## Cubing Activities



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## What Is Cubing??



- Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
- The cubes are six-sided figures that have a different activity on each side of the cube.
- A student rolls the cube and does the activity that comes up.
- Cubes can also be used for group tasks as well as individual tasks.


## How Cubing Works

- Students can work alone, in pairs, or in small groups with the appropriate cube.
- In pairs or small groups, each student takes a turn rolling the cube and doing the activity that comes up. Students have the choice to roll again once if they don't like the activity that turns up.
- Students each roll the cube $2-4$ times, depending on the magnitude of the assignments.
- When working in groups, and option is to have the student who roles lead the discussion and/or activity rolled. Have another student serve as the scribe to take notes on the group discussion. After the group reaches consensus that the task is complete, the roller and scribe change.



## How Cubing is Differentiated

- Not all students receive the same cube.
- You can differentiate the tasks n cubes according to readiness, interest or learning profile (See examples).
- One cubing activity might group gifted learners for more challenging, higher-level activities; another cubing activity might group students with different readiness levels according to their interests; another might group students according to one of the learning profile categories.


## Creating a Cubing Exercise

- Start by deciding which part of your unit lends itself to optional activities. Decide which concepts in this unit can you create a cube for. Is it possible for you to make 3 cubes for 3 different interests, levels, or topics?
- First Step: (use one of the cubes)

Write 6 questions that ask for information on the selected unit.

- Use your 6 levels of Bloom, intelligence levels, or any of the cubing statements to design questions.
- Make questions that use these levels that probe the specifics of your unit.
- Keep one question opinion based - no right or wrong.
- Second Step: (use other cubes)
- Use the first cube as your "average" cube, create 2 more using one as a lower level and one as a higher level.
- Remember all cubes need to cover the same type of questions, just geared to the level, don't water down or make too busy!
- Label your cubes so you know which level of readiness you are addressing.

Hand your partner the cubes and ask if they can tell high, medium, or low. If they can't tell, adjust slightly.

- Third Step:

Always remember to have an easy problem on each cube and a hard one regardless the levels.

- Color code the cubes for easy identification and also if students change cubes for questions.
- Decide on the rules: Will the students be asked to do all 6 sides? Roll and do any 4 sides? Do any two questions on each of the 3 cubes?


## Places to get questions:

Old quizzes, worksheets, textbook-study problems, students generated.

## CUBING

1. Describe it: Look at the subject closely (perhaps with your senses as well as your mind)
2. Compare it: What is it similar to? What is it different from?
3. Associate it: What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
4. Analyze it: Tell how it is made? What are it's traits and attributes?
5. Apply it: Tell what you can do with it. How can it be used?
6. Argue for it or against it: Take a stand. Use any kind of reasoning you want logical, silly, anywhere in between.

## Ideas for Cubing

- Arrange $\qquad$ into a 3-D collage to show $\qquad$
- Make a body sculpture to show
- Create a dance to show
- Do a mime to help us understand
- Present an interior monologue with dramatic movement that $\qquad$
- Build/construct a representation of
- Make a living mobile that shows and balances the elements of $\qquad$ nd
- Create authentic sound effects to accompany a reading of $\qquad$ with a
- Show the principle of $\qquad$ rhythm pattern you create. Explain to us how that works.


## Ideas for Cubing in Math

- Describe how you would solve $\qquad$ Analyze how this problem helps us use mathematical thinking and problem solving
- Compare and contrast this problem to one on page
- Demonstrate how a professional (or just a regular person) could apply this kink or problem to their work or life.
- Change one or more numbers, elements, or signs in the problem. Give a rule for what that change does.
- Create an interesting and challenging word problem from the number problem. (Show us how to solve it too.)
- Diagram or illustrate the solution to the problem. Interpret the visual so we understand it.


