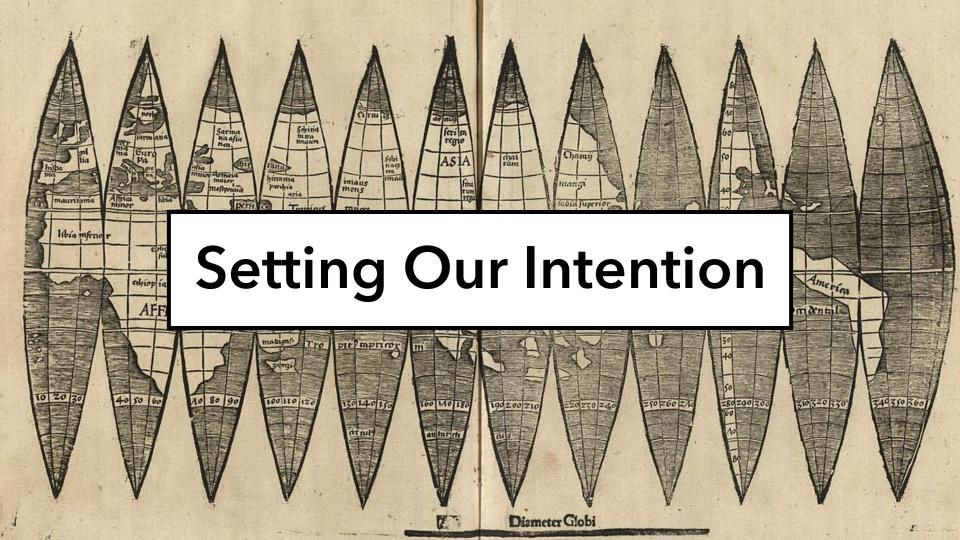


Clear Our Minds



We want to help teachers who want to get better.

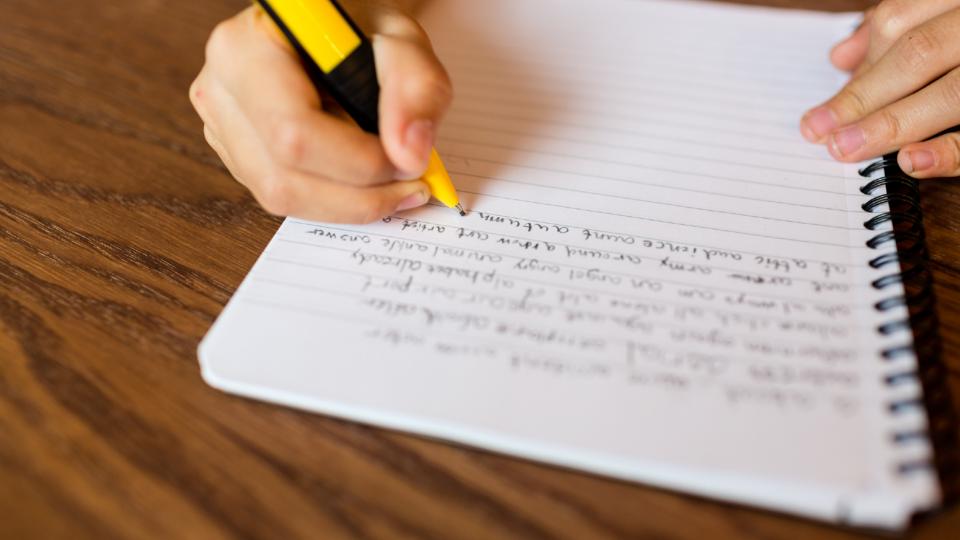
Don't Leave Feeling Vaguely Unsafisfied

TODAY'S EXPECTATIONS

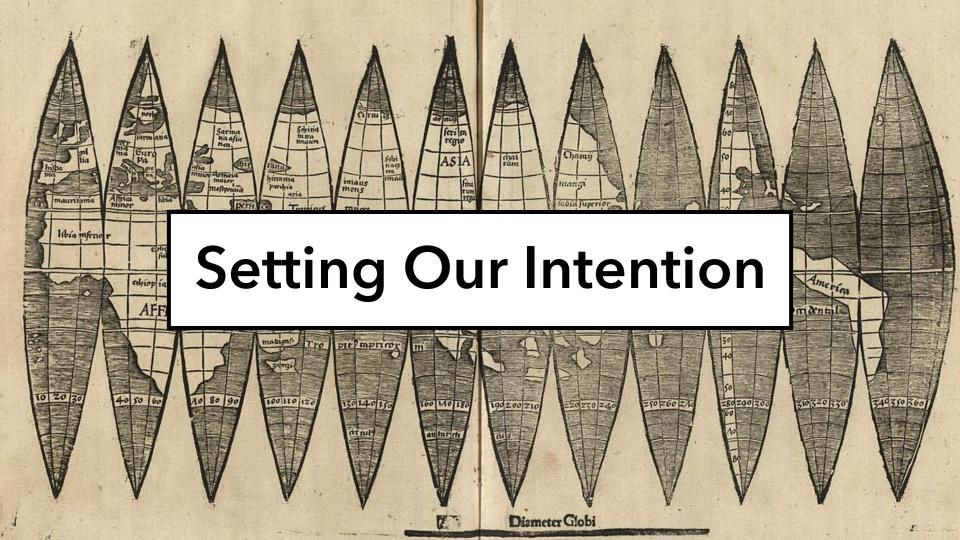












Say hi to someone you don't already know!

