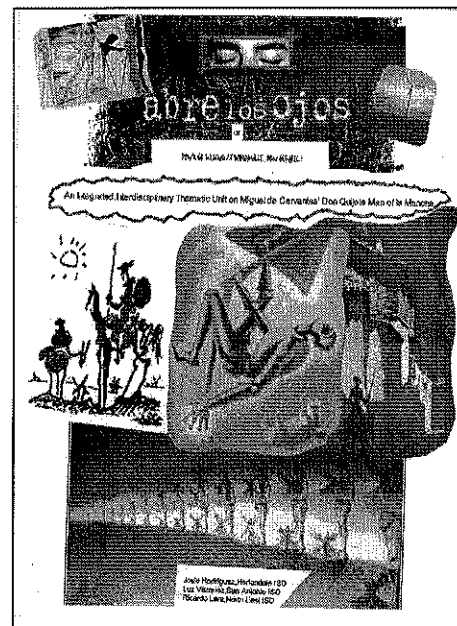
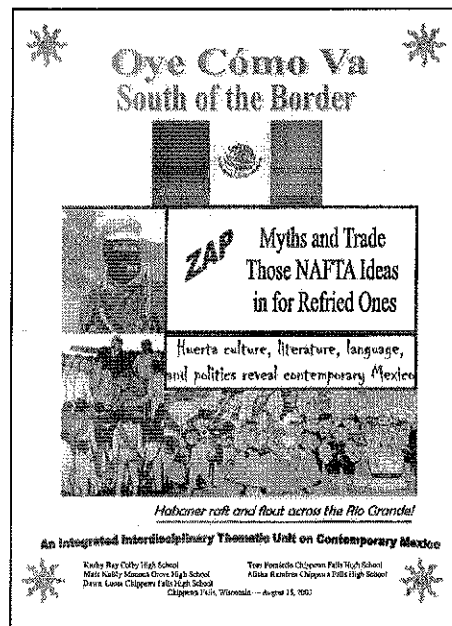
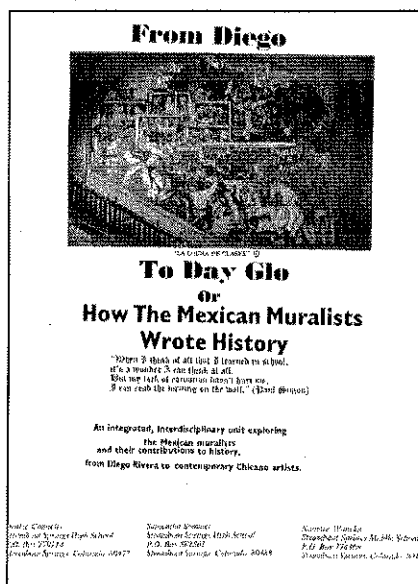
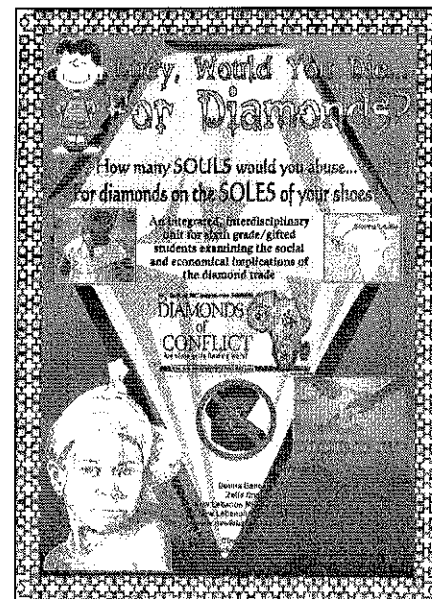
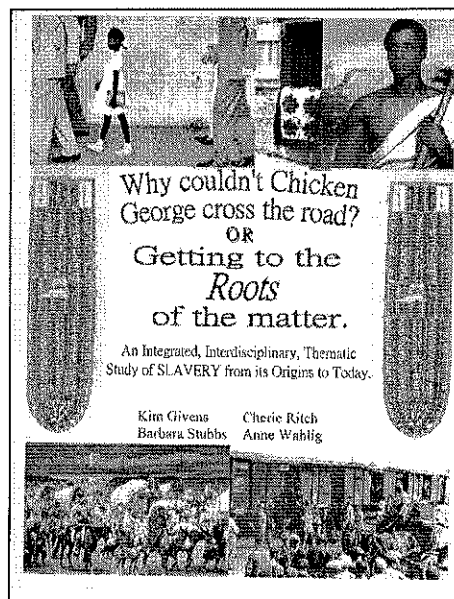
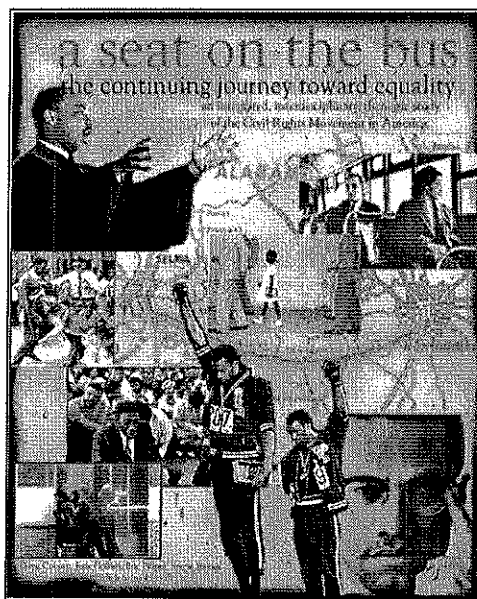
44 improved, beautifully done and fun of the Renaissance

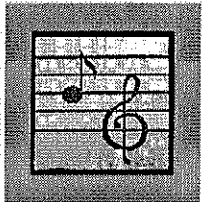
a look for the Renaissance

Paul W. Day
Box 1, P.O. Box
Stacy, A. 72604
P.O. Box 100
Stacy, Texas 75780

Shirley Ann Smith
Box 1, P.O. Box
Stacy, A. 72604
P.O. Box 100
Stacy, Texas 75780

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Box 1, P.O. Box
Stacy, A. 72604
P.O. Box 100
Stacy, Texas 75780



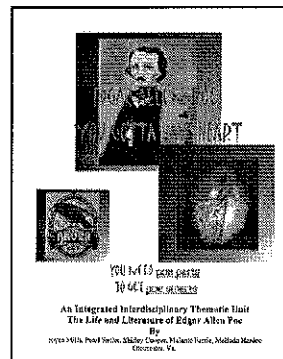
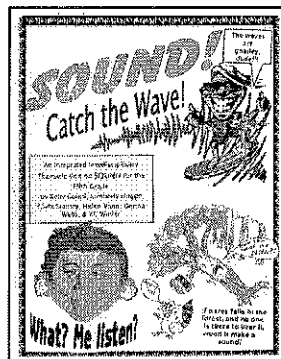
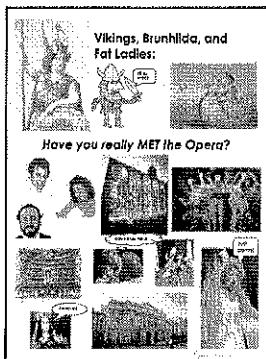
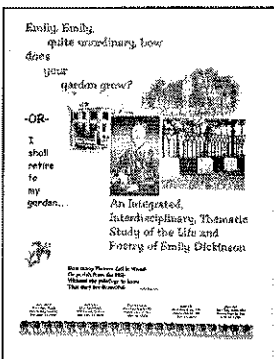


Lesson Planning Ideas

Musical/Rhythmic Intelligence

(a.k.a. auditory/vibrational intelligence)

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Analyze different historical periods through their music	Learn mathematical operations through songs, jingles, & rhythmic beats	Learn Morse Code & practice communicating with it	Learn to use music, rhythm, sound, & vibrations to reduce stress	Listen to & analyze different kinds of music from different cultures	Perform physical exercise routines in sync with music	Play "Guess the Rhythm/Instrument" when listening to various musical pieces
Create a series of key dates in history "raps"	Learn addition, subtraction, multiplication, & division through drum beats	Use different kinds of music for different kinds of writing	Listen to the sound & rhythmic patterns of the environment (humanly-created & nature)	Play musical & percussion instruments from around the world	Record & recognize the varying sounds of a computer operating (and what they mean!)	Turn a nonmusical play into a musical or into an "old time radio show"
Teach/learn songs/music that were popular in previous eras (e.g. Gregorian chant, WWII songs)	Break a set of tones and/or rhythmic patterns into various groups to learn division tables	Create song/raps to teach grammar, syntax, phonetics semantics, & other language concepts	Try various humming patterns to see how they can alter your mood & awareness	Learn the key characteristics of music & rhythmic patterns from different cultures	Experiment with the effects of different kinds of music on how you eat	Practice impromptu music composition using the "stuff" in your surroundings
Make musical instruments from the past & compose a piece using them	Play the "Rhythm Game" to learn times tables (slap thighs, clap hands, snap fingers)	Learn & practice "phonetic punctuation" (a la Victor Borge)	Experiment with the effects of vibration on sand in a metal plate	Create a sound/tonal-based legend for a map	Learn to recognize various machines in industrial technology via their sounds	Draw, paint, or sculpt a piece of music as it plays
Watch films about the past & focus on the sounds of history	Make up sounds for different math operations & processes	Illustrate a story/poem with appropriate sounds, music, rhythms, & vibrations	Assign sounds to systems you are studying such as the nervous system, circulatory systems, etc.	Learn & sing songs from nations/countries being studied	Use music to help improve keyboarding skills & speed	Make up a creative/interpretive dance to a piece of music





Starting, in Ordered Pairs:

- *Imo Slope and At Jaws*
- *Yay N. Theodor and Fur A. Lell*

Plot Your Point

- If *Imordhatat* doesn't fly, why are they so y'all at?
- To "b" or not to "b" that's the point...er...
- One person's positive slope may be another person's negative slope...
- Learning to slope with slope... when you're not so simply math!
- What goes up may keep going up...
- The *Yoke* and *Tail* of the *Sine* and *Cosine*
- Y is important!

First Flight of the Coordinate Plane...
...or It's All Downhill From Here!