## What is the Point?



- Cubing gives students who like to use their hands and move around a chance to feel like they are "playing" while learning.
- Cubing gives students a chance to look at a concept from a series of different perspectives.
- Cubing is very flexible and encourages depth and complexity.
- Cubing allows the teacher to differentiate for readiness in a very un-obvious way. Since all students are working with cubes, students are not aware that their neighbors might be doing something a little different.


| Red <br> Cube | Describe <br> Your favorite picture in the story Family Pictures. Tell why you picked that one. | Big Idea: <br> To understand basic connections that all people have regardless of their culture in order to function in the real world |
| :---: | :---: | :---: |
| Compare <br> Your favorite picture in the story Family Pictures to a similar activity in your life. You may use words and/or pictures | List <br> Words that describe your feelings about the Mexican culture as you look at each picture in the story. | Chart <br> Using a Venn diagram, show your favorite things and compare to the favorite things you found in the story. Find common areas that you and the story share. |
| Third Grade <br> Southwest Unit <br> Cubing Example <br> Family Pictures by <br> Carmen Lomas Garza | Analyze <br> The favorite things in the story by understanding why these might be traditions in the culture. If you were a researcher asked about the important things in the Mexican culture, what would you say. <br> Justify <br> The story describes a family that speaks a different language and come from a different culture. Justify thy it is important to meet people who speak a different language and have a different culture. | Adapted from a lesson by Joy Peters, Nebraska |


| Orange Cube | Describe <br> The Mexican culture using at least three sentences with three describing words in each sentence. | Big Idea: <br> To understand basic connections that all people have regardless of their culture in order to function in the real world |
| :---: | :---: | :---: |
| Compare <br> Use the Compare/Contrast graphic organizer and look at areas of food, shelter, traditions, family life, fun | Pretend <br> That you are a child from Mexico. Tell me about your day. What would your chores be? What would you eat? How would you spend your free time? Would you take naps? Tell me why. | Critique <br> Find another story to read at the reading center. Compare it to Family Pictures and discuss elements you liked and did not like of either. |
| Third Grade <br> Southwest Unit <br> Cubing Example <br> Family Pictures by <br> Carmen Lomas Garza | Create <br> Make your own family album by drawing at least five special activities your family shares <br> Dance <br> Choreograph a dance or mime to represent three main ideas that you learned about the Mexican culture. | Adapted from a lesson by Joy Peters, Nebraska |



| Grade 3-Weather Watch <br> 1. Answer the following questions: <br> a. What the signs that a tornado is coming? <br> b. What causes tornados? <br> c. What dangerous effects can a tornado have? <br> d. What should you do if a tornado is coming? |  | Key <br> Bloom's Taxonomy <br> 1. Knowledge <br> 2. Comprehension <br> 3. Application <br> 4. Analysis <br> 5. Synthesis <br> 6. Evaluation |
| :---: | :---: | :---: |
| 2. Create a web, diagram or drawing that shows the basic features of a tornado. Include how it is formed, its' make-up, speed, path, and lifespan. | 3. Your school is located in a potential tornado area. Develop a set of directions for what your class should do in case of a tornado warning. | 4. Create four to six questions a reporter could ask observers or victims of a tornado. The questions must get people to talk about what happened not answered in "YES" or "NO" responses. Act out the interview with a friend. |
|  | 5. Design a scale for evaluating tornados. Describe how your scale would work. |  |
|  | 6. You are a tornado. Write a story (or poem) about your life, feelings, and thoughts. | Aligned with Grade 3 Weather Watch Unit Houghton Mifflin by T. Giles November 8, 2000 |



## Cubing with Charlotte's Web

## Basic Cube

1. Draw Charlotte as you think she looks.
2. Use a Venn diagram and compare Charlotte and Fern.
3. Use a comic strip to tell what happened in this chapter.
4. Shut your eyes and describe the barn. Jot down your ideas.
5. Predict what will happen in the next chapter using symbols.
6. In your opinion, why is Charlotte a good friend?

## Abstract Cube

1. Use a graphics program on the computer and create a character web for Wilbur.
2. Use symbols on a Venn diagram to compare Wilbur and Charlotte.
3. Draw the farm and label the items, people, and buildings.
4. Use a storyboard to show the progress of the plot to this point.
5. What is the message that you think the writer wants people to remember? Draw a symbol that illustrates your ideas.
6. When you think of the title, do you agree or disagree that it is a good choice? Why or why not?




## Biology - A Differentiated Lesson Using Cubing by Readiness, and Jigsaw

Understand: Functions of cell organelles relatedness of each organelle's function with others'
Know: Key Vocabulary (nucleus, mitochondria, endoplasmic reticulum, ribosome, nucleolus, vacuole, golgi body, lysome, cell membrane)
Do: Analyze and explain a facet of cell function and interrelationship of parts
First: Class reading and discussion of cell, parts, and interrelationships - followed by a diagnostic quiz
Next: The teacher assigns students to Jigsaw groups of 6 - and a task numbered 1-6 within the Jigsaw groups.
Tasks escalate in difficulty and may also interest or learning profiles.