GENERAL & ELECTRIC MADE IN U.S.A. 450 TYPE DD-6 VOLTS ON INST. MODEL SDD6VY255 TERMINALS= ON SCALE NO. 1155385

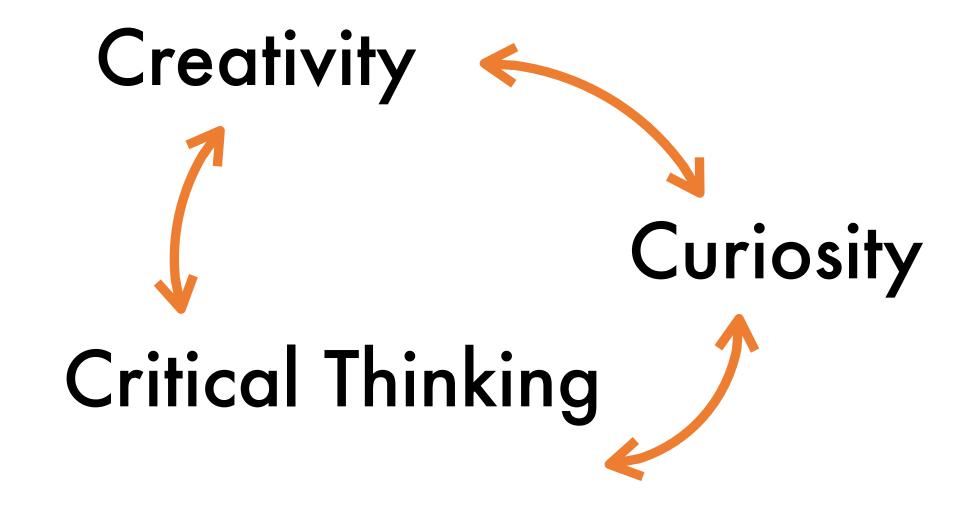
Breaks & Lunch

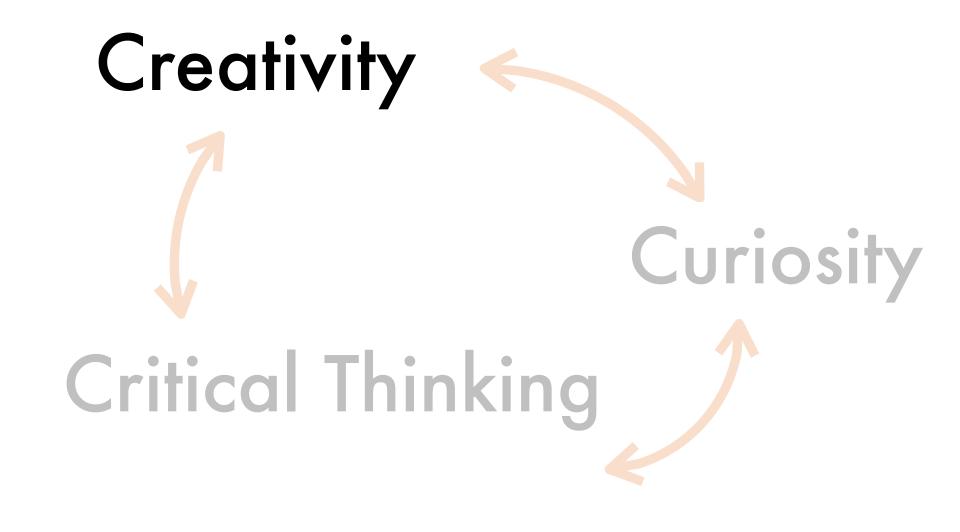
Goody Bags!



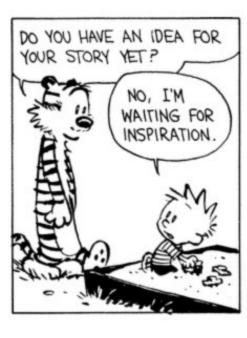
Vitamin C

Creativity Critical Thinking Curiosity



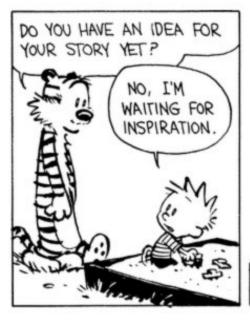






YOU CAN'T JUST TURN ON CREATIVITY LIKE A FAUCET.
YOU HAVE TO BE IN THE RIGHT MOOD.





YOU CAN'T JUST TURN ON CREATIVITY LIKE A FAUCET.
YOU HAVE TO BE IN THE RIGHT MOOD.