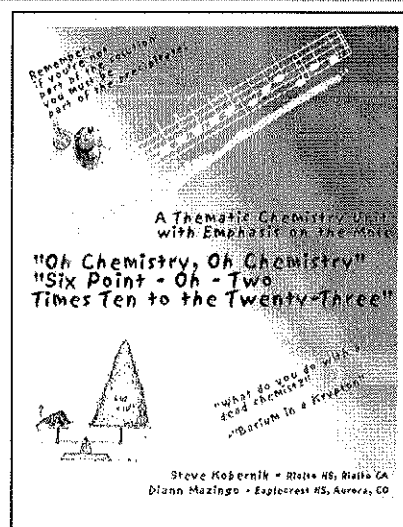
A Standard Form Production
Reel: X3

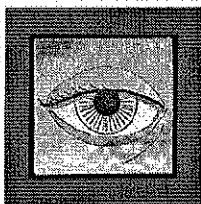
An Integrated,
Interdisciplinary
8th Grade Unit on Slope

Prepared by Dan Coker
and Kelley Braker
Whisper Middle School
Whisper, California

$y = -2x + 3$

Pony Carting, Inc.

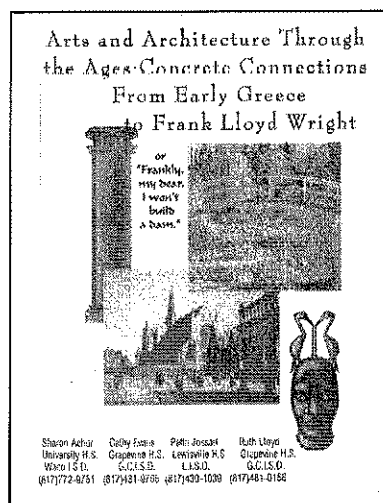




Lesson Planning Ideas

Visual/Spatial Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Have imaginary talks/ interviews with people from the past	Do a survey of student's likes/dislikes then graph the results	Play vocabulary words "Pictionary"	Draw pictures of things seen under a microscope	Draw maps of the world from your visual memory	Draw pictures of how to perform certain physical feats	Watch dancers on video & imagine yourself in their shoes
Make visual diagrams & flow charts of historical facts	Estimate measurements by sight & by touch	Teach "mind mapping" as a note taking process	Create posters/flyers showing healthy eating practices	Study a culture through its visual art- painting & sculpture	Create visual diagrams of how to use machines in industrial technology	Pretend you can enter a painting- imagine what it's like
Imagine going back in time-see what it was like "back then"	Add, subtract, multiply, & divide using various manipulatives	Draw picture of the different stages of a story you're reading	Create montages/collages on science topics (e.g. mammals)	Make maps out of clay & show geographical features	Practice drawing objects from different angles (e.g. drafting)	Listen to music with eyes closed & create a sculpture from clay
Paint a mural about a period of history	Imagine using a math process successfully, then really do it	Learn to read, write, & decipher code language	Draw visual patterns that appear in the natural world, including the microscopic	Make decor for the classroom on a culture you are studying	Learn a series of "spatial games" (e.g. horseshoes, ring toss)	Draw the sets for the various scenes of a play you are reading
Imagine & draw what you think the future will be like	Learn metric measurements through visual equivalents	Use highlight markers to "colorize" parts of a story or poem	Pretend you are microscopic & can travel in the bloodstream	Use a map to get around an unfamiliar place or location	Imagine your computer is human- draw how it works	Draw the visual and color pattern of a dance





Lesson Planning Ideas

Body/Kinesthetic Intelligence

HISTORY	MATHEMATICS	LANGUAGE	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Perform and/or create dramas from a period of history	Use different parts of the body to as a "rule" to measure different things	Play "The Parts of a Sentence" charades	Role play the parts & dynamics of the life of a cell	Learn folk dances/dramas of a culture being studied	Learn & perfect various "multi-tracking" routines (e.g. rub stomach & pat head)	Create the dance equivalent for different inventions, machines, settings, etc.
Re-enact great scenes or moments from history for today	Add & subtract members to & from a group to learn about fractions	"Embody" (act out) the meaning of vocabulary words	Create the rotation of planets with the class as the solar system	Create gestures to represent the legend of a map	Invent something in manufacturing technology classes (e.g. a new house, a tool, etc.)	Create "human sculpture tableaux" to express an idea
Hold an historical period costume & food day	Invent something that requires applying math concepts	Act out a story or play that you are studying	Become & act out the different states of matter	Play "physical movement games" from another culture	Practice physical movements in your mind then with your body	Make up gestures, postures, or facial expressions to accompany a musical score
Play "Great Moments from the Past" charades	Create & act out a play in which the characters are geometric shapes or other math concepts	Learn the alphabet and/or spelling through body movements & physical gestures	Conduct a series of "hands-on" scientific/health experiments	Simulate "going shopping" using currency from another country	Make up a new kind of snack food, prepare it, & eat it	Design a "living painting" of a classical work
Learn dances from previous periods of history (e.g. the minuet, waltz, etc.)	Make up a playground game that uses math concepts/operations	Make up a "Parts of Speech" folk dance	Study & try various "biofeedback" techniques/methods	Study "body language" from different cultural situations	Create & perform a drama on how a computer operates	Practice doing impromptu dramatic mime activities

WE'VE NOT FAT EWE'S FLUFFY OR

WEARING THE POUNDS THROUGH HEALTHY HABITS.
An integrated, interdisciplinary, thematic unit on making healthy choices.

Sharon Molyneux
Sharon Molyneux School
2501 E. 5th Street
Wichita, KS 67217

Gary Schenck
Wichita Middle School
2601 E. 5th Street
Wichita, KS 67217

The Butcher,
The Baker,
The French Fry Maker...

SUPER SIZE

Or... It's Not About the Bike!

Seven days without exercise makes one weak!

An Integrated / Interdisciplinary Thematic Study of Lifestyle Personal Fitness for High School

Body Composition

Stress Management

Muscular Endurance

Cardiorespiratory

Muscular Strength

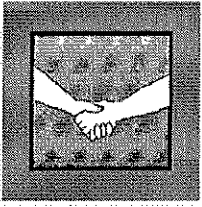
Flexibility

A Body is a Terrible Thing to Waste!

Let's Get Physical!!!!

by Mary Kline
Dorothy Orr
Tori Jones

Anderson, Alaska



Lesson Planning Ideas

Interpersonal Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Do an historical period "jigsaw" (each one learns part & teaches others)	Solve complex story problems in a group	Experiment with joint story-writing--one starts then pass it on	Discuss "Saying No to Drugs" & create Say NO" strategies	Assume the perspective of another culture & discuss a current news item	Teach & play a series of non-competitive games	Learn a new dance & teach it to others
Role-play a conversation with an historical figure	Conduct an "interviewing others" research project & calculate results as percentages	Analyze the message or moral of a story with a group--reach a consensus	Assign group research projects--groups design and implement their research plans	Find the relation of geography/climate to customs/values	Assign teams to prepare and serve meals from foreign countries	Create a team cooperative sculpture from clay
Imagine "passing over" into other times/lives--describe their feelings, thoughts, beliefs, values	"Each one teach one" new math processes/operations	Use a "human graph" to see where a group stands on an issue	Use lab teams for science experiments & exercises	Create scenarios of "culture shock" & analyze for its causes	Use peer coaching teams for projects in industrial technology	Sketch your partner with different expressions
Make a case for different perspectives on the Revolutionary War	Describe <i>everything</i> you do to solve a problem to a partner	Read poetry from different perspectives & in different moods	Discuss controversial health topics & write team positions papers	Brainstorm & prioritize ways to overcome "ugly Americanism"	Have students work in pairs to learn & improve sports skills	Practice "Stop the Action & Improvise" while dramatizing a play
Discuss the impact of key historical decisions on today's world	Have teams construct problems linking many math operations, then solve them	Conduct language drill exercises with a partner (make it into a game)	Describe the "before & after" of key scientific paradigm shifts	Learn to read different kinds of maps, then teach another how to understand them	Create cooperative computing teams to learn computer skills	Learn to sing rounds & counter-melody songs

Rising from the Ashes:
from tragedy to triumph

An interdisciplinary, integrated, thematic unit examining the power of the human spirit to triumph over adversity.

Unit Author: Sandra High School, 7001 S. 10th St., Tempe, AZ 85283
Unit Reviewer: Carol Greenberg, 1001 S. 10th St., Tempe, AZ 85283
Unit Approved: Sandra High School, 7001 S. 10th St., Tempe, AZ 85283
Unit Date: Spring 1994

Conflict Resolution:
The Peaceful Solution

Michael O'Connell / Ed
 Gloria Smith / Ed
 Martha Spivak / Ed

No Lynin', Ewe Can Be A Lamb!

An Integrated, Interdisciplinary Thematic Study of Conflict Resolution For Intermediate Grades

Charlotte - Jerome School, 1010 Main - P.O. Box 100, Charlotte, NC 28204 (704) 334-5019

If I only had a brain, an id, and ego...

"Leggo my EGO!"