1. Describe cell parts (structure) and function
2. Illustrate a cell with organelles and functions
3. Analyze how each cell part is related to others
4. Compare location of the organelle with its functions and relationships
5. Connect how interrelationships among organelle functions are like other interrelationships among organelle functions are like other interrelationships in life
6. Apply what you've learned to predict how organism functions are like cell functions.

Within "specialty" groups (all the 4's, for example) students devise a way of sharing their tasks and understandings with the Jigsaw "home base" groups. Once back in Jigsaw home base groups, each individual is responsible for a) presenting and answering questions about one facet of the cube, and
b) taking notes, asking questions, achieving understanding about the other facets of the cube.

Students have an opportunity to pose questions and ask for clarification from the whole class. They then select either a quiz or a journal entry on the topic to demonstrate their understanding.

## Concerns?



## Here is one - you may have more!

- Cubes can turn into glorified worksheets but not if all activities are purposeful and focused on getting students to understand a concept in a multitude of ways!


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- After a conceptual unit has been presented and students are familiar with the ideas and associated skills, "Think DOTS" is an excellent activity for students to construct meaning for themselves about the concept they are studying. The instructor first defines readiness levels, interests or learning styles in the class, using on-going assessment.
- Each student is given a set of activity cards on a ring, a die, and an activity sheet. Each student rolls the die and completes the activity on the card that corresponds to the dots thrown on the die. Each student then completes the activity on the activity sheet.
Materials:

1. $81 / 2 \times 11$ inch paper
2. Hole punch
3. Metal or plastic rings
4. Dice
5. Scissors
6. Markers or dots
7. Laminating materials

## © ThinkDOTS

## Construction:

1. For each readiness level, six activities should be created.
2. On an $81 / 2 \times 11$ inch page divided into six sections (this can be done easily on the computer by creating a $2 \times 3$ cell table and saving it as a template), the activities should be written or typed in each section.
3. On the back of each page, dots corresponding to the dots on the faces of a die should be either drawn or affixed (you can use Avery adhesive dots) on each of the six sections of the page.
4. The pages should be laminated for durability.
5. Then each page should be cut into the six sections.
6. Use a hole punch to make holes in one corner or in the top of each activity card.
7. Use a metal or plastic ring to hold each set of six cards together (you can get 100 metal rings from Office Suppliers in Roanoke for \$9.00)
8. Create an Activity Sheet to correspond to the lesson for easy recording and management.


## © ThinkDOTS

## Suggestions:

1. Use colored paper and/or colored dots to indicate different readiness levels, interests or learning styles.
2. Have students work in pairs.
3. Let students choose which activities - for example: roll the die and choose any three; create complex activities and have students choose just one to work on over a number of days.
4. After students have worked on activity cards individually, have them come together in groups by levels, interest or learning style to synthesize

## © ThinkDOTS

Application:

1. Use "ThinkDOTS" to lead students into deeper exploration of a concept.
2. Use "ThinkDOTS" for review before assessment.
3. Use "ThinkDOTS" as an assessment.


THINK DOTS
Created by Kay Brimijoin (99')

NAME
DATE
LESSON:

ACTIVITY 1:

ACTIVITY 2:

ACTIVITY 3:

ACTIVITY 4:

ACTIVITY 5:

ACTIVITY 6:

## THINK DOTS



| Space ThinkDOTS | Judy Rex, |
| :---: | :--- |
| $3^{\text {rd }}-4^{\text {th }}$ Multiage | Scottsdale, AZ |

KNOW:

- Key vocabulary - astronomer, atmosphere, axis, constellation, gravity, moon, orbit, phase, planet, revolution, rotation, solar system, star (X Factor: crater, eclipse, flare, galaxy, meteorite, nebula, sunspot)
- Components of solar system
- Physical characteristics of the Sun, moon, and Earth
- Four seasons and their characteristics
- Objects that move in the sky

UNDERSTAND:

- The parts of the solar system influence one another and appear to be a unified whole.
- The Sun, Moon and Earth have different physical characteristics and regular movements that result in daily, monthly, and yearly patterns.
- Scientific investigation of the solar system has an impact on human activity and the environment and is a result of the contributions of many people.


