




Powerful Teaching Tools & Tactics Is about ...


Techniques that provide the biggest bang-for-the-buck

Effective instruction 	Instruction using GOs 	Instruction via SMARTsheets 
Strategic		
Responsively Scaffolded		
Meaningfully connected		
Engaging		

So what? What is important to understand about this?


Powerful Teaching Tools & Tactics Is about ...

Techniques that provide the biggest bang-for-the-buck

Effective instruction 	
Strategic	<p>“Strategic” means...</p> <p>Differentiating Curriculum to identify...</p> <ul style="list-style-type: none"> * Big Ideas * Critical concepts associated with each big idea * Essential vocabulary needed for each critical concept <p>Providing explicit instruction</p> <ul style="list-style-type: none"> * Students know what they are supposed to be learning <p>Using responsive assessment</p> <ul style="list-style-type: none"> * Teachers know whether students learned what they should have and adjust subsequent instruction accordingly
Responsively Scaffolded	
Meaningfully connected	
Engaging	


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Effective instruction 	
Strategic	<p>“Responsively scaffolded” means...</p> <p>Building on what students already know</p> <ul style="list-style-type: none"> * Activate & assess background knowledge <p>Scaffolding complexity</p> <ul style="list-style-type: none"> * Teach complex ideas recursively * Simple-to-complex <p>Scaffolding assistance</p> <ul style="list-style-type: none"> * I / We / Y'all / You do it
Responsively Scaffolded	
Meaningfully connected	
Engaging	


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Effective instruction 	
Strategic	<p>“Meaningfully Connected” means...</p> <p>Teaching for “relational understanding”</p> <ul style="list-style-type: none"> * Connections b/w ideas * How ideas hang together <p>Connecting abstract concepts to known concrete concepts</p> <ul style="list-style-type: none"> * Use of metaphors & similes <p>Connecting new info to background knowledge & experiences</p> <p>Connecting new info to present real-world phenomena</p>
Responsively Scaffolded	
Meaningfully connected	
Engaging	



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Techniques that provide the biggest bang-for-the-buck

Effective instruction 	
Strategic	<p>“Engaging” means...</p> <p>Instruction is interesting</p> <ul style="list-style-type: none"> * Ideas are provocative * Focus on how new idea helps understand, solve, or create a problem <p>Students continuously grapple with ideas & extensively elaborate what they are learning</p> <p>Connecting new info to present real-world phenomena</p> <p>Experiential learning is directly connected to specific learning objectives</p>
Responsively Scaffolded	
Meaningfully connected	
Engaging	



Powerful Teaching Tools & Tactics Is about ...

Techniques that provide the biggest bang-for-the-buck

Effective instruction 	Instruction using GOs 
Strategic	Makes info more explicit
Responsively Scaffolded	Reduces info processing demands
Meaningfully connected	Promotes elaboration
Engaging	Teaches learning strategies

Powerful Teaching Tools & Tactics is about...

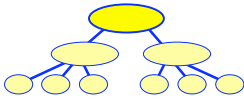
Techniques that provide the biggest bang-for-the-buck

Effective instruction 	Instruction using GOs 
Strategic	Makes info more explicit
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Engaging	Teaches learning strategies

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Graphic organizers usually depict one of the four common ways to structure the information

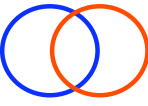
- * Hierarchic
- * Compare / contrast
- * Cause/Effect
- * Sequence



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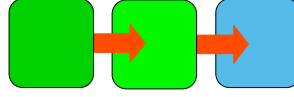
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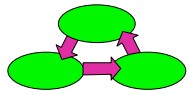
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Graphic organizers usually depict one of the four common ways to structure the information

- * Hierarchic
- * Compare / contrast
- * Cause/Effect
- * Sequence



STEP 1: _____

STEP 2: _____

STEP 3: _____

STEP 4: _____



STEP 5: _____

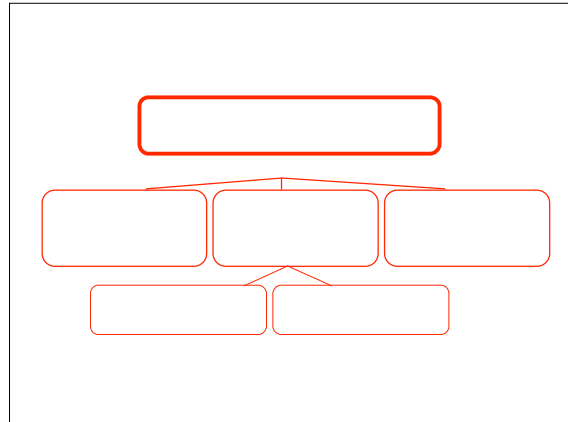
Graphic Organizers make information more explicit

- Limited space for communicating ideas
 - Requires precision
 - Eliminates verbiage
 - Very concise
- Carefully weigh & evaluate info to note on GO
 - Essential info
 - Kid friendly language
 - Priority info

Powerful Teaching Tools & Tactics is about...