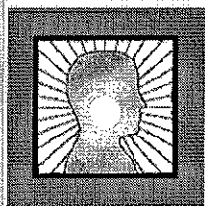
An Integrated, Interdisciplinary Middle School Unit on Psychology

Rising Middle School, 1901 12th St.
Unit Author: David Jackson, 1901 12th St., Rising Middle School, 1901 12th St.
Unit Reviewer: David Jackson, 1901 12th St., Rising Middle School, 1901 12th St.
Unit Date: Spring 1994

Sticks And STONES Can BRICK My But

Words Can Severely Damage My Inner Child

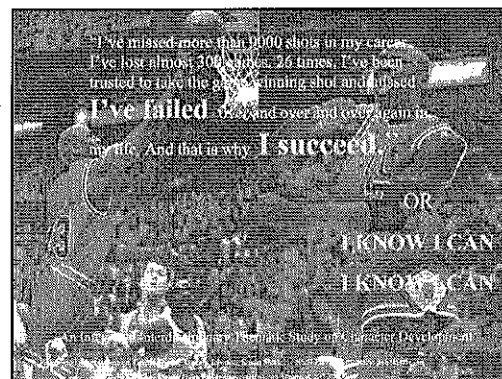
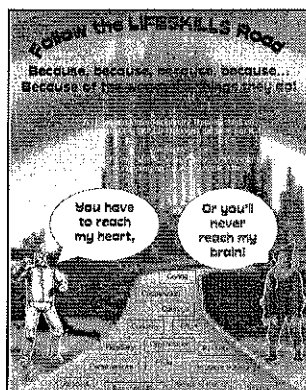
Michael O'Connell / Ed
 Ron Skiff / Ed
 Julie Bump / Ed
 Theresa Pugh / Ed

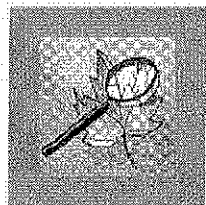


Lesson Planning Ideas

Intrapersonal Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Keep a journal: "Questions from life history might be able to answer"	Track different thinking patterns for different kinds of math problems	Write an autobiographical essay entitled: "My Life to Date"	Design, implement, and evaluate a one-month "Be Healthy" project	Try using "awareness" or "consciousness raising" techniques from other cultures	Perform & discuss how different physical exercises make you feel	Draw yourself from different angles while looking in a mirror
Do a "pluses, minuses, & interesting" analysis of famous historical decisions	Bridge math concepts beyond school into "real life" (what? so what? now what?)	Write an autobiographical essay entitled: "My Life in the Future"	Reflect on pictures of the solar system & your own life on earth	List criteria of your "ideal geography/climate"--find it on a map	List how things learned in industrial technology classes can help in your future life	Dance the different stages of your life's journey including the anticipated future
Reflect on: "If I could be any historical figure, who would I be & why"	Use guided imagery to see & solve complex story problems	Analyze literature for "connections to our lives today"	Write about "If I could be any animal what would I be & why"	Discuss: "How I'd be different if I'd grown up in another culture"	Write down & analyze "conversations with your computer"	Create a series of sculptures to express your moods
Write an essay on: "Mistakes from the past I won't repeat"	Evaluate your strengths/weaknesses in understanding math--plan new strategies for success	Write a new poem each day for a week on "Who am I?" & "Where Am I Going?"	Lead a series of "I Become What I Behold" exercises (imagine you ARE an object, animal, etc.)	Learn "focusing techniques" from different cultures (methods for concentration)	Watch yourself preparing a meal & note <i>everything</i> that goes on (thoughts, feelings, physical responses, etc.)	Imagine yourself as <i>each</i> character in a play (note different feelings, values, beliefs, etc.)
Imagine people from the past giving you advice for living today	Watch your mood shifts/changes as you do math problems--note causes	Imagine being a character in a story/novel--what would you do differently or the same	Practice techniques for achieving relaxation & reducing stress (e.g. deep breathing)	Keep a "feelings diary" as you read about current events	Imagine a skill & then try to do it <i>exactly</i> as you imagined	Carefully observe the effects of different kinds of music on you

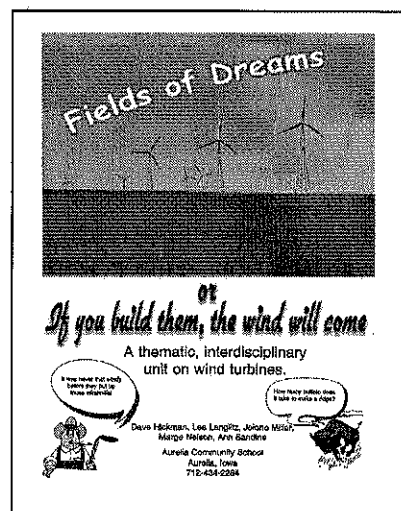
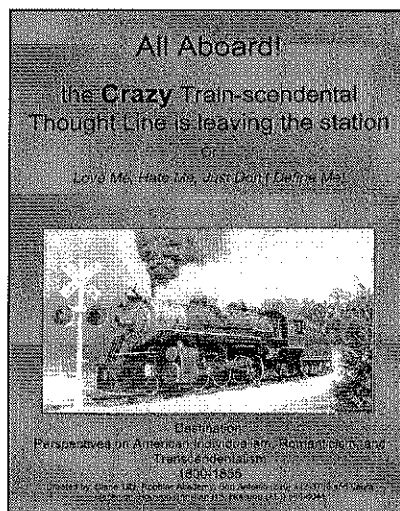




Lesson Planning Ideas

Naturalist Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Recognize & interpret historical trends (e.g. Toynbee)	Work story problems with patterns in nature	Nature scene re-creation/simulations for literature & poetry	Classify different foods for healthy diet planning	Environmental representations for different cultures	Grow vegetables, fruits, herbs & use them in cooking	Compose using sound from nature & the environment
Understand how "natural events" have influenced history	Use of "nature manipulatives" in math problem-solving	Poetic/descriptive essay writing based on nature experiences	Experience past scientific experiments "first hand" (do them!)	Grow, taste, & learn to recognize food from different cultures	Learn about uses of nature for building in construction & manufacturing technology	Recognize & recreate visual images of natural patterns (paint or sculpt them!)
Create analogies between historical events & events in nature	Graph positive & negative influences on the environment	Learn & practice using the vocabulary, idiom, jargon, & vernacular of the nature & the naturalist	Keep a diary of the natural processes of your own body	Study the influence of climate/geography on cultural development	Understand pluses/minuses of different fabrics based on their natural content	Create dances which embody/demonstrate patterns, objects, & animals in nature
Study how animals have effected history & historical trends	Understand the mathematical patterns of the natural world & environment	Understand influences of climate/environment on various authors	Use of various "naturalist taxonomies" on nature field trips	Recreate multi-media experiences of the natural environments of different parts of the world	Understand how climate & geography influence transportation technology	Design "full-blown" dramatic enactments of natural process
Study the lives of famous naturalists & their impact on history	Create & work calculation problems based on nature/natural processes	Creative story-writing using animal characters & their characteristics	Use cognitive organizers to explore & understand natural scientific processes	Study animals & insects from different parts of the world	Learn how to use nature responsibly & appropriately in industrial technology	Make montages/collages incorporating "stuff" from nature



Taylor's CONSTRUCTIVIST-PROJECT CENTERED LEARNING

Research Finding:

Student achievement rises when teachers ask questions that require students to apply, analyze, synthesize, and evaluate information in addition to simply recalling facts. ASCD-Marzano

Teaching for Mastery How We Learn...

- ☒ 10% OF WHAT WE READ,
- ☒ 20% OF WHAT WE HEAR,
- ☒ 30% OF WHAT WE SEE,
- ☒ 50% OF WHAT WE BOTH SEE AND HEAR,
- ☒ 70% OF WHAT WE DISCUSS WITH OTHERS,
- ☒ 80% OF WHAT WE EXPERIENCE PERSONALLY,
- ☒ 95% OF WHAT WE TEACH TO SOMEONE ELSE

(DEWEY, GLASSER, HUNTER, BLOOM, GOODLAD, GARDNER, STALLINGS, ETC.)

Multiple Intelligences Product Grid

This *product grid* categorizes different products under separate headings according to research from Howard Gardner's multiple-intelligences theory. Many are listed in more than one column and would look different according to which approach is taken by the student. These groupings appeal to student interests and strengths. This increases their involvement and the quality of the final product and makes it easier to determine that students have completed tasks that are measurable and demonstrable.

Linguistic	Logical / Mathematical	Spatial	Bodily / Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
Advertisement Annotated/Biblio. Bulletin Board Code Comic Strip Debate Demonstration Diary Editorial Essay Fairy Tale Family Tree Fiction Story Interview Jingle Joke Book Journal Lesson Letter Letter to the Editor Newspaper Story Non-Fiction Oral Defense Oral Report Pamphlet Petition Play Poem Press Conference Radio Program Riddle Science Fiction Story Skit Slogan Soliloquy Story Telling TV Program Write a new law	Advertisement Annotated Biblio. Chart Code Collage Collection Computer Program Crossword Puzzle Data Base Debate Demonstration Detailed Illustration Edibles Experiment Fact Tile Family Tree Game Graph Hidden Picture Labeled Diagram Large Scale Drawing Lesson Lesson Map with Legend Mazes Mobile Model Petition Play Prototype Puzzle Recipe Riddle Survey Time-line Transparencies Venn Diagram Working Hypothesis Write a new law	Animated Movie Art Gallery Bulletin Board Bumper Sticker Cartoon Chart Clay Sculpture Collage Costumes Demonstration Diorama Display Etching Film Flipbook Game Graph Hidden Picture Illustrated Story Maze Mobile Model Mosaic Mural Painting Paper mache Photo Essay Picture Story for Children Pictures Play Political Cartoon Pop-up book Prototype Rebus Story Slide Show Slide Show Story Cube Transparencies Travel Brochure TV Program Web Home Page	Calligraphy Charades Collage Costumes Dance Demonstration Diorama Etching Experiment Film Flip Book Food Hidden Picture Mosaic Mural Musical Musical Instruments Needlework Painting Pantomime Paper Mache Plaster of Paris Model Play Poem Press Conference Puppet Puppet Show Radio Program Role Play Transparencies TV Program	Audio-Video Tape Choral Reading Fairy Tale Film Instrumental Juke Box Musical Poem Rap Song Riddle Role playing Song Sound	Advertisement Animated Movie Bulletin Board Chart Choral Reading Comic Strip Debate Demonstration Editorial Essay Fairy Tale Film Game Interview Journal Lesson Mazes Museum Exhibit Pamphlet Petition Play Press Conference Role Playing TV Program Write a new law	Bulletin Board Chart Collection Comic Strip Diary Editorial Essay Fairytale Family Tree Journal Learning Center Poem Riddle Maze Collage Time-line	Artifact Collecting Diorama Field Study Field Trip Fossil Collecting Insect Collecting Leaf Collecting Original Song Photo Essay Planning a Rock Collecting Scientific Drawing Spelunking Trip Timeline

Frank Williams Higher Order Thinking Skills

1. Paradoxes	Common notion not necessarily true in fact Self-contradictory statement or observation
2. Attributes	Inherent properties Conventional symbols or identities Ascribing qualities
3. Analogies	Situations of likeness Similarities between things Comparing one thing to another
4. Discrepancies	Gaps or limitations in knowledge Missing links in information What is not known
5. Provocative Questions	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
6. Examples of Change	Demonstrate the dynamics of things Provide opportunities for making alterations, modifications, or substitutions
7. Examples of Habit	Effects of habit-bound thinking Building sensitivity against rigidity in ideas and well-tried ways
8. Organized Random Search	Using a familiar structure to go at random to build another structure An example from which new approaches occur at random
9. Skills of Search	Search for ways something has been done before (historical search) Search for the current status of something (descriptive search) Set up an experimental situation and search for what happens (experimental search)
10. Tolerance for Ambiguity	Provide situations which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
11. Intuitive Expression	Feeling about things through all the senses Skill of expressing emotion Be sensitive to inward hunches or nudges
12. Adjustment to Development	Learn from mistakes or failures Develop from rather than adjust to something Developing many options or possibilities
13. Study Creative People and Process	Analyze traits of eminently creative people Study processes which lead to problem solving, invention, incubation and insight
14. Evaluate Situations	Deciding upon possibilities by their consequences and implications Check or verify ideas and guesses against the facts
15. Creative Reading Skill	Develop a mind-set for using information that is read Learning the skill of generating ideas by reading
16. Creative Listening Skill	Learning the skill of generating ideas by listening Listen for information allowing one thing to lead to another
17. Creative Writing Skill	Learning the skill of communicating ideas in writing Learning the skill of generating ideas through writing
18. Visualization Skill	Express ideas in visual forms Illustrating thoughts and feelings Describing experiences through illustrations

www.aps.edu/aps/gifted/williams.html

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

State each research project with an **investigative focus** and a **"hands-on" product** to show research outcome.