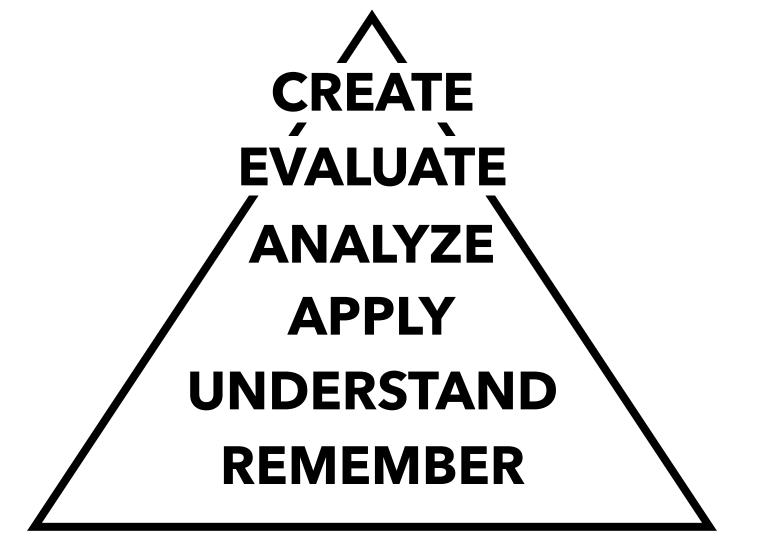


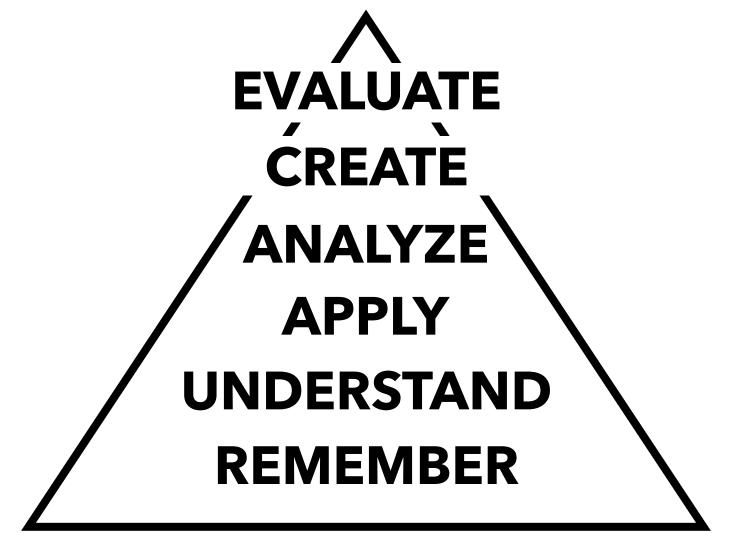
a new idea

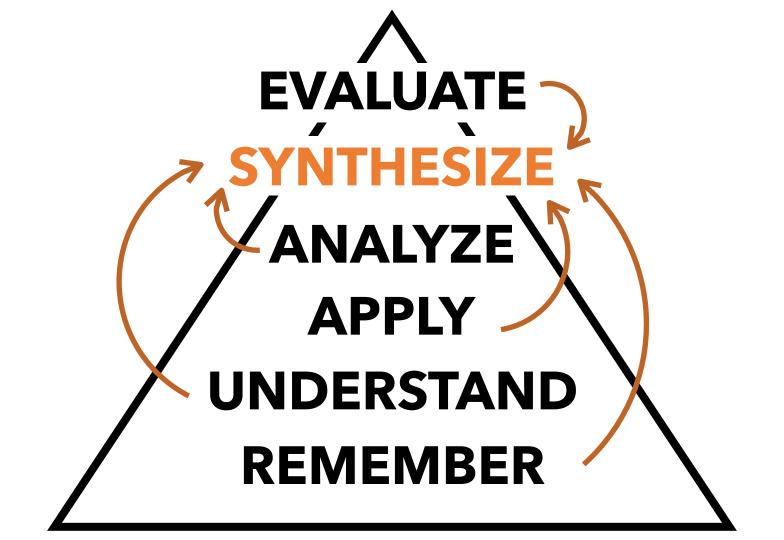
drawing colorful

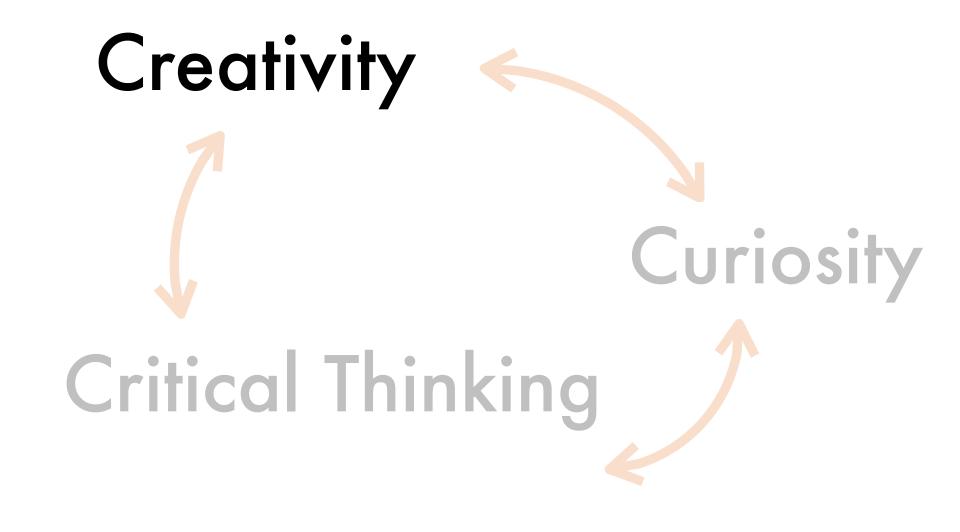
Non-Examples

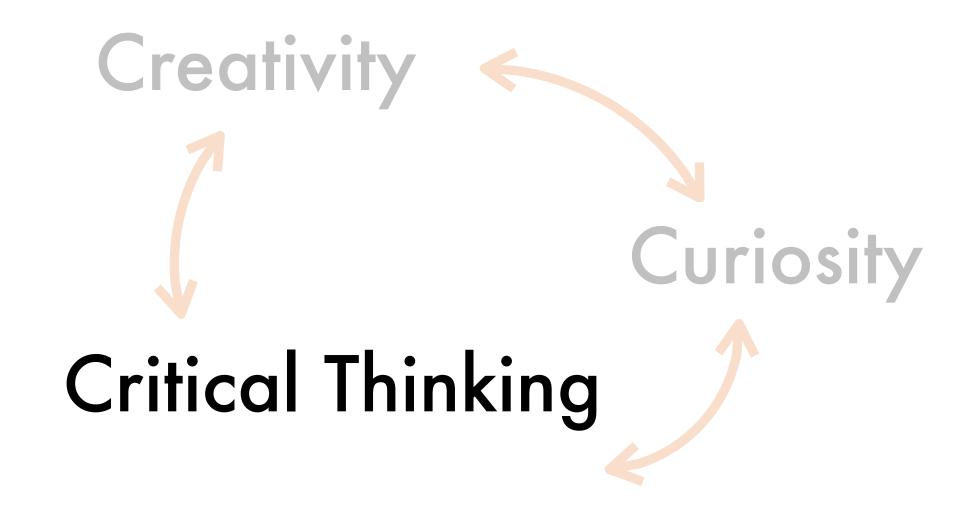
knowledge to form "create a list"

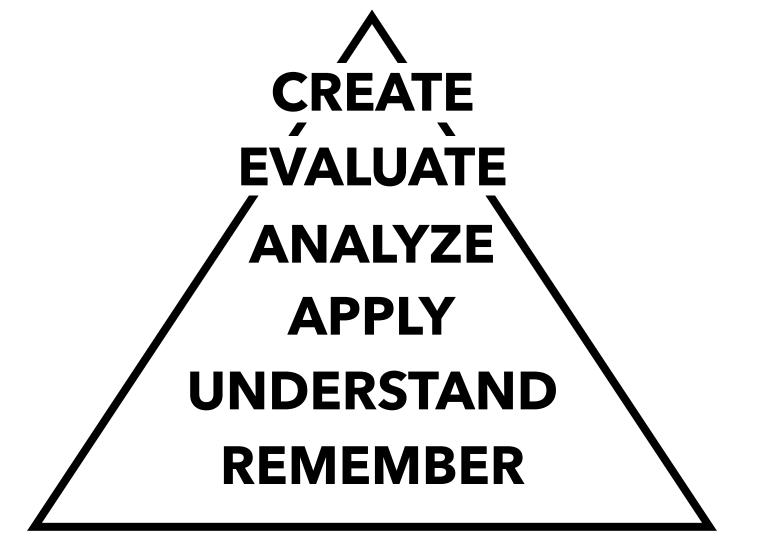


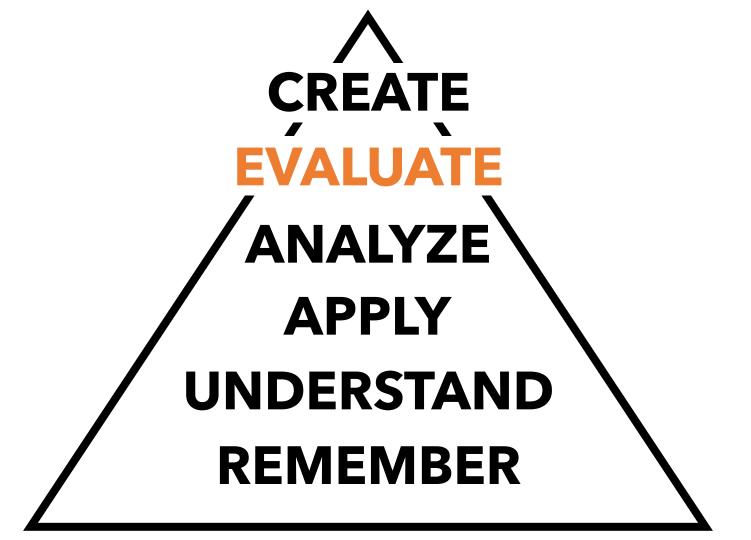




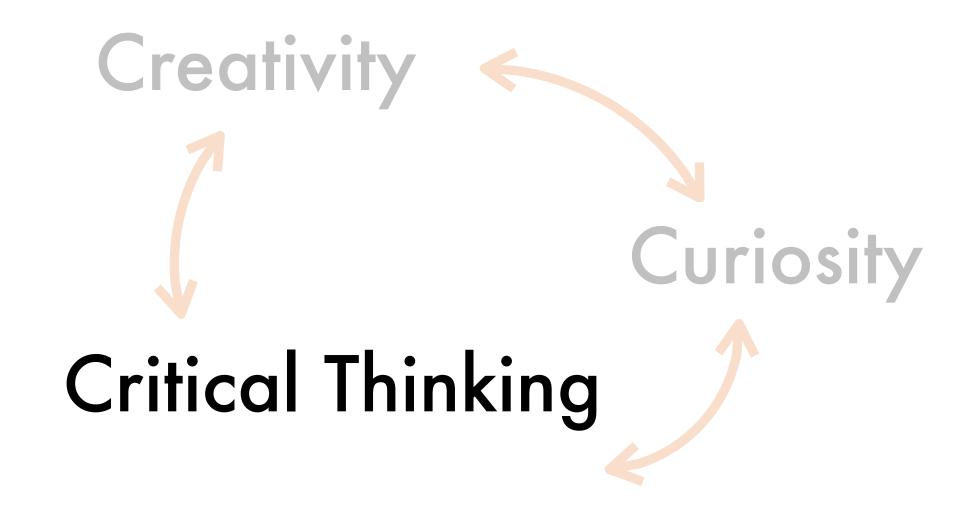


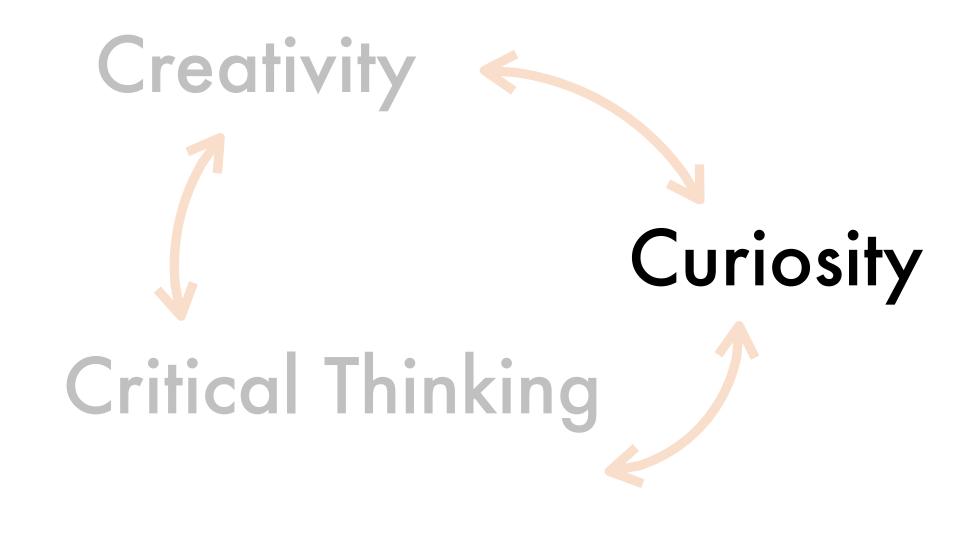






Students have think about the quality of their thinking.