Techniques that provide the biggest bang-for-the-buck

Effective instruction <small>Main idea</small> 	Instruction using GOs <small>Main idea</small> 
Strategic	Makes info more explicit
Responsively Scaffolded	Reduces info processing demands
Meaningfully connected	Promotes elaboration
Engaging	Teaches learning strategies



Information-processing

ALWAYS involves...

- Locating in memory seemingly related background knowledge
- Integrating new information with background knowledge which involves...
 - Elaborating the new information
 - Determining how the information is organized
- Monitoring to ensure comprehension

This part is the hardest

The more complex & unfamiliar the new information, the harder it is to determine its organization

Thus, revealing how the new information is organized **BEFORE** the new information is presented makes it much easier to process and understand...

...because the brain doesn't have work as hard to make sense of it

Implications are HUGE!

You can teach at **MORE** sophisticated levels (as opposed to having to dumb-down the curriculum)

If the organization is revealed at the lesson beginning → Then students don't have to work as hard to understand it → Because the info processing demands have been reduced

Check out these two examples...

Which is harder to process the info?

To Kill a Mockingbird by Harper Lee is about...

life and justice in a small Alabama town. The characters are some of the most memorable in American literature. Boo Radley is a secondary character, but he is nevertheless important to the story. Mysterious, kind, yet heroic, Boo is a memorable character.

Boo is mysterious <small>Main idea</small>	Boo is kind <small>Main idea</small>	Boo is a hero <small>Main idea</small>
Boo is not seen for 15 years. The story that is told is that when he was 33 years old he stabbed his father in the leg and was never seen again. It was told that his father locked him in the courthouse basement for a while and when he came home he never went back outside again. Many people say that he lurks at night and watches people as they sleep. This fact leads many people to believe that Boo is evil and is out to get anyone that bothers him and his house. Jem and Scout of fan dare each other to go up to the house and touch it to see who has the most courage.	Although Scout never knew it, Boo took care of Jem on more than one occasion. When Miss Maudie's house burned down one cold night, Scout was covered up with a blanket without knowing who did it. Some of the older people in the town seemed to have known that it was Boo that covered Scout up that cold night. He was making sure that she did not get sick. Boo was a very kind man who kept to himself. People who knew Boo before he was exiled to his house knew how kind Boo Radley truly is. Eventually Scout learns this as well.	At the end of the story, Jem and Scout are attacked by Mr. Ewell. He tries to kill the children but Boo saves their life. It is implied that Boo gets rid of Mr. Ewell by stabbing him. If Boo had not been watching over the children then they would have both been killed. Although Boo never came out of his house, when "the" children needed him, he was the first one there. He had been secretly watching over the children to make sure they stayed safe and happy. Scout describes Boo as their hero and states that after that event she never saw him again.
<small>So what? What is important to understand about this?</small>		
The children in the story believe him to be scary and evil but Boo turns out to be the hero of the story. He is not seen for 15 years, but when Jem needs him, he saves his life.		

Check out these two examples...

Which is harder to process the info?

Boo Radley (from To Kill a Mocking Bird) is about...

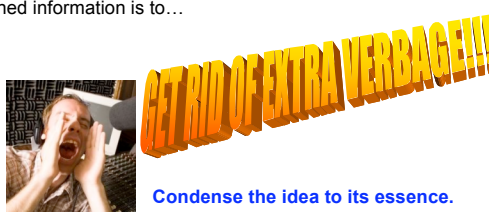
A mysterious, kind, yet heroic character who is very important to the story

Main idea	Main idea	Main idea
Boo is mysterious	Boo is kind	Boo is heroic
Stabbed his father in the leg & disappeared for 15 years Recluses - After being locked in courthouse basement Lurks at night and watches people as they sleep Secretly hides stuff in tree for Scout to find Disappeared and never seen again after house fire	Leaves gifts for Scout in tree Secretly watched over the Scout and Jem to make sure they stayed safe and happy. After fire, covered Scout with blanket to make sure she did not get sick	Risks own life to stop Mr. Ewell's attack on Scout and Jem Risks own life by going into burning house to save Scout Kills Mr. Ewell

So what? What is important to understand about this?

The children in the story believe him to be scary and evil but Boo turns out to be the hero. He is not seen for 15 years, but when Jem needs him, he saves his life.

One of the ways to reduce information processing demands while retaining the integrity of the to-be-learned information is to...



Condense the idea to its essence.
Use as few words as possible to communicate the idea.

Check out these two examples...

Which is harder to process the info?

To Kill a Mockingbird by Harper Lee

Boo Radley from *To Kill a Mocking Bird*

Main idea	Main idea	Main idea
Boo is mysterious	Boo is kind	Boo is a hero
Boo is not seen for 15 years. The children think he is scary and evil. He is locked up in the courthouse basement. He is never seen again after the house fire.	Boo leaves gifts for Scout in the tree. He secretly watches over Scout and Jem to make sure they are safe. He covers Scout with a blanket after the fire.	Boo risks his own life to stop Mr. Ewell from attacking Scout and Jem. He risks his own life by going into the burning house to save Scout. He kills Mr. Ewell.