(If writing curriculum for inclusion, design one I-Search project for **Gifted and Talented** learners and a concrete operational project for **special learners or Students on IEPs**.)

1. **PARADOXES:**

Common notion not necessarily true in fact.
Self-contradictory statement or observation.

2. **ATTRIBUTES:**

Inherent properties.
Conventional symbols or identities.
Ascribing qualities

3. **ANALOGIES:**

Situations of likeness.
Similarities between things.
Comparing one thing to another.

4. **DISCREPANCIES:**

Gaps of limitations in knowledge.
Missing links in information.
What is not known.

5. **PROVOCATIVE QUESTIONS:**

Inquiry to bring forth meaning.
Incite knowledge exploration.
Summons to discovering new knowledge.

6. **EXAMPLES OF CHANGE:**

Demonstrate the dynamics of things.
Provide opportunities for making alterations, modifications, or substitutions.

7. **EXAMPLES OF HABIT:**

Effects of habit-bound thinking.
Building sensitivity against rigidity in ideas and well-tried ways.

8. **ORGANIZED RANDOM SEARCH:**

Use familiar structure to go at random to build another structure.
An example from which new approaches occur at random.

20 Master Plots

1. Quest
2. Adventure
3. Pursuit
4. Rescue
5. Escape
6. Revenge
7. The Riddle
8. Rivalry
9. Underdog
10. Temptation
11. Metamorphosis
12. Transformation
13. Maturation
14. Love
15. Forbidden Love
16. Sacrifice
17. Discovery
18. Wretched Excess
- 19 & 20. Ascension and Descension



20 Master Plots (and How to Build Them)
By Ronald B. Tobias
Writer's Digest Books
ISBN 0-89475-070-4

PRODUCTS

A Dance/A Letter/ A Lesson	Oral Defense
Advertisement	Oral Report
Animated Movie	Painting Pamphlet
Annotated	Pantomime
Bibliography	Papier Mache
Art Gallery	Petition
Block Picture Story	Photo Essay
Bulletin Board	Pictures
Bumper Sticker	Picture Story for Children
Chart	Plaster of Paris Model
Choral Reading	Play
Clay Sculpture	Poetry
Code	Political Cartoon
Collage	Pop-Up Book
Collection	Postage Stamp, Commemoratives
Comic Strip	Press Conference
Computer Program	Project Cube
Costumes	Prototype
Crossword Puzzle	Puppet
Database	Puppet Show
Debate	Puzzle
Demonstration	Rap
Detailed Illustration	Radio Program
Diorama	Rebus Story
Diary	Recipe
Display	Riddle
Edibles	Role Play
Editorial Essay	Science Fiction Story
Etching	Sculpture
Experiment	Skit
Fact Tile	Slide Show
Fairy Tale	Slogan
Family Tree	Soliloquy
Fiction Story	Song
Film	Sound
Filmstrip	Story Telling-Tall Tales
Flip Book	Survey
Game	Tapes-Audio-Video
Graph	Television Program
Hidden Picture	Timeline
Illustrated Story	Transparencies
Interview	Travel Brochure
Jingle	Venn Diagram
Joke Book	Web Home Page
Journal	Working Hypothesis
Labeled Diagram	Write a new law
Large Scale Drawing	Video Film
Learning Center	
Letter to the Editor	
Map with Legend	
Mazes	
Mural	
Museum Exhibit	
Musical Instruments	
Needlework	
Newspaper Story	
Non-Fiction	

9-18 can be found in the writing template at www.rogertaylor.com

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:

Chivalry is considered one of the highest forms of social behavior. Why then did it develop in a time considered barbaric by modern standards? Create your own modern rules of chivalry. Compare and contrast with those of the Arthurian legends.

2. ATTRIBUTES:

Research modern social systems that have feudal characteristics. Create a presentation outlining one of these systems.

3. ANALOGIES:

King Arthur's character can be found in many works of literature. Through research, choose a character from Modern literature, movies, comics, etc. that is like Arthur. Write an essay or create a presentation that answers the question, "How is _____ like King Arthur?"

Example: How is Luke Skywalker like King Arthur?

4. DISCREPANCIES:

Many scholars have tried to answer the question of King Arthur's true existence. Chose a point of view, real man or myth. Write an essay and prepare an oral defense of your point of view.

5. PROVOCATIVE QUESTIONS:

Women and their role in society began to change with the introduction of the Code of Chivalry and Courtly Love.

Write and produce a short scene of Courtly Love demonstrating the power of women. Then do the same scene as if in modern times.

6. EXAMPLES OF CHANGE:

Writing instruments have undergone tremendous changes over the centuries since the Middle Ages.

Create a power point presentation outlining the major changes in writing instruments over the ages.

7. EXAMPLES OF HABIT:

In the movie "The Name of the Rose," the monks were responsible for copying great works of literature and scientific information. Works that directly conflicted with the religious teachings of the day were copied with poisonous ink. The result was death to anyone who read these writings.

Research articles from the modern arguments of science versus religion. (i.e. the debate on evolution vs. creationism.)

Form a panel and role-play the differing opinions being debated today. You will need a moderator and a format for the discussion.

8. ORGANIZED RANDOM SEARCH:

Medieval music tells us a lot about the people and their culture. If music defines the time, then what does the music of today say about your generation? Search for themes in today's music, which will tell future generations about the beginning of the 21st century.

You are creating a time capsule with music of your choice. Remember you are defining your generation with your choices. What do you want the future generations to understand about growing up now? Be prepared to defend your choices.

9. SKILLS OF SEARCH:

Today we are being faced with diseases and infections that are immune to modern medical treatments. Search for diseases that existed in the middle ages. What measures were taken to help curb the spread of these diseases? What were the results of these outbreaks? How do we handle outbreaks of viruses now? What parallels can you draw between diseases and their treatments now and in the Middle Ages? Present your findings and document your research.

Download the complete unit at www.rogertaylor.com

Analyzing Human Activities: I-Search / Research Student Performance Contract and Assessment

Name of Researcher _____ Grade level _____
Class / Home Group _____ Date _____

INTER-INTRADISCIPLINARY AREAS OF STUDY (Check ALL that apply)

_____ Literature / Language Arts _____ Science _____ Technology
 _____ Personal / Social Development _____ Music _____ Art
 _____ Social Studies / History _____ Mathematics _____ Foreign Language
 _____ Vocational / Technical _____ Other (Specify) _____ Other (Specify) _____

Brief Description of the CONTENT of the I-Search _____

Beginning Date _____ Ending Date _____ Number of Days _____

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OBJECTIVES (Content to be learned)

1. _____
2. _____
3. _____
4. _____

ACTIVITIES (Briefly list what the researcher will do/did to accomplish these objectives. Underline any activity that you consider to be especially unique and / or creative.)

1. _____
2. _____
3. _____
4. _____

STUDENT SELF-ASSESSMENT

- 1-2-3-4-5-6-7

On Time _____

Neat _____

Mechanics/Grammar _____

Indepth _____

Unique _____

Complete _____

Comments _____

Student Grade _____

Peer Grade _____

Teacher Grade _____

TEACHER ASSESSMENT

- 1-2-3-4-5-6-7

On Time _____

Neat _____

Mechanics/Grammar _____

Indepth _____

Unique _____

Complete _____

Comments _____

FINAL PROJECT ASSESSMENT:

RESOURCES NECESSARY FOR COMPLETION OF PROJECT

(Reference books, Films, People, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

PRODUCT (Briefly describe any projects, stories, plays, filmstrips, etc. that resulted from this study. Attach samples, if available.)

Analyzing Human Activities: I-Search / Research PEER ASSESSMENT GRID

Name of Presenter _____

Date _____

Assessment Summary

I-Search Project Name _____

F	D	C	C+	B	B+	A-	A+
0	1	2	3	4	5	6	7

1. Presenter was well organized and made a strong impact with craftsmanship.

Impact refers to the success of the work given the purposes and goals. Was the desired result achieved? Was the problem solved? Was the audience engaged and informed? Did the presentation persuade? Did the presentation open minds to new possibilities? Was new knowledge created? In sum: Was the work effective?

Craftsmanship refers to the overall polish and rigor of the work's form or appearance. Was the presentation organized? Was the argument justified? Was the product clear? Did the presentation build and flow smoothly? Was the dance graceful? Did the poem scan properly? Was the proof logical? Was there a clear voice in the writing? Did the form follow function? In sum: Was the performance or product of high quality?

2. Presenter used effective multimedia and kept me interested and focused with the process and products of the presentation.

Process and products refer to the quality of the procedures and manner of presentation, prior to and during performance. Was the student careful? Was the speaker using apt tools of engagement? Was proper procedure followed? Was the speaker mindful of and responsive to the audience in preparation and delivery? Did the reader employ unique strategies? Did we/the Search team work efficiently? In sum: Was the performer methodical and interesting?