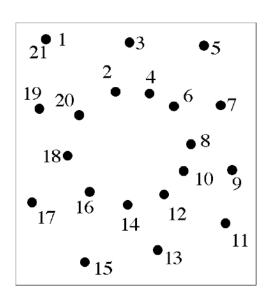


Curious kids are more engaged,

Curious kids are more engaged, remember more,

Curious kids are more engaged, remember more, and have more fun.

Mittman and Terrell's Connect The Dots Study



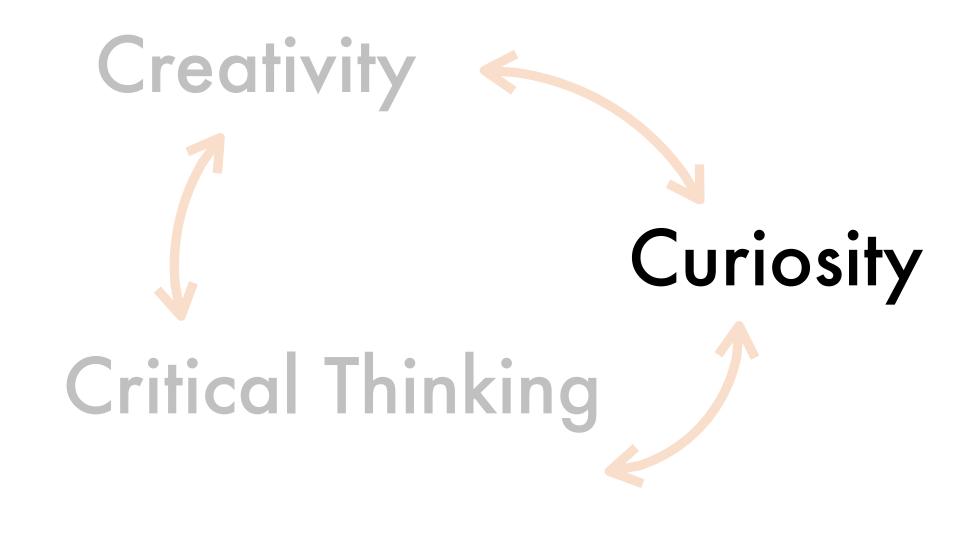
30 Dots
9 Dots
Already Knew
The Picture

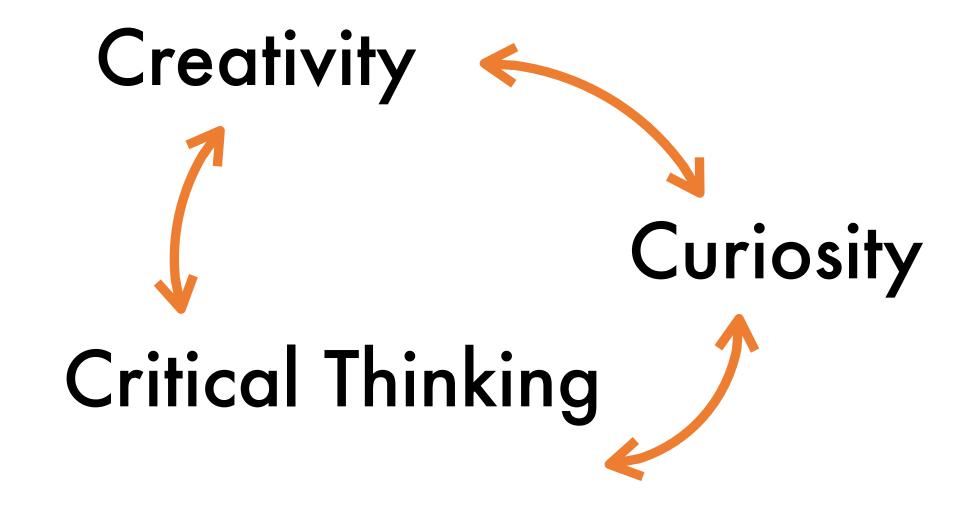
14 errors
21 errors
31 errors

The "high curiosity" group was more likely...

The "high curiosity" group was more likely to report the experiment as fun...

The "high curiosity" group was more likely to report the experiment as fun and to be disappointed when it ended.





Students have the brain, but perhaps not the heart.





litamin (Sub-Skills

Williams EIGHTTRAITS

Frank Williams model of creativity

RISK-TAKING

RISK-TAKING

FLEXIBILITY

RISK-TAKING

FLEXIBILITY

CURIOSITY

COMPLEXITY

RISK-TAKING

FLEXIBILITY

CURIOSITY

| FLUENCY | COMPLEXITY |
|-------------|-------------|
| RISK-TAKING | ELABORATION |
| FLEXIBILITY | |
| CURIOSITY | |

| FLUENCY | COMPLEXITY |
|-------------|-------------|
| RISK-TAKING | ELABORATION |
| FLEXIBILITY | IMAGINATION |
| CURIOSITY | |

FLUENCY COMPLEXITY **RISK-TAKING ELABORATION IMAGINATION**

FLEXIBILITY

CURIOSITY ORIGINALITY

These Are Practice-able

These Need To Be Practiced

Itamin C warmups

Scaffolds

Vitamin C Warmups "Yes, And"



A triangle has four sides.

Yes, and one of those sides is infinitely small.

An eagle is a mammal.

Yes, and its hair turned into feathers.

The antagonist is the main character in a story.

Yes, and they're the only ones who know it.

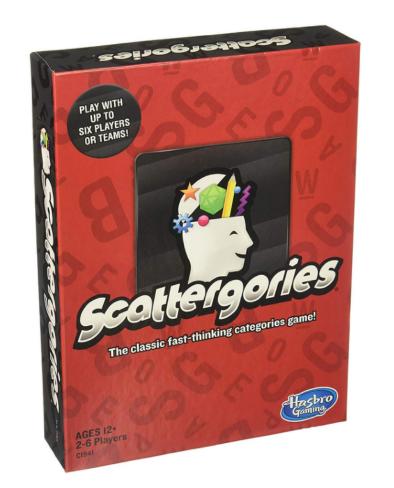
A Scene for a Group of Four



Scaffolds for shy students

Vitamin C Warmups Torrance Tests







List as many bands that start with a B as you can.



List as many fruits or vegetables that start with a C as you can.

(Who has the most?)



FLUENCY

FLUENCY

RISK-TAKING

- List as many fruits or vegetables that start with a C as you can.
- Compare with the person next to you. Cross off any common ideas.