So what? What is important to understand about this?


The children in the story believe Boo to be scary and evil but Boo turns out to be the hero. He is not seen for 15 years, but when Jem needs him, he saves his life.

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I. A. a. b. c.
B. a. b. c.
II. A. a. b. c.
B. a. b. c.

What about outlines?

Aren't they just as good as graphic organizers?




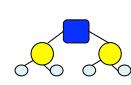
The key is whether the ORGANIZATION of the information is self-evident to the learner

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Is the Organization of Information Visually Apparent?

Type of information Outline	Graphic Organizer
Hierarchic YES	YES

Can you look at an outline and see the hierarchic structure?


Can you look at an graphic organizer and see the hierarchic structure?

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Is the Organization of Information Visually Apparent?

Type of information Outline	Graphic Organizer
Hierarchic YES	YES
Cause / Effect NO	YES

Can you look at an outline and see the cause / effect structure?




Can you look at an graphic organizer and see the cause / effect structure?




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Is the Organization of Information Visually Apparent?

Type of information	Outline	Graphic Organizer
Hierarchical	YES	YES
Cause / Effect	NO	YES
Compare / Contrast	NO	YES


Can you look at an outline and see the compare/contrast structure? 


Can you look at an graphic organizer and see the compare/contrast structure? 

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Is the Organization of Information Visually Apparent?

Type of information	Outline	Graphic Organizer
Hierarchical	YES	YES
Cause / Effect	NO	YES
Compare / Contrast	NO	YES
Linear sequence	MAYBE	YES


Can you look at an outline and see the linear sequence structure? 


Can you look at an graphic organizer and see the linear sequence structure? 

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Is the Organization of Information Visually Apparent?

Type of information	Outline	Graphic Organizer
Hierarchical	YES	YES
Cause / Effect	NO	YES
Compare / Contrast	NO	YES
Linear sequence	MAYBE	YES
Cycle	NO	YES

Can you look at an outline and see the cycle structure? 

Can you look at an graphic organizer and see a cycle structure? 

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IMPLICATIONS?



Type of information Outline Graphic Organizer

Outlines have a LOT of merit - - They are a whole LOT better than nothing! So DO use them

Just be selective about WHEN to use them - Effectiveness is limited to hierarchic information

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Engaging	Teaches learning strategies

2 kinds of memory...

Episodic memory → Memories gained from experiences or episodes

MUCH more powerful & lasting

NOT dependent on language or ability to process language

Semantic memory → Memories gained from language-based information

MUCH more reflective of kinds of info kids learn in school

Highly dependent on language or ability to process language

So how do we teach in a manner that maximizes semantic memory?

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Which would you rather have?

Thus, one of the characteristics of SMARTsheets is that they are designed for maximum **visual effectiveness**

SMARTsheets make it **easier (not harder)** to process information

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Here's a graphic organizer...

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Here's the same structure on a SMARTsheet...

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Here's the **completed** graphic organizer

"Boo" Radley

- Creepy, ghoulish recluse
- Abused by father - example of threat that evil poses to innocence & goodness
- Been accused of stabbing father in leg with scissors; but still a "gentle soul" who cares about others
- Scout & Jem fear him because they don't know him (prejudice based on ignorance)
- Represents good over evil b/c he befriends and protects the children
- Powerful symbol of goodness
- Secretly leaves gifts/treasures in tree for Scout / saves Scout
- Saves Scout from attack on Halloween by killing Bob with a knife & from house fire
- One of the "mockingbirds" (good person injured by evils of mankind)

Bob Ewell

- Villain, drunk, obnoxious, mean, vengeful, uses racism to feel superior, no ambition
- Asserts power through threats of or acts of violence
- Poaches game to feed his family b/c spends his welfare money on booze - Lives in a shack by dump; town views him as "trash"
- Symbol of evil (knowingly wrongfully accuses Tom Robinson of raping his daughter - gloats over his conviction. Humiliated during trial for being proven a liar, so tries to kill Scout for revenge
- Represents the dark side South: ignorance, poverty, squalor, and hate-filled racial prejudice
- One of the "killers of mockingbirds" (bad person who destroys innocence)

Similarities: Very poor, No friends, Both had histories of violence: in & out of trouble with the law, Both social outcasts - People hold prejudices against both because they don't really understand the origins of their problems or try to help them, Represent powerful symbols (goodness, evil, innocence, etc.), Central to communicating "mockingbird" (innocence) theme

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Here's the same info on a SMARTsheet...