3. Presenter used material not already taught in class and/or textbook, and showed a degree of mastery learning.

Degree of mastery refers to the relative complexity or maturity of the knowledge employed: Was the student's approach insightful? Did the work display unusual or mature expertise? Did the student avoid naive misconceptions? Were the most powerful concepts and skills available employed? In sum: Was the work sophisticated?

4. Presenter's content was accurate and meaningful.

Appropriateness of content refers to the correctness of the ideas, skills, or materials used: Was the work accurate? Was the product on the topic? Were the proposals supported by appropriate data? Were the facts and arguments of the product appropriate? Was the hypothesis plausible and on target? In sum: Was the content valid?

5. One thing that might have improved this presentation is _____

6. One thing I liked best was _____

Add all 4 assessment criteria and divide this sum by 4 to calculate the numerical summary.

Numerical
Summary

Add each class member's numerical summary and divide this sum by the total number of students in your class. This number goes in the assessment summary box and is then transferred to the I-Search Contract.

Taylor's AHA! Analyzing Human Activities
Differentiated Curriculum Lesson Plan for Mastery Learning
Curriculum Design for Excellence, Inc. ©

AHA! # _____

LESSON PLAN UNIT TITLE: _____ Week of _____

State / District Curriculum Alignment: PUPIL PERFORMANCE STANDARDS / OUTCOMES

1. STANDARD / BENCHMARK / OUTCOME: _____

2. ESSENTIAL QUESTION / UNIVERSAL THEME: _____

Assigned Text / Database: _____

Multi-Media / Films / Web Sites: _____

Math / Science / Humanities Link: _____

Other Readings / Assignments: _____

Resource Teachers / Speakers: _____

Multicultural / ESL / Bilingual Link: _____

Career / Technical Link: _____

1. Anchoring Activity / Anticipatory Set: _____

Brainstorming: AHA! # _____

Viewpoint: AHA! # _____

KNOWLEDGE: AHA! # _____ Hardware / Software Needed _____
(Scaffold / Tier 1)

Time Needed _____ Presentation/Direct Instruction Time _____ Textbook Pages _____

Short-term / Cumulative Assessment _____

JOURNAL ASSIGNMENT: _____

HOME LINK: _____

2. Involvement: AHA! # _____

Conscious Self-Deceit: AHA! # _____

COMPREHENSION: Hardware / Software needed _____
(Scaffold / Tier I)

Time Needed _____ Presentation/Direct Instruction Time _____ Textbook Pages _____

Short-term / Cumulative Assessment _____

3. Anchoring Activity / Anticipatory Set _____

Forced Association / Metaphoric Reasoning: AHA! # _____

APPLICATION: Hardware / Software needed _____
(Scaffold / Tier II)

Student Cooperative Learning / Constructivist Product: _____

Time Needed _____ Presentation/Direct Instruction Time _____ Textbook Pages _____

Short-term / Formative Assessment / Rubric for Product _____

4. Anchoring Activity / Anticipatory Set: _____

Reorganization / Synectics: AHA! # _____

HIGHER ORDER THINKING SKILLS (HOTS): Hardware / Software needed _____
(Scaffold / Tier III)

Student Product: Cooperative Team and/or Individual _____

Summative / Formal Assessment _____

5. Moral / Ethical / Philosophical Dilemma: AHA! # _____

6. I-Search / Independent Projects (See AHA! I-Search Format): _____
(Use in place of teacher anchoring activity and/or at the beginning or end of the lesson)

STRATEGIES TO EXTEND STUDENT THINKING

© Maryland Department of Education

****CALL ON STUDENTS RANDOMLY**

NOT JUST THOSE WITH RAISED HANDS

****UTILIZE "THINK-PAIR-SHARE"**

TWO MINUTES OF INDIVIDUAL THINK TIME, TWO MINUTES DISCUSSION
WITH A PARTNER, THEN OPEN UP THE CLASS DISCUSSION

****REMEMBER "WAIT TIME"**

TEN TO TWENTY SECONDS FOLLOWING A "HIGHER LEVEL" QUESTION

****ASK "FOLLOW-UPS"**

WHY? DO YOU AGREE? CAN YOU ELABORATE?
TELL ME MORE, CAN YOU GIVE AN EXAMPLE?

****WITHHOLD JUDGMENT**

RESPOND TO STUDENT ANSWERS IN A NON-EVALUATIVE FASHION

****ASK FOR SUMMARY (TO PROMOTE ACTIVE LISTENING)**

"COULD YOU PLEASE SUMMARIZE JANE'S POINT?"

****SURVEY THE CLASS**

"HOW MANY PEOPLE AGREE WITH THE AUTHOR'S POINT OF VIEW?"

****ALLOW FOR STUDENT CALLING**

"RICHARD, WILL YOU PLEASE CALL ON SOMEONE ELSE TO RESPOND?"

****PLAY DEVIL'S ADVOCATE**

REQUIRE STUDENTS TO DEFEND THEIR REASONING AGAINST
DIFFERENT POINTS OF VIEW

****ASK STUDENTS TO "UNPACK THEIR THINKING"**

DESCRIBE HOW YOU ARRIVED AT YOUR ANSWER." (THINK ALOUD)

****STUDENT QUESTIONING**

LET STUDENTS DEVELOP THEIR OWN QUESTIONS

****CUE STUDENT RESPONSES**

"THERE IS NOT A SINGLE CORRECT ANSWER FOR THIS QUESTION.
I WANT YOU TO CONSIDER ALTERNATIVES."

THE THEORY OF MORAL DEVELOPMENT

Adapted From Lawrence Kohlberg and Carol Gilligan

Stages in Moral Development

PRECONVENTIONAL MORAL DEVELOPMENT

Stage Zero - Premoral

- Pleasure - Pain (exciting-fearful) determine behavior
- No sense of obligation or morality
- Not immoral but amoral
- Take what is pleasant; avoid what is unpleasant
- Person is guided only by what he can and wants to do

Stage One - Simple authority orientation

- Obedience-and-punishment orientation
- Physical consequences determine good/bad
- Deference to superior power or prestige
- Authority figure determines standards
- Responsive to rules

Stage Two - Instrumental relativist

- Naively egoistic orientation
- Instrumentally satisfying needs of self (occasionally others)
- Equal sharing, exchange, reciprocity, fairness
- Eye for eye, same for all, treat all the same
- You scratch my back, I'll scratch yours (not from concern or loyalty, but because it's fair)

CONVENTIONAL MORAL DEVELOPMENT

Stage Three - Interpersonal concordance-good boy/nice girl orientation

- Being nice, approval, pleasing a limited group are important
- Consider own feelings (conscience) and feelings of others
- Put oneself in other's shoes
- Stereotypes of right behavior of majority
- Intentions ("he means well") become important

Stage Four - Law and order

- Orientation toward authority and maintenance of the social order
- Maintain the given social order for its own sake
- Doing duty
- Rigid: fixed rules hard to change
- Respect for authority and majority rule

POST-CONVENTIONAL MORAL DEVELOPMENT

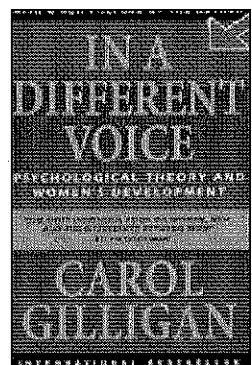
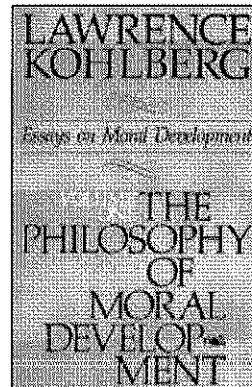
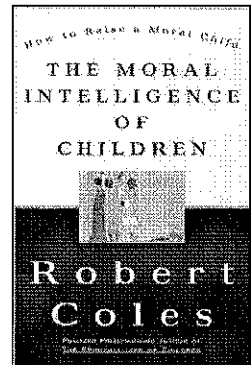
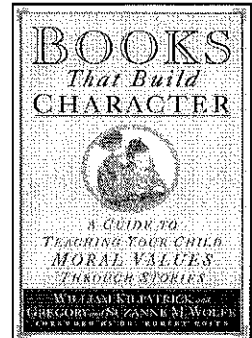
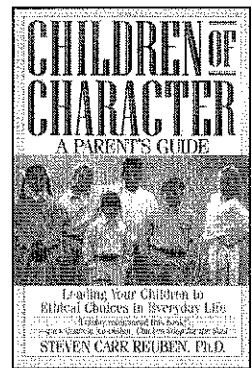
(20% adult population may reach, usually in late twenties)

Stage Five - Social contract

- Contractual legalistic orientation
- Standards critically examined and socially agreed upon
- Constitutional and democratic
- Legalistic but law can be changed for benefit of society
- Individual rights respected except when contrary to constitutionally agreed rights
- Relativity of personal values respected
- Utilitarian
- Moral values are defined in terms of individual rights and standards agreed upon by the society
- Consensus rather than majority
- Official morality of United States

Stage Six - Ethical principle

- Orientation to principles above social rules
- Principles appeal to logical universality and consistency
- Conscience guided by self-chosen principle
- Justice with individual dignity
- Obedience or disobedience to law based on moral respect for justice



Stages of Children's Moral Development		
Stage One:	Might makes right	Power belongs to the older and stronger
Stage Two:	An eye for an eye	Take equal and exact revenge
Stage Three:	The moral mirror of others	Look for approval
Stage Four:	Law & order Internalize ethical self-image	Temper justice with compassion
Stage Five:	Social obligation	Participate in a larger, more complex group
Stage Six:	Spiritual democracy & personal responsibility	Respect the rights of others

DIVERGENT QUESTIONING MODELS:

1. BRAINSTORMING MODEL

Brainstorm all of the _____.

Brainstorm as many _____ as you can think of.

How many ways can you come up with _____?

2. VIEWPOINT MODEL

How would this look to a _____?

What would a _____ mean from the viewpoint of a _____?

How would _____ view this?

3. INVOLVEMENT MODEL / PERSONIFICATION

How would you feel if you were _____?

If you were a _____ what would you (see, taste, smell, feel)?

4. CONSCIOUS SELF-DECEIT MODEL / "WHAT IF" QUESTIONS

Suppose you could have anything you wanted.