Repeat with another person.

(Now who has the most?)

ORIGINALITY

Pick your strangest remaining idea. Write a story about it.

Or write everything you know.

Or give a presentation on it.

Or write a song about it.

ELABORATION

Where was each element of Vitamin C?

Creativity

Curiosity Critical Thinking



Alternative Uses Test



List all the ways you can use a chair.

Compare with a neighbor, cross off common uses.

List all the ways you can use a chair.

The room is now filling with water, what are all the ways to use the chair?



FLUENCY

FLEXIBILITY



Torrance tests

Google Search

I'm Feeling Lucky

Vitamin C Warmups

Torrance Tests

FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

FLEXIBILITY IMAGINATION

CURIOSITY ORIGINALITY

Language Arts

Sudbury

O southhend-on-Sea

Colchester

Look up a word in the dictionary



lice-of-fi lizist m;

wache f; P

lizeiaufsicht

falle f; poli

Polizeibeam pol-i-cy I ['po

Dold

Kopf etc. besonders tragen, halten;

poison ['poizn] 1. Gift n; ~-pen letter

verleumderischer od. obszöner anony-

mer Brief; 2. vergiften; 'poi-son-or

be _d = v/i. schweben.

Vergifter(in); Giftmischow(in)

son ous pifting

Language Arts

Q southhend-on-Sea

Look up a word in the dictionary. Then, look up the word before and after.

```
richten auf (acc.); v/i. stehen (Jagd-
                 Punktieren; ~ ot Waffe etc.
                          aur (acc.); aus-
                                  ~ out (auf-)
              hund); ~ of zeigen od. weisen auf
            acc.); or zeigen oa. weisen auf acc.); to nach e-r Richtung wei-
huß...; unumwunden; rundweg;
              hot Fleckschuß m; ~-du-ty (bsd.
             spitz; fig. scharf, beißend;
                                                  Po-I
              nt-ed-ness Spitze f; Schärfe f;
                                                  1-Ca
              nt-er Zeiger m; Zeigestock m;
                                                 Stre
                                                 ics ;
              eh-, Hühnerhund m; F Tip m;
                                                Pole-
              t-'lace genähte Spitzen f/pl.;
                                                fig. I
              ·less stumpf; witzlos; zweck-
                                               pole-v
              nnlos; Point-po'lice man
                                               sprung
             rspolizist m; points man
hensteller m; Verkehrspoli-
                                              po-lice
                                              zwei 1
              point-to-point race Ge-
                                              polizeili
                                             ~ force I
              iz] 1. Gleichgewicht n;
                                             record V
                                          chen; po
              f; Haltung f; Gelassen-
    Gleichgewicht bringen;
               v/t. im Gleichgewicht
   Kopf etc. besonders tragen, halten;
                                           lice-of-fi
                                           lizist m;
  be _d = v/i. schweben.
 poison ['poizn] 1. Gift n; ~-pen letter
                                           wache f; P
 verleumderischer od. obszöner anony-
                                          lizeiaufsicht
mer Brief; 2. vergiften; 'poi-son-or
                                         falle f; poli
Vergifter(in); Giftmischon(in)
                                         Polizeibeam
                                       pol-i-cy I ['po
son-ous Deiftie
```

Klupheit C

Dold

Language Arts

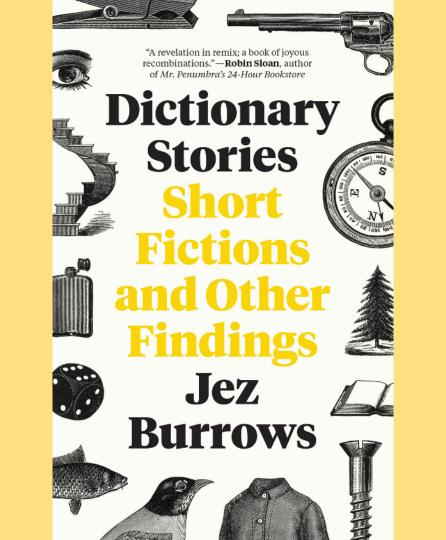
Look up a word in the dictionary. Then, look up the word before and after. Write a short story using the three words.

richten auf (acc.); v/i. stehen (Jagdpanktieren; ~ ot Waffe etc. aur (acc.); aus-~ out (auf-) hund); ~ ot zeigen od. weisen auf hund); ~ ot zeigen od. weisen auf acc.); ~ to nach e-r Richtung weihuß...; unumwunden; Kernhot Fleckschuß m; rundweg;
hot of zeigen od. weisen auf
keiner blank gerade; Kernhot Fleckschuß m; rundweg; rkehrs)Postendienst m; pointspitz; fig. scharf, beißend; DO-1 nt-ed-ness Spitze f; Schärfe f; 1-Ca nt-er Zeiger m; Zeigestock m; Stre lcs i eh-, Hühnerhund m; F Tip m; t-'lace genähte Spitzen f/pl.; fig. L ·less stumpf; witzlos; zweckpole-v nnlos; Point-po'lice man sprung rspolizist m; points man hensteller m; Verkehrspolipo-lice zwei 1 point-to-point race Gepolizeil ~ force 1 iz] 1. Gleichgewicht n; record V chen; po f; Haltung f; Gelassenv/t. im Gleichgewicht lice-of-fi Gleichgewicht bringen; lizist m; esonders tragen, halten; wache f; Pelizeiaufsichi I ['poizn] 1. Gift n; ~-pen letter verleumderischer od. obszöner anonymer Brief; 2. vergiften; poi-son-or falle f; poli Vergifter(in); Giftmischon(in) Polizeibeam Pol-i-cyi ['p son-ous piftie

poise poison poke

Come up with three stories!

FLUENCY



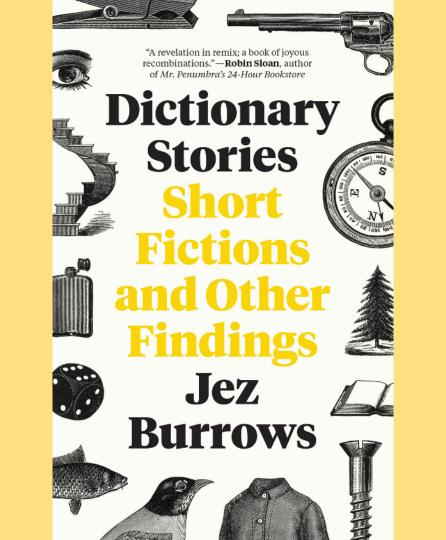
He perched on the edge of the bed, a <u>study</u> in confusion and misery,

He perched on the edge of the bed, a <u>study</u> in confusion and misery, a <u>study</u> of a man devoured by awareness of his own mediocrity.

He perched on the edge of the bed, a <u>study</u> in confusion and misery, a study of a man devoured by awareness of his own mediocrity. He looked around the <u>bleak</u> little room in despair.

He perched on the edge of the bed, a <u>study</u> in confusion and misery, a study of a man devoured by awareness of his own mediocrity. He looked around the <u>bleak</u> little room in despair. The place was dreadfully untidy.

Students can make something like this.



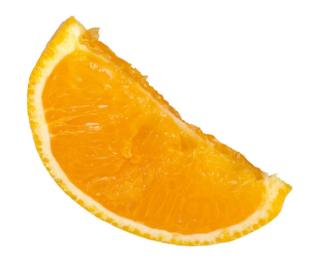
Itamin C warmups

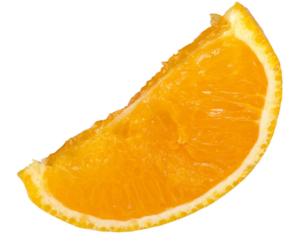
FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

CURIOSITY ORIGINALITY

Building Lessons Rich In

Vitamin C





It's less about what they're doing

It's less about what they're doing and more about what they're thinking.