To Kill a Mockingbird STORY: **Harper Lee** AUTHOR

"Boo" Radley CHARACTER | **Bob Ewell** CHARACTER

Different: Creepy, ghoulish recluse; Abused by father - example of the threat that evil poses to innocence & goodness; Accused of stabbing father in leg with scissors, but still a "gentle soul" who cares about others; Scout & Jem fear him because they don't know him (prejudice based on ignorance); Represents good over evil b/c he befriends and protects the children; Powerful symbol of goodness; Secretly leaves gifts/treasures in tree for Scout / saves Scout; Saves Scout from attack on Halloween by killing Bob with a knife & from house fire; One of the "mockingbirds" (good person injured by evils of mankind)

Similar: Both had histories of violence: in & out of trouble with the law; Both social outcasts - People hold prejudices against both because they don't really understand the origins of their problems or try to help them; Represent powerful symbols (goodness, evil, innocence, etc.); Central to communicating "mockingbird" (innocence) theme

Different: Villain, drunk, obnoxious, mean, vengeful, uses racism to feel superior, no ambition; Asserts power through threats of or acts of violence; Poaches game to feed his family b/c spends his welfare money on booze - Lives in a shack by dump; town views him as "trash"; Symbol of evil (knowingly wrongfully accuses Tom Robinson of raping his daughter - gloats over his conviction. Humiliated during trial for being proven a liar so tries to kill Scout for revenge; Represents the dark side South: ignorance, poverty, squalor, and hate-filled racial prejudice; One of the "killers of mockingbirds" (bad person who destroys innocence)

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Which would you rather have?

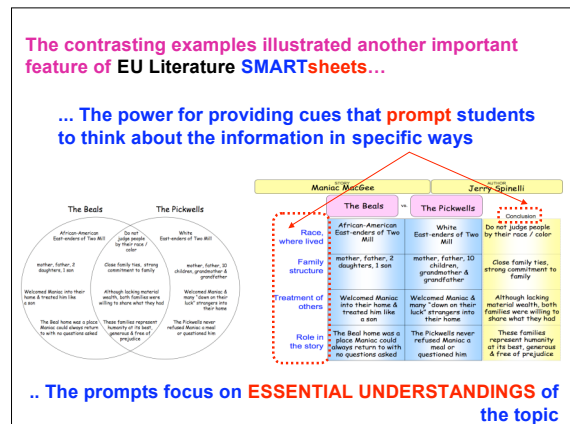
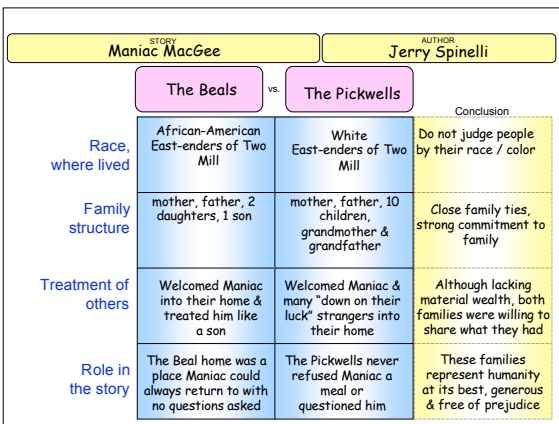
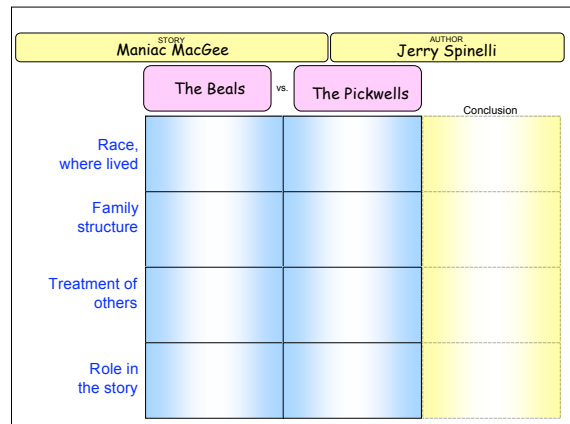
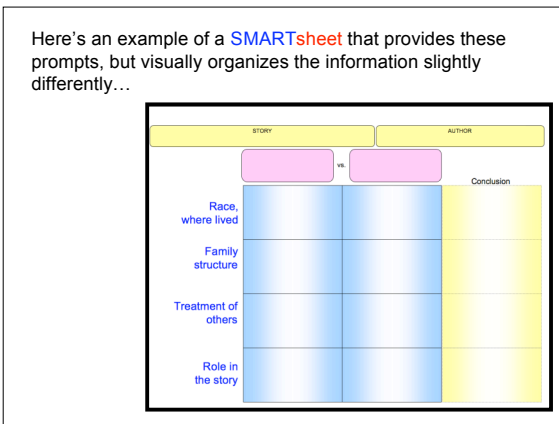
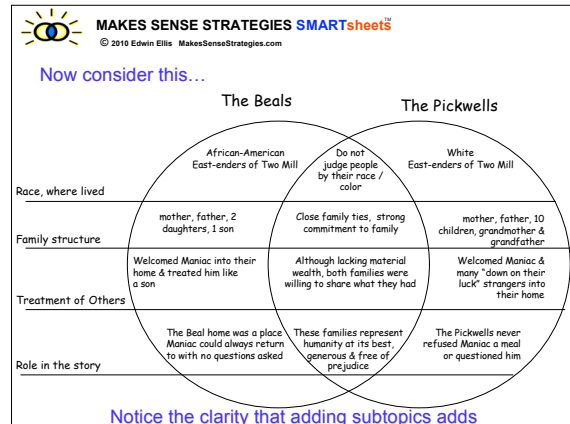
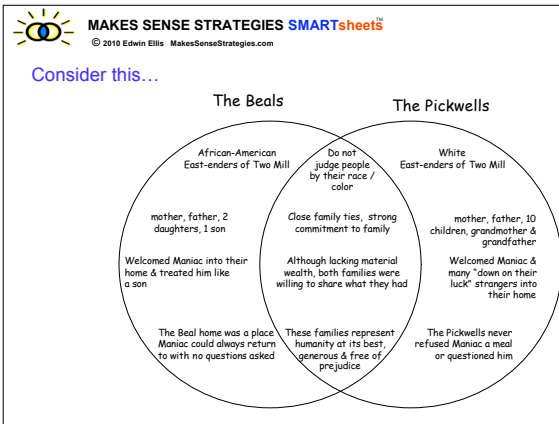
"Boo" Radley | **Bob Ewell**