What ideas could you produce if this were true? _____

You can have all of the _____ in the world. How could you use it to _____?

You have been given the power to _____. How will you use it?

5. FORCED ASSOCIATION MODEL / TEACHING WITH ANALOGIES

How is _____ like _____?

Get ideas from _____ to improve _____.

I only know about _____. Explain _____ to me.

6. REORGANIZATION / SYNECTICS MODEL

What would happen if _____ were true?

Suppose _____ (happened), what would be the consequences?

What would happen if there were no _____?

1. Brainstorming

- ★ Brainstorm all of the _____.
- ★ Brainstorm as many _____ as you can think of.
- ★ How many ways can you come up with _____?

This type of question asks for the generation of a large number of responses and helps to develop fluent thinking. Maintain the basic rules of "brainstorming" while using this model in order to insure freedom of expression. These rules are:

1. Defer verbal or non-verbal criticism of ideas.
2. Strive for quantity.
3. Strive for 'far out' or 'wild' ideas.
4. Maintain process long enough to produce a large quantity of ideas.

Use the quantity model beyond the first rush of ideas. Long periods of silence do not indicate that the thinking has stopped. The most productive ideas come after the initial burst of ideas. So allow enough time for the second burst of ideas, or the third...or the...

- Sounds you hear from a given moment
- Things made more beautiful by age
- Things that sparkle under an evening sky
- Things that are lighter than a watch spring
- Things that crumple in your hand
- List of things that harmonize
- Things you like to touch
- Mysterious things
- "Squashy" Things
- Sounds of a department store
- Wet things
- Things that chill
- Twilight colors
- Morning things
- Beautiful things
- Sour things
- Purple things
- Words that begin with "SP"
- Things to do when you retire
- Things that are attracted by a magnet
- Happy things
- Things that hurt
- Things you love
- Found in twos
- Things that reflect
- Subtle things
- Birds

From A to Z (whole class -- individual)

1. Teacher hands out a pre-typed list (or students can use their own paper). The list is just the alphabet with a space next to each letter.
2. On a timed basis (you don't want this to take forever), have the students fill in as many words as they can related to the topic you are starting. For a different approach, you could have students work in teams at the board or in teams at their desks. Competition usually stirs things up! This could even be at the end of the unit of study. Share common words and agree that they are related, but eliminate those words and have students really justify the rest. The teacher makes the students defend their word choices and can use that as an informal assessment.

ENERGY

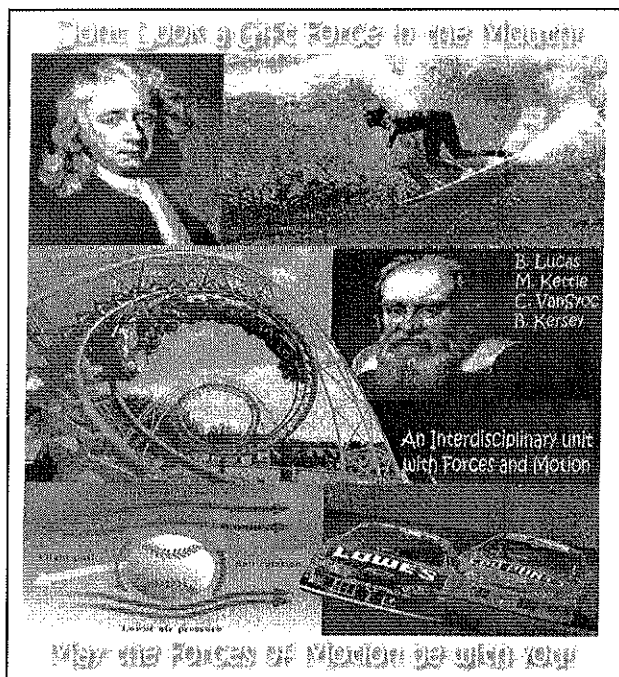
A -	N -
B -	O -
C -	P -
D -	Q -
E -	R -
F -	S -
G -	T -
H -	U -
I -	V -
J -	W -
K -	X -
L -	Y -
M -	Z -

Word Sort (whole class in small groups)

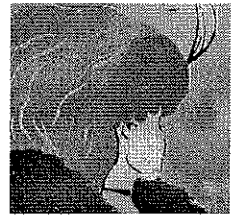
Get lots and lots of words...not just the bold vocabulary terms. Write them or use typed labels onto small cards.

Students work in pairs to sort the words into categories.

Side notes: You can guide this as much or as little as you want. With little guidance (an open sort), the students have flexibility for their sorting and will be expected to justify...defend...explain their sort to you. With a guided sort (a closed sort), each pair of students should roughly have the same cards in the same categories.



2. VIEWPOINT



☆ How would this look to a _____.

What would a _____ mean from the viewpoint of a _____?

☆ How would _____ view this?

This type of question asks students to look at characters, events, and objects from various points of view. The student steps outside of himself and is asked to react like someone or something else.

Deeper and more empathetic understandings result when we become conscious of the various viewpoints we could take toward a given situation.

The Bumble Bee

The bumble bee, according to aeronautical science, can't fly.
The ratio of his wingspan to the size of his body makes flying
totally impossible.

The bumble bee, which is ignorant of such technical matters, goes
on flying anyway;

The fool didn't know it couldn't be done, so he went ahead and did
it!

"Come to the edge."

"We can't. We're afraid"

"Come to the edge."

"We can't. We will fall."

"Come to the edge."

And they came.

And he pushed them.

And they flew.

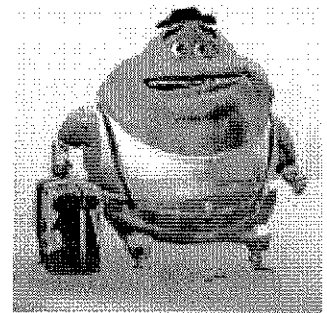
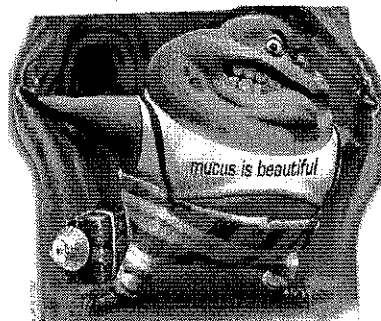
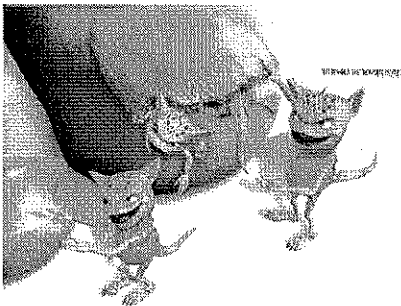
(Guillaume Apollinaire 1880—1918)

French Poet, Philosopher

3. INVOLVEMENT/PERSONIFICATION

- ☆ How would you feel if you were _____?
- ☆ If you were a _____ what would you (see, taste, smell, feel)?
- ☆ You are a _____. Describe how it feels.

1. Choose a number. How would you feel when divided, added, subtracted and multiplied?
2. How would you feel if you were an atom being split?
3. How would you feel if you were an electron speeding from generators to outlets?
4. How would you feel if you were an old pair of jogging shoes?
5. How would you feel if you were the lung of a chain smoker, an Olympic swimmer, a city dweller, a farmer?
6. How would you feel if you were a gentle wind?
7. How would you feel if you were a piece of driftwood?
8. How would you feel if you were a sponge resting on a kitchen counter?
9. How would you feel if you were a dandelion spore in flight?
10. How would you feel if you were an eraser on a pencil?
11. How would you feel if you were a broken hobby horse being thrown away?



4. CONSCIOUS SELF DECEIT / "WHAT IF" QUESTIONS

- ★ Suppose you could have anything you wanted.
What ideas could you produce if this were true?
- ★ You can have all of the _____ in the world.
How could you use it to _____?
- ★ You have been given power to _____.
How will you use it?

By using this type of question, you ask the students to imagine that something is true or did happen which is not true or did not happen and to consider the consequences.

Some examples of these questions are:

What would happen if _____?

Suppose you woke up one morning to find that you were the strongest person in the world?

Suppose people were only 5" tall. What are the things that might happen?

What would happen if the pilgrims landed at "San Francisco Rock" instead of Plymouth Rock?

What would happen if snow were green?

What would happen if pigs could fly?

What would happen if you grew to be 10 feet tall?

What would happen if there were no more schools?

What would happen if there were no music in the world?

What would happen if there were no more Saturdays?

What would happen if there were no food left in the world to eat?

What would happen if up and down were reversed?

What would happen if Lake Michigan were moved to Arizona?

What would happen if you had 4 hands and arms?

What would happen if all books were suddenly burned?

Suppose you could have \$1,000,000. What would you do?

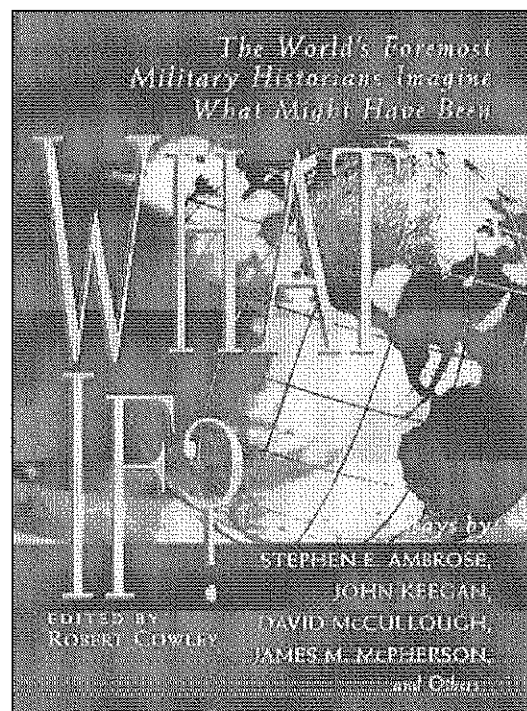
What would you make smaller? Larger?

Just suppose it was 2500 A.D. What kind of class newspaper would you publish?

You have just been given a magic wand that will change the size of things in the world.

You have been given the power to make PEACE throughout the WORLD. How will you use this power?

Suppose left and right were reversed. What are all the things that might happen?