Sweaty Brains!



FLUENCY

COMPLEXITY

RISK-TAKING

ELABORATION

Students' Responsibility

FLEXIBILITY

IMAGINATION

CURIOSITY

ORIGINALITY

Our responsibility:

To prompt them with questions that *require* Vitamin C.

Itamin C tactics

| Paradox | Tolerance for ambiguity |
|--------------------------|---------------------------|
| Attribute listing | Intuitive expression |
| Analogy | Adjustment to development |
| Discrepancy | Evaluate situations |
| Provocative questioning | Examine examples of habit |
| Examples of change | Creative reading skills |
| Examples of habit | Creative listening skills |
| Organize random searches | Creative writing skills |
| Skills of search | Visualisation |
| | |

| SKILLS OF SEARCH | ATTRIBU LISTS | | ANALOGY | TOLERANCE FOR |
|---------------------------|------------------------|-----|--------------------------|-----------------------|
| PROVOCATIVE QUESTIONS | | DIS | SCREPANCY | AMBIGUITY |
| CREATIVE PROCESS | EVALUATE SITUATION: | | INTUITIVE EXPRESSION | EXAMPLES OF HABIT |
| ADJUSTMENT TO DEVELOPMENT | | DA | ORGANIZED NDOM SEARCH | EXAMPLES OF CHANGE |
| READING CREATIVE L | CREATIVE WRITING | V | ISUALIZATION | PARADOX |

Provocative Questions



Was the Treaty of Versailles the end to the greatest war the world had ever known...

Was the Treaty of Versailles the end to the greatest war the world had ever known *or* was it the cause of the Holocaust?

Curiosity provoker

Formative question

Summative assessment

A later review

Is zero the weakest number... or the most powerful?

Does building a dam bring order... or chaos?

Does oxygen bring life... or destruction?

Are animals that live in the rainforest more evolved or less evolved than domesticated animals?

Is the US Constitution a document of freedom... or restriction?

Finding

Potentially Provocative Questions

Controversy Multiple perspectives Discrepancy **Dilemmas**

George Washington fought for freedom but owned slaves.

Birds fly, mammals walk. Penguins walk, bats fly.

Where was each element of Vitamin C?

Creativity

Curiosity Critical Thinking

Provocative Questions





Analogies



Much bigger than this:

____ is to ____ as ____ is to ____

How was the Treaty of Versailles like...

How was the Treaty of Versailles like Reconstruction?

How is algebra like a lever?

Today you'll see how a protractor is like a camera.

What other tools is it like?

Is the rock cycle more masculine or feminine?

| Type | Example | | |
|--------------------|---------------------|--|--|
| Synonym | end:terminate | | |
| Antonym | artificial:real | | |
| Worker and tool | photographer:camera | | |
| Part and whole | leaf:tree | | |
| Symbol and meaning | rose:love | | |
| Cause and effect | negligence:accident | | |
| Function of a tool | saw:cut | | |
| | | | |

Go Both Ways

Give students a type of analogy. Have them come up with examples.

Give students an example. They identify the type.