To Kill a Mockingbird STORY: **Harper Lee** AUTHOR

CHARACTER	CHARACTER
"Boo" Radley	Bob Ewell




The differences here may be subtle, but **IMPORTANT!**

SMARTsheets make it **easier (not harder)** to process information



Powerful Teaching Tools & Tactics is about...





Techniques that provide the biggest bang-for-the-buck

Main Idea	Main Idea	Main Idea
Effective instruction 	Instruction using GOs 	Instruction via SMARTsheets 
Strategic	Makes info more explicit	Maximizes visual effectiveness
Responsively Scaffolded	Reduces info processing demands	Use of brain-based learning principles
Meaningfully connected	Promotes elaboration	Embedded thinking prompts
Engaging	Teaches learning strategies	Embedded essential understandings


So what? What is important to understand about this?

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Like traditional graphic organizers, **SMARTsheets** depict one of the four common ways to structure the information...

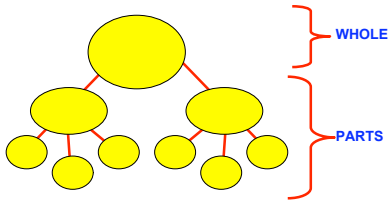
- * Hierarchic 
- * Compare / contrast 
- * Cause/Effect 
- * Sequence 

...but usually in more robust ways that reflect additional **principles of brain-based learning**

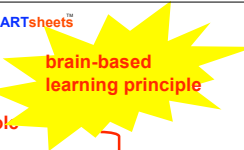
For example 

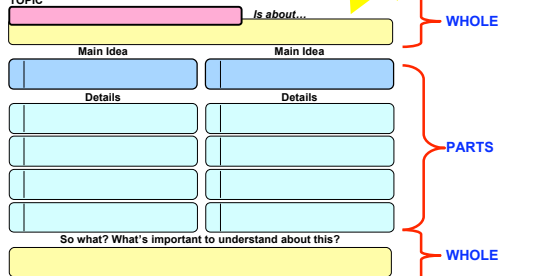
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Graphic organizers usually depict "whole-to-part" structures



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SMARTsheets usually depict "whole-to-part-back-to-whole" 



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Here are a few Literature examples...

Rose Daughter by Robin McKinley is about...
a new twist on the Beauty and the Beast story


This happened... So then this happened...

1 Beauty's father had to send her to live with a beast in a castle	5 Beauty learns to love the Beast
2 Beauty's family is in ruin financially and her father never recovered from her mother's death.	6 She works with the Beast's roses because they are dying
3 They move to Rose Cottage. Once they settle in, Beauty tends the garden and grows very lovely and rare roses.	7 Over time, she befriends the beast but cannot marry him
4 The father has to go back to the city on business	8 She goes home for a short time but returns to the beast
5 He stays at the castle on his way home where he meets the beast and in return for a rose, must send his daughter	9 She breaks the spell so the beast can leave the castle but he is still a beast

So what? What is important to understand about this?
Beauty rejects society's superficial ideals in order to maintain her relationship with the people she loved

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Here are a few Literature examples...