## Space ThinkDOTS

$3^{\text {rd }}-4^{\text {th }}$ Multiage

- Identify the solar system and the planets in relationship to the sun
- Describe and compare the physical characteristics of the Sun, Moon,m and Earth
- Identify objects that move in the sky
- Describe patterns of change vidsible in the sky over time
- Observe and record phases of the moon, position of constellations
- Identify the seasons and their characteristics
- Distinguish between revolution and rotation and demonstrate the difference
- Use a variety of resources, including the itnernet, to complete research
- Work cooperatively in a group
- Plan, design, conduct, and report on the conclusions sf basdicv experiments
- Set goals and evaluate progress
- Organize and present information

Build a model of the solar system and label its parts Show why it is a system.

Illustrate the key vocabulary for our space study. Write the word under each picture. Be sure to check your spelling.

## Create a mobile to show the 4

 major phases of the moon. Be sure to put them in the order in which they occur.Plan a skit that will show you understand the characteristics of the four seasons and when they happen. Be ready to answer questions from the audience.

Judy Rex,
Scottsdale, AZ

| Use words, pictures, and color | You are an astronomer and |
| :--- | :--- |
| to complete attribute webs | have discovered another |
| for the Sun, the Moon, and | planet in our solar system. |
| the Earth. List the | Describe the planet's location |
| similarities and differences | and attributes. Draw a |
| you find. | picture and name your planet. |

\(\left.$$
\begin{array}{l}\text { SPACE THINK DOTS } 2\end{array}
$$ $$
\begin{array}{l}\text { Craw and label a map of our } \\
\text { solar system to scale. Describe illustrated glossary } \\
\text { why it is considered a system. }\end{array}
$$ \begin{array}{l}for a book about how the <br>
objects in our solar system <br>
move in space and are related <br>
to one another. Use the key <br>
vocabulary from our space <br>
study. Be sure to check your <br>

spelling!\end{array}\right]\)| Prove why we have seasons. |
| :--- |
| Create a way to show us what |
| Demonstrate that you know all |
| the phases of the moon and |
| why they occur. | | wotation and revolution of the |
| :--- |

Judy Rex,
Scottsdale, AZ
oing to explore the solar
system's Sun, Earth, and Moon. What will you take with you? system. Find a way to tell us all about it and what makes it a system.
useful information will you take back to your galaxy? Share your findings with the earthlings in our class.

## SPACE THINK DOTS 3

| Develop a way to categorize | If you were going to teach a |
| :--- | :--- |
| the planets in our solar | unit on space, what key |
| system and their relationship | vocabulary would you want |
| to the sun. Why is it | your students to understand? |
| considered to be a system? | List the words, their <br> meanings, and how you would <br> teach each one. |
|  |  |


| Demonstrate that you know | Compare and contrast the <br> all the phases of the moon <br> movement in space that |
| :--- | :--- |
| and why they occur. How causes day and night to the <br> does the Earth's moon movement that creates the <br> compare to the moons of seasons. <br> other planets?  |  |

## Judy Rex,

Scottsdale, AZ

| You are an intergalatic travel | If you were an astronomer, |
| :--- | :--- |
| agent. Create a travel | predict what your job would |
| brochure for our solar | be like during the next 10 |
| system's Sun, Moon, and | years. What might you |
| Earth. Be sure to include all | discover? |
| important information about |  |
| these destinations. |  |


| Create an ad for a good that <br> Ancient Greece and Rome did <br> NOT trade with Egypt. Make <br> your ad convincing enough that <br> an Egyptian will want to buy <br> your good. | Illustrate, explain, video or <br> record these definitions (in your <br> own words): <br> Interdependence <br> Economic Specialization <br> Government Services <br> Taxation or Taxes <br> Opportunity Cost <br> Scarcity <br> Price | Could you live without goods, <br> Defend your position. |
| :---: | :---: | :---: |
| Research goods and services in <br> Greece, Rome, or Jamestown <br> today. Compare and contrast <br> with goods and services in <br> those places long ago. | Create a map of Europe and <br> Jamestown that illustrates the <br> concept of interdependence <br> between the two. Be sure to <br> include a key of any symbols <br> used. | Pretend you are running for <br> office. Defend raising taxes for <br> a government service of your <br> choice. |