bit.ly/gg-analogy

Analogies



Same Circle



Rebus *or*Perplexors

SORTIMUS For Big Kids



Attributes essential optional

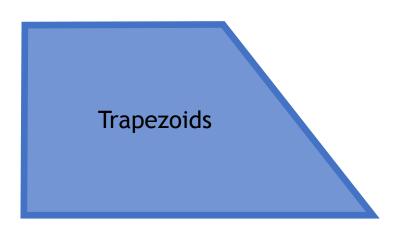


Attributes

essential optional



Attributes essential optional



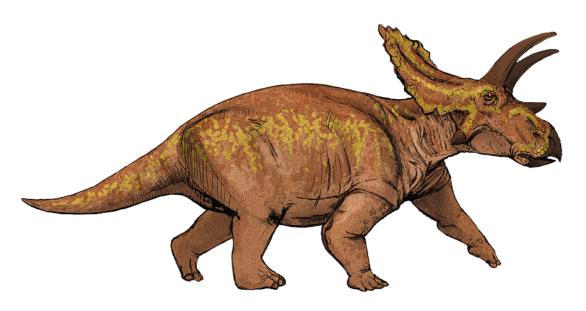
Attributes

essential optional

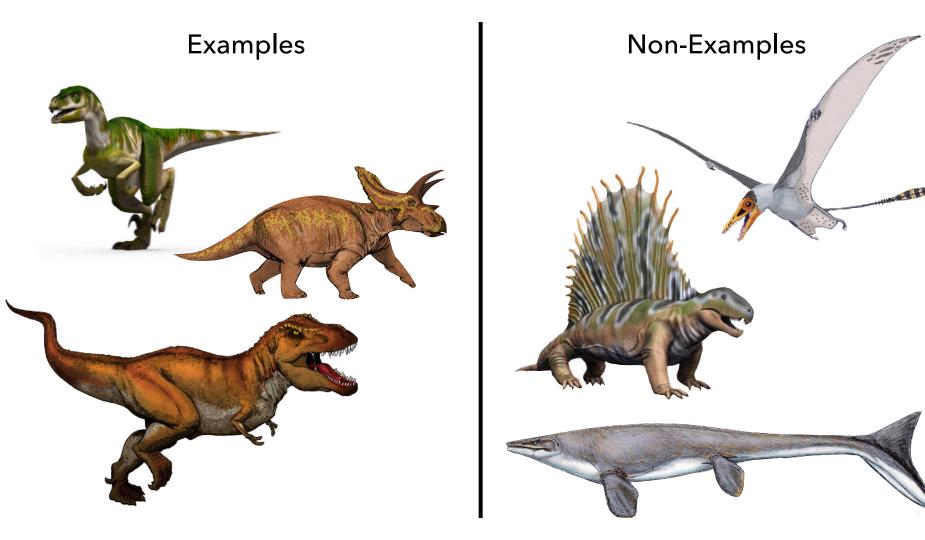
$$y = 3x^2 + 7$$

Attributes

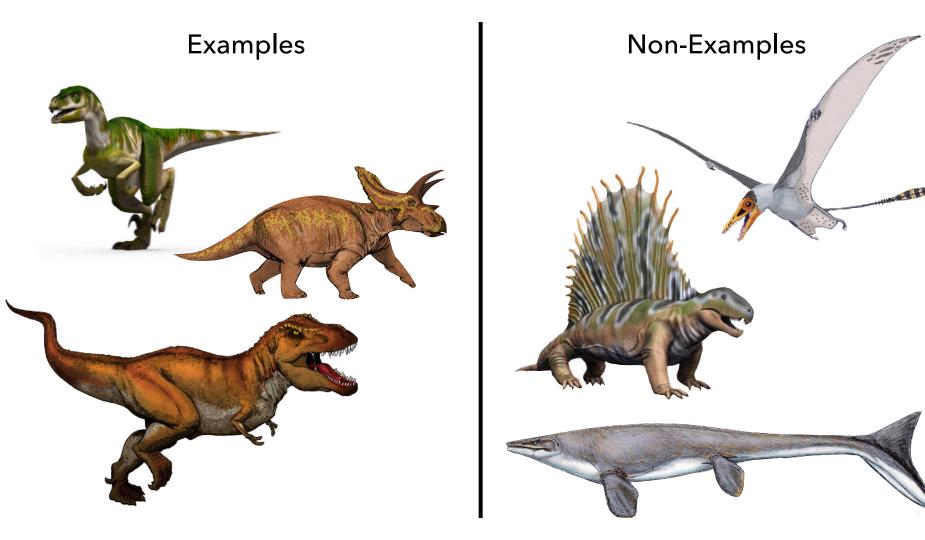
essential optional



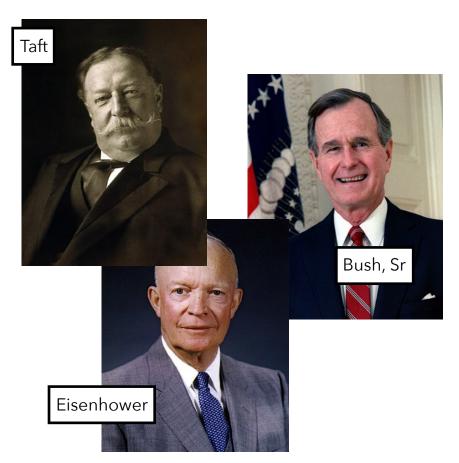
Examples & Non-Examples



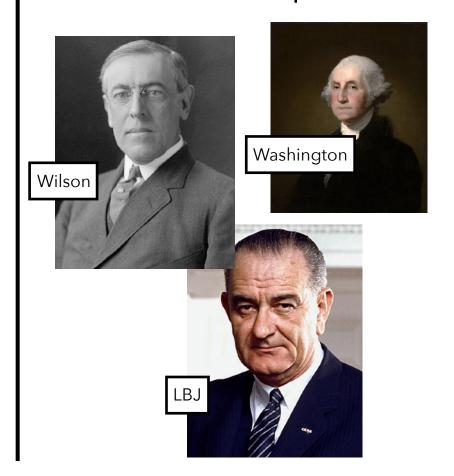
Essential vs Optional Attributes



Examples



Non-Examples



Examples

Non-Examples

Hatchet

Bud, Not Buddy

Holes

The View From Saturday

To Kill A Mockingbird

The Hunger Games

Twilight

Harry Potter

Ender's Game

The Giver

Let's Turn It Around





mammal

not a mammal

My love is like a red, red rose.

My love is a red, red rose.

simile

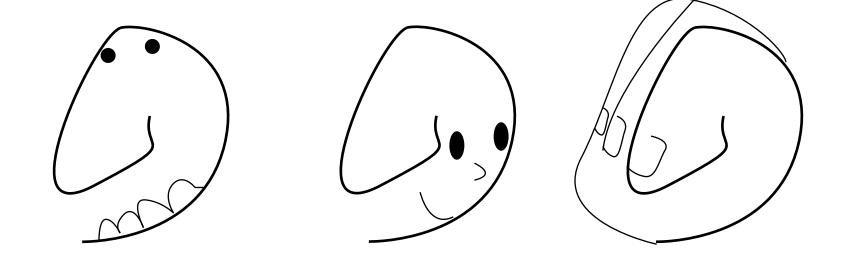
not a simile

What Could You Do With Example / Non-Example

Examples & Non-Examples

Vitamin C Warmups

Squiggles



Reflecting

Which was the most unexpected?

Which was funniest?

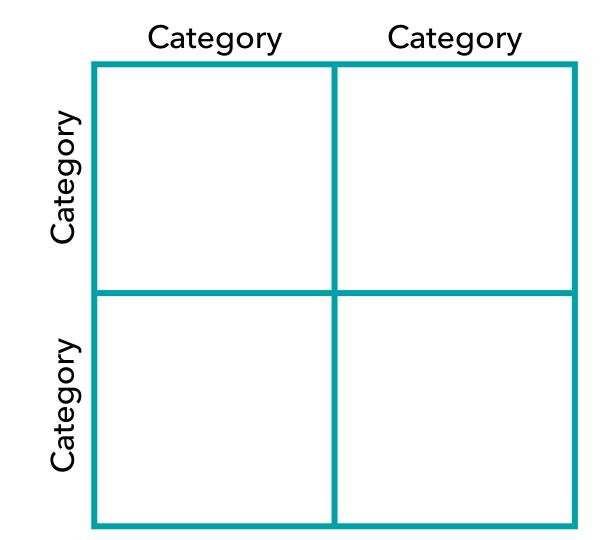
Which made you think of more new ideas?

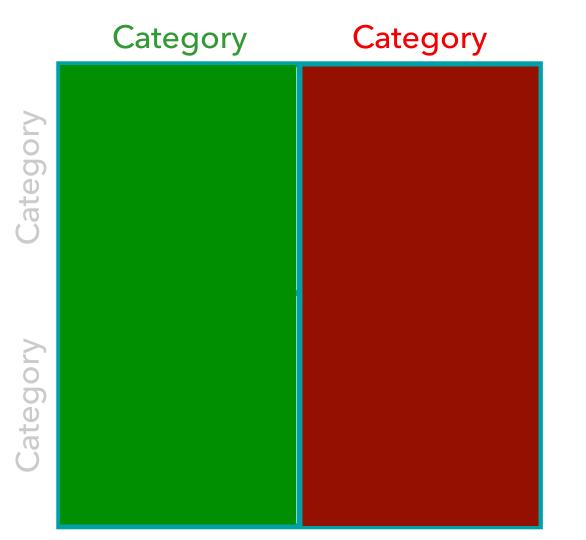
Which was the most developed idea?

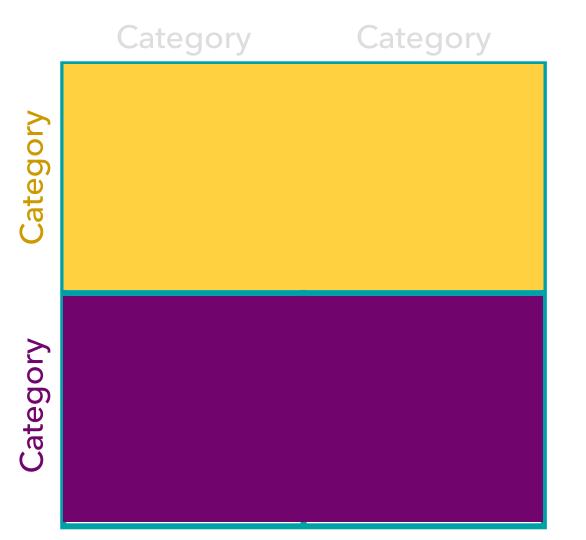
Vitamin C Warmups

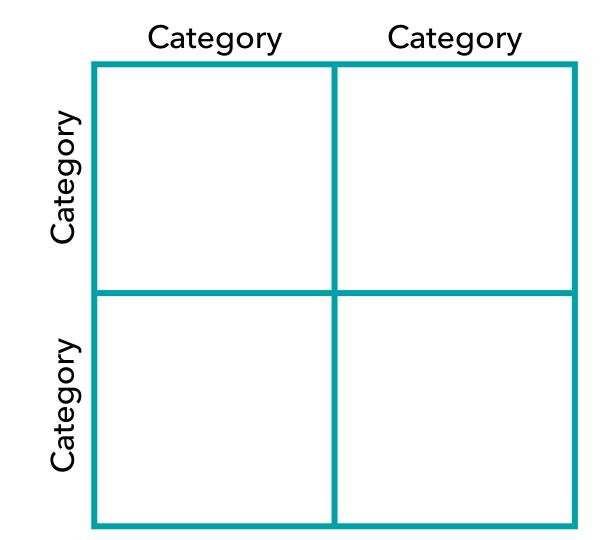
Squiggles











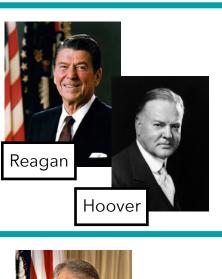
| | Category | Category | |
|----------|---------------------|----------|--|
| Category | Bush, Sr Lincoln | | |
| Category | Wilson | | |

| | Category | Category |
|----------|---------------------|----------|
| Category | Bush, Sr Lincoln | Reagan |
| Category | Wilson | Carter |