William Shakespeare's Theater is about...
the different kinds of plays that Shakespeare wrote 

Main Idea	Main Idea	Main Idea
Tragedies	Comedies	Historical Plays
Tragedies comment on social problems or human flaws.	Have complicated plots - look like a braud with 5 strands - each a different story	Have political significance b/c they mirror current important political issues
Fate plays an important role & the hero(s) is defeated by it.	Each story has its own suspense & humor, thus adding overall excitement.	Audience is expected to make connection between "history" & current real-life issues
"Macbeth" is a tragedy about excessive ambition & guilt.	Comedies have happy endings - "Good triumphs over evil", "love conquers all".	Henry VI plays, Richard III, & King John = 1st historical period
"Romeo & Juliet" is a tragedy about senseless family feuds.	"Merchant of Venice" & "A Midsummer Night's Dream" are examples of comedies.	Richard II, Henry IV & Henry V = 2nd historical period

So what? What is important to understand about this?
Shakespeare is an excellent example of how arts could flourish b/c of good economic times & political tolerance. His plays covered a wide variety of topics & genres. His characters probed deeply into the human condition.

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Here are a few Literature examples...

St. Augustine's Allegory, "Stealing of the Pear" is about 


How sin gives the poor flavor... Augustine didn't want the pear just for the pear's sake, but because it was forbidden.

Main idea	Main idea	Main idea	Main idea
Sin gives the poor flavor/disease of passion	Cruelty gives power-wants power	No reason but the reason	Peer pressure
Already had pears—only picked it to steal	Didn't want pears—did want power of being able to steal	Wants something, but Augustine doesn't know what	Easier to be bad when in a group
Illusion of liberty in the passion makes him feel free	Wants to lose his innocence	Doesn't have desire of gaining, but has desire	Couldn't say "no" to "come on, let's do it"
Not for beauty, not for taste, only for something you can't have	Wants to be as powerful as possible-evilous person	Only motivation is selfishness	Weren't friends—they bewitched his mind/made him care what they think
	Illusion of power—isn't real	Rebellion—no real reason but desire to rebel	Did the unexpected in a group, felt spontaneous

So what? What is important to understand about this?
Getting something you don't need in an unethical manner won't leave you satisfied in the long term.

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Here are a few Literature examples...

Hamlet is about 

a Shakespeare tragedy about a son who suspects his mother killed his father

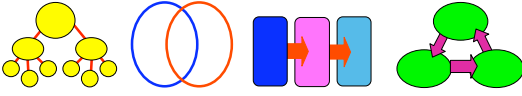
Father dies. Was he murdered? Mother marries uncle Hamlet sees ghost of father	Hamlet plots revenge. Was he going crazy? Can't tell if ghost is good or evil Ghost talks him into getting revenge	Love-crazy Hamlet writes Ophelia love letter. Didn't have courage to kill his wife
Appears at midnight Leaves at daybreak	Plans to kill uncle (mother will get hers later)	King & Queen didn't know about the ghost Ophelia gave letter to her father
Hamlet suspects mother and uncle.	Acted (didn't want them to know revenge easier)	Wasn't sure if ghost was really his father or the devil
Uncle confesses. Hamlet hears story about how the king died	Hamlet and his mother argue. Hamlet killed Polonius	Hamlet and Laureates sword fight. Names switched on the letters Laureates & Hamlet jump on Ophelia's grave
Hamlet decides to use if uncle was involved with mother	Hamlet showed pictures - King Hamlet/godlike	Laureates' sword is poisoned, swords are switched
Uncle gets nervous, runs out and tells Hamlet the truth, Uncle sent someone to listen	Ghost reappears Reminds him of revenge	Queen drinks poison, Laureates confesses, Hamlet kills king

So what? What is important to understand about this?
Shakespeare tragedies provide comment on social problems or human flaws. Fate plays an important role and the hero (Hamlet) is defeated by it.

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With traditional graphic organizers...

What you see is what you get!



... regardless of the sophistication of the learner

Beyond using graphic organizers as a learning option, they are not all that conducive to differentiating instruction

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SMARTsheets vary in sophistication so that they can be selected based on sophistication of the learner

For example... HIERARCHIC SMARTsheets

SIMPLE ← → SOPHISTICATED

1 Main Idea SMARTsheet	2 Main Ideas SMARTsheet	3 Main Ideas SMARTsheet	4 Main Ideas SMARTsheet	6 Main Ideas SMARTsheet	8 Main Ideas SMARTsheet
------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

...much more conducive to differentiating instruction because they can be selected based on the developmental needs / sophistication of the individual student

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SMARTsheets vary in sophistication so that they can be selected based on the sophistication of the learner

For example... COMPARISON SMARTsheets

SIMPLE ← → SOPHISTICATED

2x3 Matrix	2x3 Venn Matrix	2x3 Matrix with Conclusions	2x3 Matrix with Double Conclusions
------------	-----------------	-----------------------------	------------------------------------

...much more conducive to differentiating instruction because they can be selected based on the developmental needs / sophistication of the individual student

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SMARTsheets vary in sophistication so that they can be selected based on sophistication of the learner

For example... VOCABULARY SMARTsheets

SIMPLE ← → SOPHISTICATED

Related Words	Related Words (2 layers)	Semantic Table	Comparisons Semantic Table
---------------	--------------------------	----------------	----------------------------