| Research what goods are traded between Greece and Rome and <br> Egypt today. Compare and contrast with goods that were traded long ago. | Illustrate, explain, video or record these definitions (in your own words): <br> Interdependence <br> Economic Specialization <br> Government Services <br> Taxation or Taxes <br> Opportunity Cost <br> Scarcity <br> Price <br> Savings <br> Investments | What kinds of choices do you and your family make based on goods, services, and savings? <br> Why? |
| :---: | :---: | :---: |
| Using a Venn diagram, compare and contrast goods and services produced in Greece, Rome, or Jamestown. Choose two places to compare. | Use a storyboard to create a story about what happens to a bale of tobacco and a barrel of peanuts when they leave the farmlands of Jamestown and head for Europe. <br> Explain what happens and why. | Create 3 fib game cards listing government services paid for by taxes. Add a question on each card asking why the fib is a fib and why taxes wouldn't be used to pay for it. |

$\left.\begin{array}{|c|c|c|}\hline \begin{array}{c}\text { What goods did Ancient } \\ \text { Greece and Rome trade with } \\ \text { Egypt? Illustrate and label } \\ \text { and explain why they traded } \\ \text { each good. }\end{array} & \begin{array}{c}\text { Record or write a story about } \\ \text { a French cloth maker and a } \\ \text { Jamestown farmer. Tell how } \\ \text { they depend on each other. }\end{array} & \begin{array}{c}\text { Name two goods and } \\ \text { services that you depend on } \\ \text { today. }\end{array} \\ \text { How do you get them? }\end{array}\right\}$

## Multiplication Think Dots <br> - Struggling to Basic Level

- It's easy to remember how to multiply by 0 or 1 ! Tell how to remember.

Jamie says that multiplying by 10 just adds a 0 to the number. Bryan doesn't

- understand this, because any number plus 0 is the same number. Explain what Jamie means, and why her trick can work.
: Explain how multiplying by 2 can help with multiplying by 4 and 8 . Give at
- least 3 examples.
:: We never studied the 7 multiplication facts. Explain why we didn't need to.
$\because$ Jorge and his $\qquad$ friends each have $\qquad$ trading cards. How many trading cards do they have all together? Show the answer to your problem by drawing an array or another picture. Roll a number cube to determine the numbers for each blank.
:: What is $\qquad$ X $\qquad$ ? Find as many ways to show your answer as possible.


## Multiplication Think Dots －Middle to High Level

There are many ways to remember multiplication facts．Start with 0 and go through 10 and tell
－how to remember how to multiply by each number．For example，how do you remember how to multiply by 0 ？By 1 ？By 2？Etc．

There are many patterns in the multiplication chart．One of the patterns deals with pairs of
－．numbers，for example，multiplying by 3 and multiplying by 6 or multiplying by 5 and multiplying by 10 ．What other pairs of numbers have this same pattern？What is the pattern？
－Russell says that 7 X 6 is 42 ．Kadi says that he can＇t know that because we didn＇t study the 7
：multiplication facts．Russell says he didn＇t need to，and he is right．How might Russell know his answer is correct？Give 2 different explanations．
：：Max says that he can find the answer to a number times 16 simply by knowing how to multiply by 2．Explain how Max can figure it out，and give at least two examples．
－Alicia and her $\qquad$ friends each have $\qquad$ necklaces．How many necklaces do they have all $\therefore$ together？Show the answer to your problem by drawing an array or another picture．Roll a number cube to determine the numbers for each blank．
：\％What is $\qquad$ X $\qquad$ ？Find as many ways to show your answer as possible．

－solve $\frac{1}{5}+\frac{3}{5}$ or roll
the die to determine your own fractions．

## Compare and contrast

。
these two problems：

and $\frac{1}{3}+\frac{1}{2}$
${ }^{\circ}$ 。
Describe how people use
－fractions every day．

Explain the difference
$\circ \circ$ ० between adding and multiplying fractions，

Create a word problem
or that can be solved by
$0 \quad \frac{1}{3}+\frac{2}{5}=\frac{11}{15}$
（Or roll the fraction die to
determine your fractions．）

Model the problem $0 \circ$ $\qquad$ $+$ $\qquad$ －．
Nanci Smith
$\circ$ Roll the fraction die to determine which fractions to add．



## 

Level 1:

1. $a, b, c$ and $d$ each represent a different value. If $a=2$, find $\mathrm{b}, \mathrm{c}$, and d.

$$
\begin{aligned}
& a+b=c \\
& a-c=d \\
& a+b=5
\end{aligned}
$$

2. Explain the mathematical reasoning involved in solving card 1.
3. Explain in words what the equation $2 x+4=10$ means.