5. FORCED ASSOCIATION

- ☆ This type of thinking requires metaphoric reasoning and analogies.
- ☆ Remote associates brought together may create truly original thinking.
- ☆ This is also teaching by parable.

1. How is gravitation like eating hamburgers?
2. How is a contour map like flying a kite?
3. How is an eclipse of the sun like a chocolate covered peanut?
4. How is a constitutional amendment like a chemical reaction?
5. How is your name like you?
6. What animal is like a loaf of bread?
7. How is the sun like a mother?
8. How is poetry like the formation of a tornado?
9. How is a comma like the abolition of slavery?
10. How is a triangle like the force of a magnet?
11. How is the Civil War like an ash tray?
12. How is frost like friendship?
13. How are mammals like computing a problem?
14. How is a salt shaker like a telescope?
15. How is a beaver chewing on a log like a typewriter?
16. How can a fire extinguisher give us ideas for solving this problem?
17. What ideas can we get from biology to work on the problem of lunchroom disturbances?
18. What is deeper, a hole or loneliness?
19. Which is quicker, a rare horse or gossip?
20. What animal is like a parachute?



6. REORGANIZATION/SYNECTICS

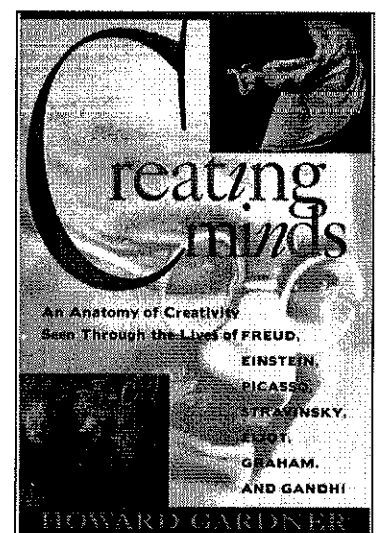
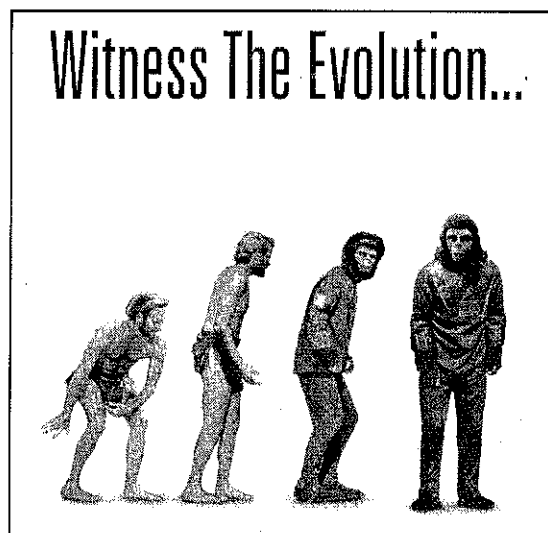
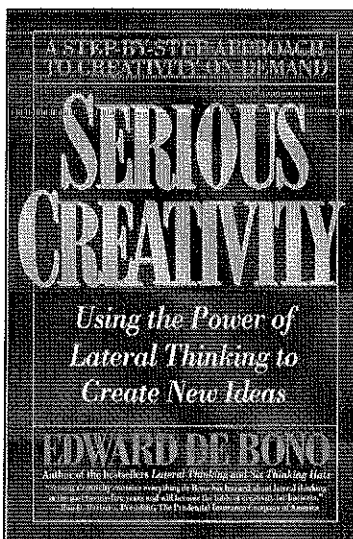
- ★ What would happen if _____ were true?
- ★ Suppose _____ (happened), what would be the consequence?
- ★ What would happen if there were no _____?

This type of question asks the student to describe the consequences of a strange or unusual condition.

Through changing the facts, the questions ask that the world be viewed "as the world is not". The emphasis is on the restructuring of reality by taking into account an unusual situation.

What would happen if. . .

- the South won the Civil War?
- there was no poverty?
- there wasn't a number system?
- all the circles were replaced by squares?
- there were no assembly lines?
- all the maps and globes disappeared?
- there was no sickness?
- you were one inch tall?
- your eye balls were on your fingers?
- we didn't have books?
- light could not be reflected?
- the sky was void of stars?
- everyone looked alike?



Recommended Reading List

- Appleby, A. (2002). *America's all-time favorite songs; over 200 best-loved songs in one volume*. New York: Music Sales Corp. (ISBN 0-8256-1230-6)
- Austin, J. (1991). *Applications of Secondary School Mathematics*. Virginia: National Council of Teachers of Mathematics, Inc. (ISBN 0-87353-336-4)
- Braddon, K., Hall, N. & Taylor, D. (1993) *Math Through Children's Literature*. Colorado: Teacher Ideas Press. (ISBN 0-87287-932-1)
- Butzow, C & J. (2000). *Science Through Children's Literature*. (Second Edition) Colorado: Teacher Ideas Press. (ISBN 1-56308-651-4)
- Craddock, J. (2007). *VideoHound's golden movie retriever 2008*. Gale Group, 2007. (ISBN 0-7876-8981-5)
- Dubeck, L. (2003). *Fantastic Voyages: Learning Science through Science Fiction Films*. Springer Verlag, 2003. (ISBN 0-3870-0440-8)
- Green, J. (2002). *The green book of songs by subject. The thematic guide to popular music*. (No longer available in book form.) www.greenbookofsongs.com. Use coupon code DRT20 when you register to receive a 20% discount off the \$24.95 annual subscription fee!
- Grun, B. (2005). *The timetables of history: A horizontal linkage of people and events*. (4th revised edition). New York: Touchstone. (ISBN 0743270037)
- Hellemans, A. & Bunch, B. (2004). *The history of Science and Technology: A Browser's Guide to the Great Discoveries, Inventions, and the People Who Made Them from the Dawn of Time to Today*. New York: Houghton Mifflin (ISBN 0-618-22123-9 pbk.)
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- Strouf, J. (2005). *The literature teacher's book of lists*. New York: Jossey-Bass (ISBN 0-78797-5508). Additional Teacher's Book of Lists in other content areas can be found on our Web site at www.rogertaylor.com. Click on the reference library link and then click on the recommended reading list link
- Wolfe, L. (2000) *The Literary Gourmet*. New York: Authors Guild. (ISBN 0-595-08928-3)

For an expanded bibliography or to order these materials
online, visit our web-site at www.rogertaylor.com

Standards-based Interdisciplinary Curriculum with Rubrics

www.internet4classrooms.com/teacher.htm

Websites for Songs

www.greenbookofsongs.com

www.limewire.com

www.morpheus.com

www.lyrics.coolfreepages.com

www.contemplator.com/america/

www.songsforteaching.com

www.niehs.nih.gov/kids/music.htm

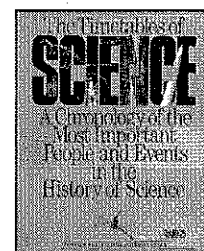
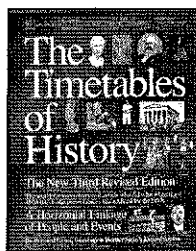
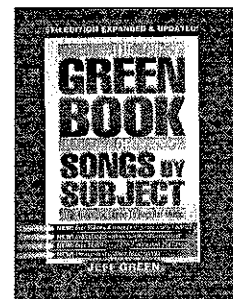
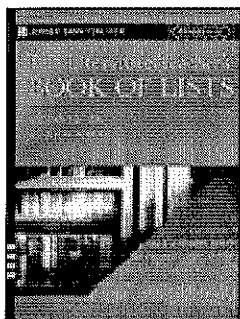
www.lyrics.com

www.oyate.com (Authentic Native American Music)

www.fiftiesweb.com/amerpie-1.htm

<http://www.springfield.k12.il.us/movie/fire.html>

www-biology.ucsd.edu/classes/bibc102.SP98/songs/PHOTOSYNTHESIS.html



Free Timelines

www.hyperhistory.com/online_n2/History_n2/a.html

www.digitalhistory.uh.edu/timeline/timeline.cfm

www.metmuseum.org/toah/splash.htm (Art History)

www.foodtimeline.org (Food)

Database of Award-Winning Children's Literature

www.dawcl.com

www.google.com

www.gutenberg.net

Websites for Films

www.unitedstreaming.com

www.digitalcurriculum.com

(Must have Windows Media Player or QuickTime)

www.reelclassics.com/gallery/video.htm

www.apolloguide.com

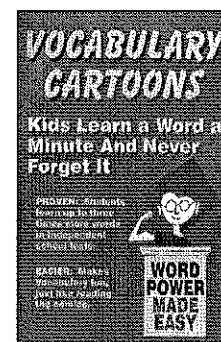
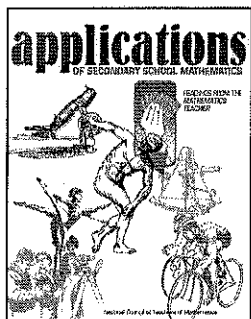
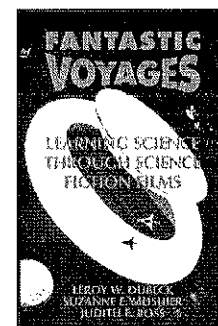
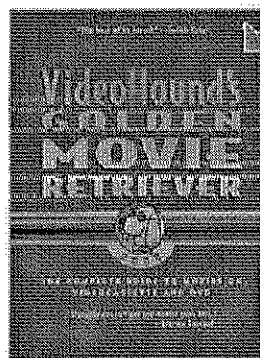
www.aifisf.com (American Indian Film Institute)

Websites for Poetry

www.gigglepoetry.com

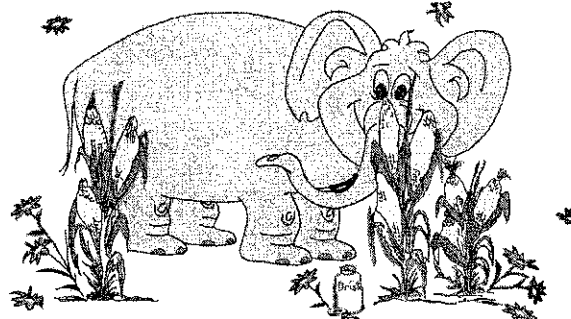
Websites for Cultural Literacy

www.bartleby.com



Examples of Kindergarten, 1st, 2nd & 3rd grade curriculum units

WHERE THE CORN GROWS AS HIGH AS AN ELEPHANT'S EYE AND THE PLANTS ARE SO BEAUTIFUL THEY MAKE YOU SIGH.....