...much more conducive to differentiating instruction because they can be selected based on the developmental needs / sophistication of the individual student

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For example... LITERATURE SMARTsheets

SIMPLE ← → SOPHISTICATED

Character Train Character Features (basic) Character Features (advanced) Character Clear Table

...much more conducive to differentiating instruction because they can be selected based on the developmental needs / sophistication of the individual student

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SMARTsheets vary in sophistication so that they can be selected based on sophistication of the learner

For example... WRITING SMARTsheets

SIMPLE ← → SOPHISTICATED

brain-based learning principle

Words Related to Topic Words & Sentences Related to Topic PLAN Writing Strategy PATH & PLANS Writing Strategies

...much more conducive to differentiating instruction because they can be selected based on the developmental needs / sophistication of the individual student

Powerful Teaching Tools & Tactics is about ...

Techniques that provide the biggest bang-for-the-buck

Main Idea	Main Idea	Main Idea
Effective instruction	Instruction using GOs	Instruction via SMARTsheets
Strategic	Makes info more explicit	Maximizes visual effectiveness
Responsively Scaffolded	Reduces info processing demands	Use of brain-based learning principles
Meaningfully connected	Promotes elaboration	Embedded thinking prompts
Engaging	Teaches learning strategies	Embedded essential understandings

So what? What is important to understand about this?

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Most graphic organizers **VISUALLY** depict one of the four common ways to structure information...

Hierarchical
Compare / contrast
Cause/Effect
Sequence

...but they typically do **not** provide other cues or prompts for how to think about or process info

SMARTsheets™ do!

SMARTsheets™ typically contain embedded semantic prompts that cue students to engage in powerful brain-based learning processes

For example...

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Notice the prompts in this Literature SMARTsheet...

Title Setting Characters

What LED UP to your favorite part of the story?

What happened DURING your favorite part of the story?

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Reason why you liked it

Another reason why you liked it

Details

Details

All of these prompts...
...serve as cues to elaborate information in different ways

Brain-based learning principle

Title	Sheila Rae the Brave		Setting	Sheila Rae's
Characters	Sheila Rae			
What ED UP to your favorite part of the story?	Sheila Rae skipped off saying, "I'm brave, I'm fearless." She stepped on cracks, she walked backward, she growled at dogs, and she climbed trees until she discovered she was lost.			
What happened DURING your favorite part of the story?	She thought horrible thoughts and was very scared but tried to be brave and to convince herself that she was really brave and fearless. Finally her sister, Louise, popped up and told her to follow her because she knew the way home.			
Reason why I liked it	I liked it because Sheila Rae wasn't afraid of anything.		Another reason why I liked it	Sheila Rae and Louise were sisters and helped each other.
Details	She stepped on sidewalk cracks without fear.		Details	When Sheila got lost, her sister found her.
Details	Sheila growls at stray		Details	Sheila attacked monster in Louise's closet

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Notice the prompts in this Vocabulary SMARTsheet...

Word	Definition	Picture	Knowledge Connection
Definition			
Picture			

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Notice the prompts in this Vocabulary SMARTsheet...

This prompt cues the student to elaborate knowledge connections

Knowledge Connection

Word	Definition	Picture	Knowledge Connection
Definition			
Picture			

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Word	Definition	Picture	Knowledge Connection
Racism	A belief that some races are by nature superior to others. Hitler encouraged racism (against Jews) so he would be more popular among the German Aryans	Sign says... "Don't Buy from Jews"	At the race track, the blue car said to the yellow car, "I'm greater than you because blue is better and yellow is bad".
Word	Definition	Picture	Knowledge Connection
Purification	To remove everything that is different from something. Hitler tried to "purify" Germany by killing everyone (Jews, Blacks, Gypsies, Disabled, etc.) that was not a 'normal' Aryan		Pure water - The impurities (germs, dirt, etc.) in water must be removed, so it will be safe to drink.

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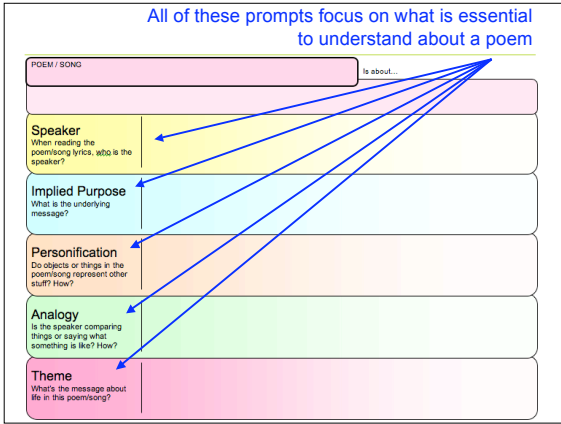
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Powerful Teaching Tools & Tactics is about ...