Solve the problem.
4. Create an interesting word problem that is modeled by $8 x-2=7 x$.
5. Diagram how to solve $2 x=8$.
6. Explain what changing the " 3 " in $3 \mathrm{x}=9$ to a " 2 " does to the value of $x$. Why is this true?


Level 2:

1. $a, b, c$ and $d$ each represent a different value. If $a=-1$, find $\mathrm{b}, \mathrm{c}$, and d.

$$
\begin{aligned}
& a+b=c \\
& b+b=d \\
& c-a=-a
\end{aligned}
$$

2. Explain the mathematical reasoning involved in solving card 1.
3. Explain how a variable is used to solve word problems.
4. Create an interesting word problem that is modeled by $2 x+4=4 x-10$. Solve the problem.
5. Diagram how to solve $3 x+1=10$.
6. Explain why $x=4$ in $2 x=8$, but $x=16$ in $1 / 2 x=8$. Why does this make sense?

Level 3:

1. $a, b, c$ and $d$ each represent a different value. If $a=4$, find $b$, c , and d .

$$
\begin{aligned}
& a+c=b \\
& b-a=c \\
& c d=-d \\
& d+d=a
\end{aligned}
$$

2. Explain the mathematical reasoning involved in solving card 1.
3. Explain the role of a variable in mathematics. Give examples.
4. Create an interesting word problem that is modeled by
$3 x-1 \leq 5 x+7$. Solve the problem.
5. Diagram how to solve $3 x+4=x+12$.
6. Given $a x=15$, explain how $x$ is changed if $a$ is large or $a$ is small in value.

|  | ThinkDOTS Activities for Science Lesson Concept: STRUCTURE |  |  |
| :---: | :---: | :---: | :---: |
| Why do you think scientists used the term "cloud" to describe the position of electrons in an atom? | How do the atomic numbers in the periodic table change from the top to the bottom? From left to right across the table? | Share two ways that scientists study atoms. Suggest any new ways you might think of. | What is the correct symbol for the element helium? Research the history of this element and create a timeline showing what elements were discovered just before and after helium. |
| Suppose you were given some sugar cubes, a grinder, some water, a pan, and a hot plate. What physical and chemical changes could you make in the sugar? | Predict as many properties for potassium as you can. To make your predictions, look at the information in the box for this element and consider its location on the periodic table. |  |  |
|  |  | How are physical and chemical properties different? Why? | Name three types of physical changes. Create alist with at least two examples of each that are |
| There are 3 jars in the front of the room. Each has a substance with a strong odor. One is a solid, one is a liquid and one is a gas. Which odor would students in the back of the room smell first? Why? | Carbon is atomic number 6. How are 2 carbon atoms with mass numbers of 12 and 14 different? Why are these atoms called isotopes? |  | examples in the book. |
|  |  | What does the periodic table tell us about calcium? How can this help us in our everyday lives? | Which is higher, an element's atomic number or its mass number? Why? |