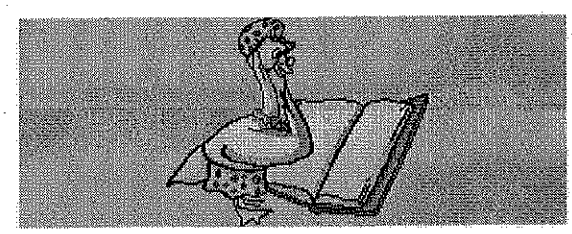


UNLESS YOU HAVE ALLERGIES AND THEN YOU CRY.

**AN INTERDISCIPLINARY THEMATIC UNIT
ON PLANTS
FOR GRADES K-1-2**

VIRGINIA SWENSEN JACKIE WARRICK LINDON ELEMENTARY SCHOOL 30 NORTH MAIN LINDON, UTAH 84042 (801) 785-8717	STEPHANIE BEDINGTON JAMIE WARD BRENDA DUNKER MICHELLE SMITH 6000 ELEMENTARY SCHOOL 3450 GOCIO ROAD SARASOTA, FLORIDA (841) 361-6450
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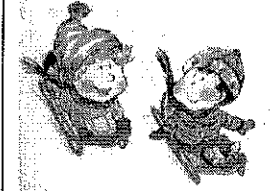
Cut Loose with Mother Goose ...




Kick Up Your Heels with Jack and Jill

**An Integrated/Interdisciplinary Thematic Unit
For Kindergarten**

By: Kathy Boys Debra Roberts Kathy Hill Christie Kischer Brandy Gwatney	Cabot Public Schools Cabot, Arkansas June 2003
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The Reason for the Season!

An Integrated, Interdisciplinary K-1 Unit

Sally Gula Cazen McKillen Cazemburg, PA	Al. J. Koczur Non Tale Ann Comm Tendee, AZ	Eleanor Howe Washington Park Washington PA	Susan L. Paul Trinity Schools Washington, PA
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Illustrations created by Emma Hoban

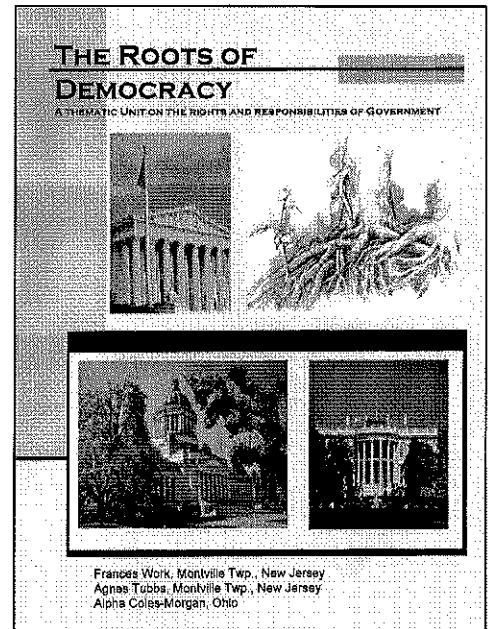
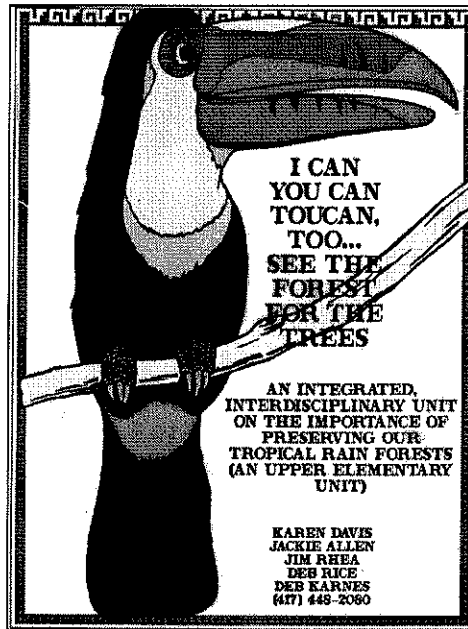
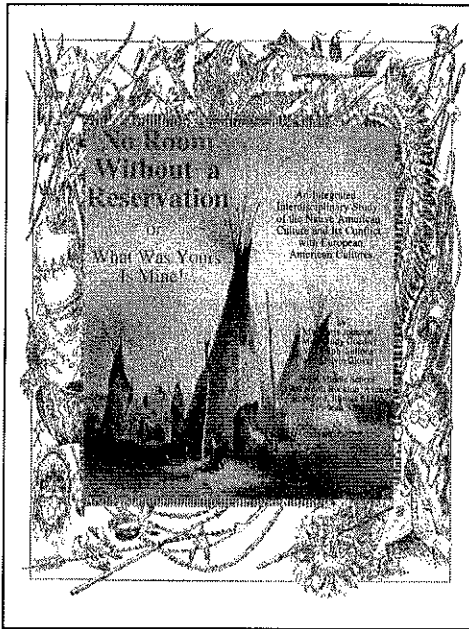
**An integrated, interdisciplinary
unit on developing and
maintaining friendships
for grade 1**



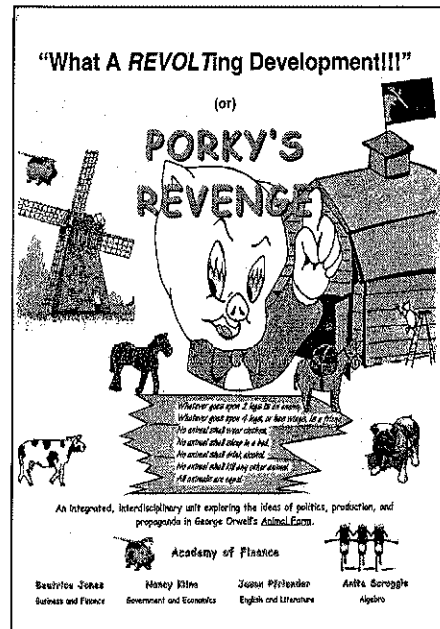
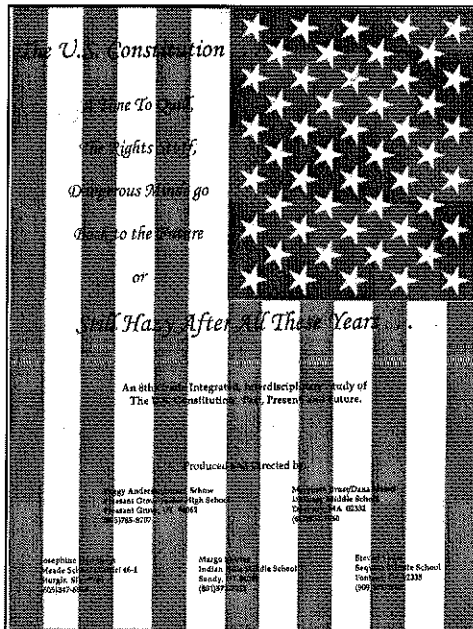
**I'm O.K.
You're O.K.
Together ...
We're Terrific!**

Debbie Berg Sara Sullivan Jill Wickham	Whittier Elementary School 1103 S. East Avenue Waukesha, WI 53186 (414) 521-8076
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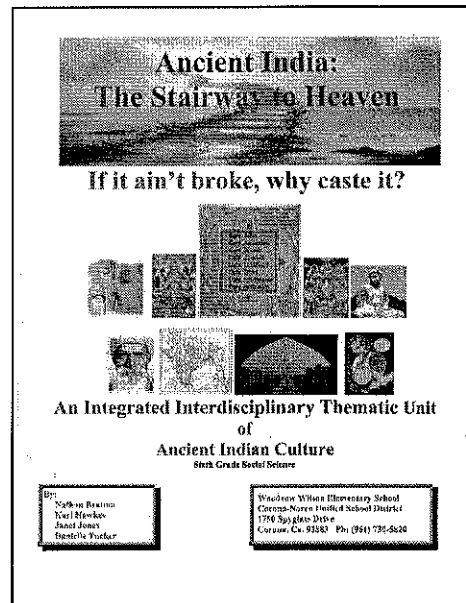
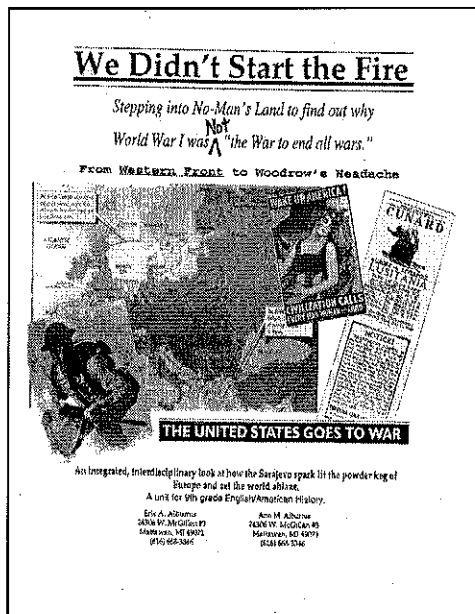
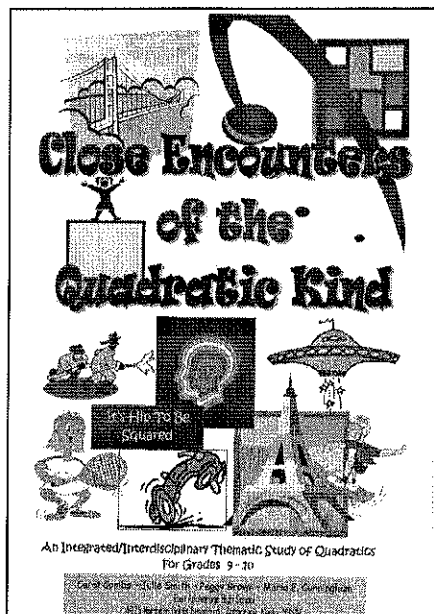
Examples of 4th & 5th grade curriculum units



Examples of 6th, 7th & 8th grade curriculum units



Examples of 9th & 10th grade curriculum units



Examples of 11th & 12th grade curriculum units