Techniques that provide the biggest bang-for-the-buck

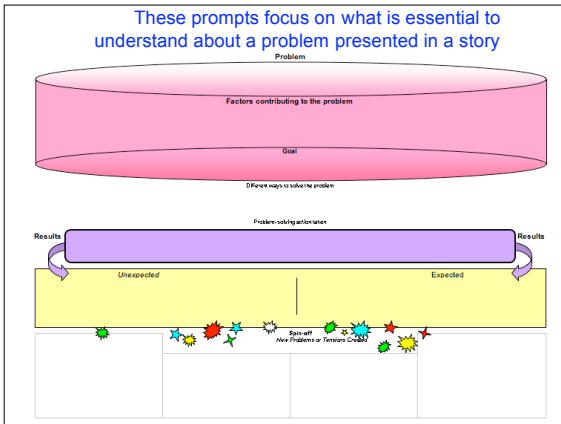
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Engaging	Teaches learning strategies	Embedded essential understandings
So what? What is important to understand about this?		

All of these prompts focus on what is essential to understand about a poem



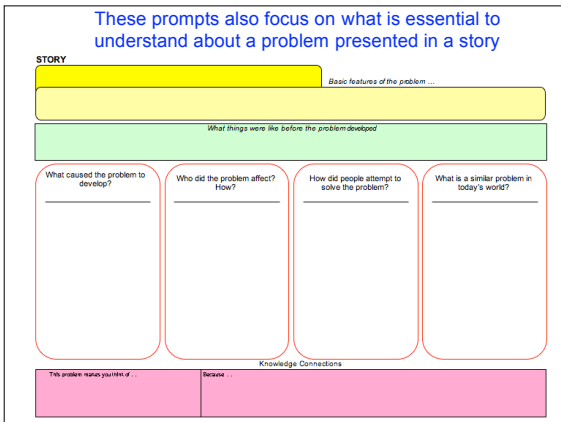
POEM Stopping by Woods on a Snowy Evening by Robert Frost is about...	
A Person's journey in life	
Speaker When reading the poem, who is the speaker?	The person on a journey
Implied Purpose What is the underlying message?	Importance of self-reflection; appreciation of life's journey; living in the moment
Personification Do objects or things in the song represent other stuff? How?	Dark and deep woods represent mysteries of life and unanswered questions. Winter solstice - represents darkest day; alone on journey in life; reflecting on life's journey
Analogy Is the speaker comparing things or saying what something is like? How?	Life is a constant journey; Person representing human journey through life
Theme What's the message about life in this poem?	Life is a journey of beauty and pain, pleasure and commitment; must balance beauty and responsibility.

These prompts focus on what is essential to understand about a problem presented in a story



Crazy in Alabama by Mark Childress			
Problem			
Blacks want right to swim in new pool; Whites want "white only" pool			
Factors contributing to the problem New pool built in Cornelia, Alabama; local racists recently kill 2 blacks for participating in civil rights protests			
Goal Peejoe wants to support blacks in their efforts to attain civil rights; (opportunity for black friends to swim in new pool)			
Different ways to solve the problem Peejoe could have found someone to help him so he wouldn't have to do it by himself			
Problem-solving action taken			
Results Peejoe steps up to defend black boys as they are getting beaten up by white police outside of the pool fence			
Unexpected Photographer takes Peejoe's picture (ends up in Life magazine). Peejoe becomes small hero in black community; his uncle's business is boycotted by whites		Expected Peejoe ostracized by local white community. Becomes the target of hate	
MLK Jr. & George Wallace come to Cornelia (tension escalates -- leads to race riots)	Peejoe's home is burned; black man working for his uncle hanged	Federal marshals arrest local police; can't convict because no one will testify until Peejoe steps up	No one will gibe Peejoe's dad any business at the funeral home
Spin-off New Problems or Tension Created			

These prompts also focus on what is essential to understand about a problem presented in a story



STORY			
The Monument by Gary Paulsen			
Basic features of the problem ...			
When a town decides to commission a monument, the townspeople hire an artist but can't agree with him on the project.			
What things were like before the problem			
Certain people made all the decisions for the town.			
What caused the problem to develop?	Who did the problem affect? How?	How did people attempt to solve the problem?	What is a similar problem in today's world?
The arrival of Mick, whose artistic vision and spirit were in opposition with the conservative leaders of the town. They didn't want things to be shaken up, and Mick wouldn't violate his artistic vision.	All the townspeople were affected. Some of them supported the town leaders because they were afraid not to. Some were happy to see someone come in with fresh ideas. As an adopted child, Rocky was fascinated by Mick's free spirit.	Some of the most vocal leaders tried to get Mick taken off the project. One of the schoolteachers supported Mick. It seemed that everybody in town had an opinion on the project and on Mick's approach.	Often people will fight change because they feel threatened by anything that is different. New ideas from new people are not always accepted by older people.
Knowledge Connections			
This problem makes you think of ... Trying to get changes made		Because ... there is usually somebody who wants to continue doing things the old way.	