| ThinkDOTS $5^{\text {th }}$ Grade Poetry | ThinkDOTS |
| :---: | :---: |
| Visit: and click on the link for the top ten poems. Read several poems and select one that you really like. Print out the poem and write a short explanation on why you enjoyed this poem. Look up unfamiliar words. Explain what you believe the poem to mean. | Make a great big list ( 30 or more) of possible topics you could write a poem about. Choose one topic to write a poem using any style of poetry you wish. |
|  | Alliteration is a fun and creative style of writing. Remember that alliteration is the repetition of the first consonant or vowel sound. Example: Franky's family is frantic about frogs. Your task is to write a short story using alliteration. Try to see how long you can write using alliteration. Work hard to make your story make sense. |
| Make a great big list (30 or more) of pairs of words that rhyme. Write a poem using one of the pair of words you have chosen. You can use any form of poetry you desire. |  |
| Remember a quatrain is a poem written in four verses with different rhyme patters. There are many ways to write a quatrain: $\mathrm{a}, \mathrm{a}, \mathrm{b}, \mathrm{b} ; \mathrm{a}, \mathrm{a}, \mathrm{a}, \mathrm{a} ; \mathrm{a}, \mathrm{b}, \mathrm{c}, \mathrm{b}$; or $\mathrm{a}, \mathrm{b}, \mathrm{a}, \mathrm{b}$. Your task is to write two quatrains. Be creative and as always try to place meaning into your poetry. | A couplet is made up or two lines that rhyme. A complete idea may be expressed in a couplet or a long poem may be made up of many couplets. Your task is to find 2 examples of good couplets and then to write an original couplet. You may use reference materials in the classroom or search the Internet. The emphasis is on meaning not humor. |
| Poetry is a lot of fun! One of the craziest and funniest forms of poetry is a limerick. Edward Lear is credited for popularizing this form of poetry. Now lets see how you can do. Remember that lines 1,2 , and 5 rhyme and lines 3 and 4 rhyme. Go to it! |  |
|  | Visit: $\qquad$ and click on the link for poems. Read several poems and select one that you really like. Print out the poem and write a short explanation on why you enjoyed this poem. Would you recommend others read the poem? Why? |
| A skill of some of the best writers is to use metaphor to add description to a story. Remember that metaphor is used to compare two dissimilar objects that are alike in some way. Example: Music is the honey of the human spirit. Find several examples of metaphor using classroom books and write three examples of your own. |  |
|  | Write an autobiographical poem about yourself. Ask your teacher for a copy of the outline and share a little about your self. Who knows? You may learn something about yourself |
| Now it is time to play free style poetry. Use this opportunity to write a poem about a topic of your choice using free stylepoetry. Here are some topic ideas: Emotions School Friendship | Ask your teacher for a copy of the poem "Alone" by Walter de la Mare. Read the poem carefully and write a reflection based on your feelings about the poem. Do you think this poem is sad? Why or why not? |


| Prejudice <br> Discuss how prejudice and discrimination are not only harmful to the victim, but also to those who practice them. | Scapegoating <br> Imagine a group of people that could be scapegoats. <br> List and describe stereotypes of this group and the treatment they received because of them. | Articles <br> Read the article. What could be reasons for the persecution? How can you justify the minds of those responsible? | "Generic" Think DOTS for High School Literature Concept: Prejudice |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| Photography <br> Photographs tell stories. Write a caption for the photo and explain why you chose it. | Genetics <br> Certain characteristics are blamed on genetics. Do genetics impact the characteristics of your group? Explain the reasoning behind your answer. Use your science knowledge. | Stereotypes <br> Your groups was persecuted. Identify a groups who has been persecuted in more recent years. Compare the two and give reasons why. | Photography <br> Compare two photographs taken of similar events. What are the similarities and differences? What might be the significance of these similarities and differences |  |
|  |  |  |  | Prejudice <br> Is it possible to grow to adulthood without harboring some prejudice? Why or why not?. |
| Prejudice <br> Is it possible to grow to adulthood without harboring some prejudice? Why or why not?. | Scapegoating <br> What is scapegoating? Explore the word's etymology and hypothesize about its present day meaning. How was your groups scapegoated? | Articles <br> Read the article. What is genocide? Did the people in your article face genocide? Why? | Genetics <br> Did genetics have an impact on the Aryan race? Why? Does it in the group you are studying? Why? | Scapegoating <br> Identify and discuss the scapegoating that took place in your group. Compare the scapegoating of your group to that of a present day group. |
|  |  |  |  |  |
| Photography | Genetics <br> Do genetics cause brown hair? How? List one way genetics affects your group (in your opinion). If genetics don't affect your group explain why. | Stereotypes <br> Identify stereotypes your group faced. Pick a clique in the school and discuss the traits of that group. Are they stereotyped? |  |  |
| Look at the clothing, hair, setting, body language, and objects to help determine social, economic, country of origin and so on. Can you see the emotions in the people? How? Do you think they are related? |  |  | Stereotypes <br> Name a group you stereotype and discuss those traits that you stereotype. What were the stereotypes your group had? | Articles <br> Read the article. If you were the person behind the persecution and were asked why you did what you did, what would you say? |