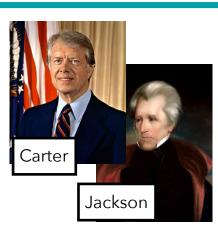
| | Wartime | Not Wartime |
|----------|---------------------|----------------|
| Category | Bush, Sr Lincoln | Reagan |
| Category | Wilson | Carter Jackson |

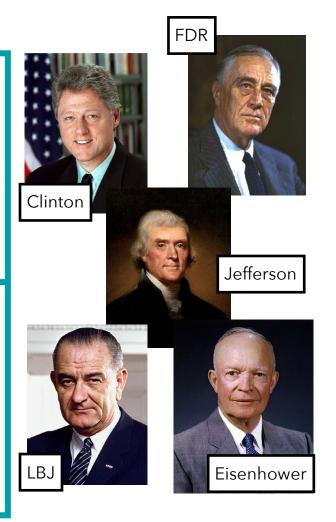
Bush, Sr Lincoln Wilson Truman

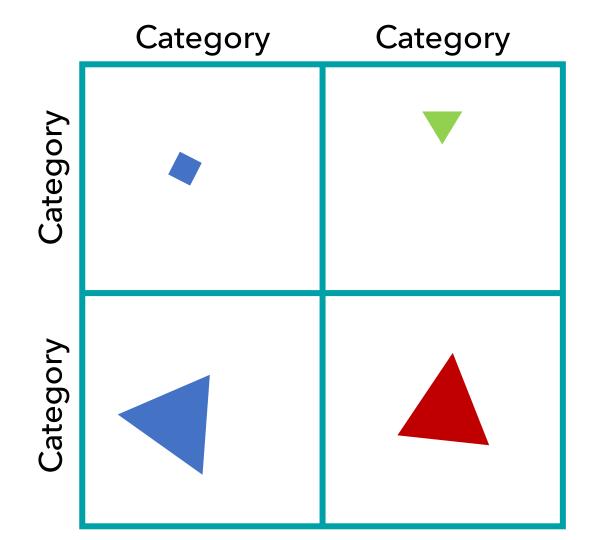
Wartime

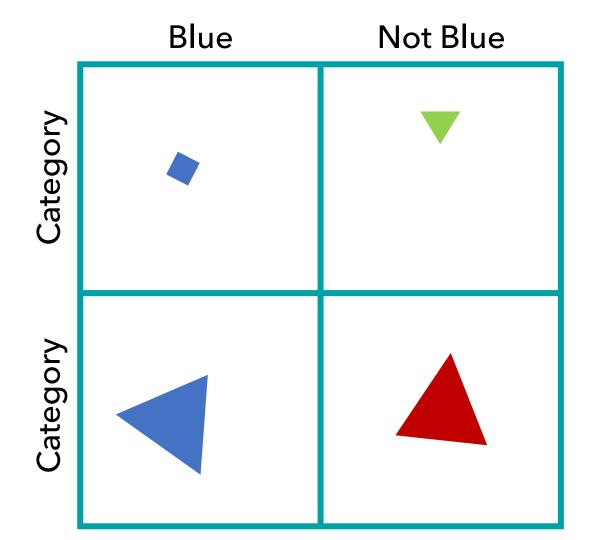


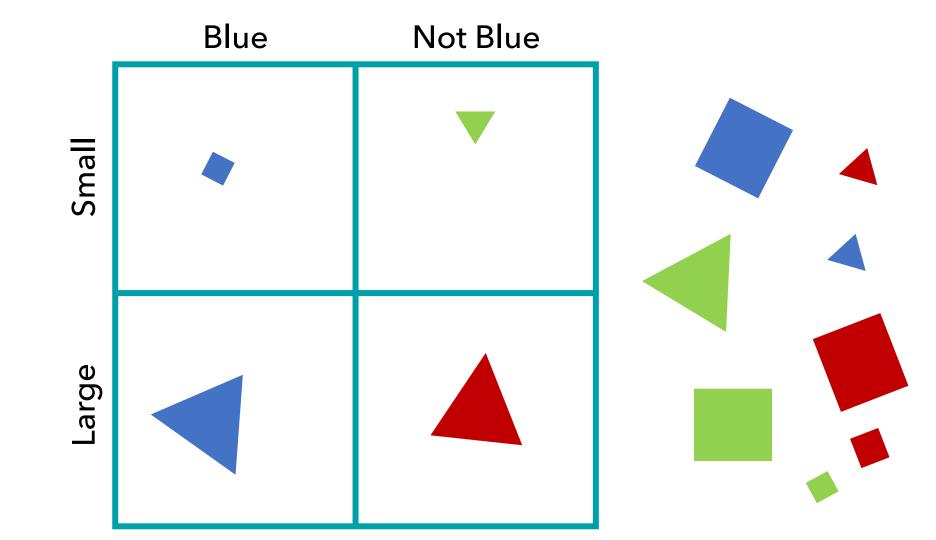
Not Wartime









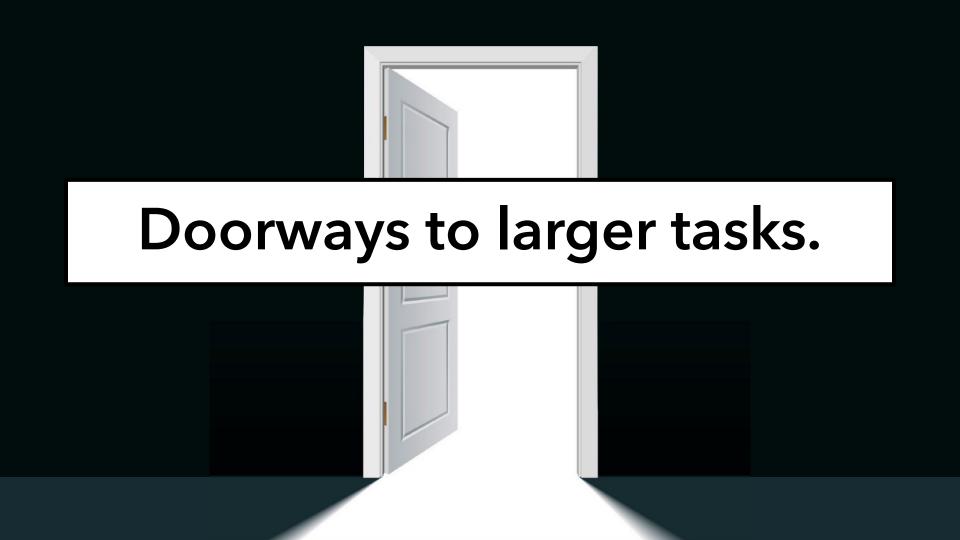


| | Category | Category | |
|----------|---|---------------------------|--|
| Category | To Kill A Mockingbird The True Confessions of Charlotte Doyle | Hatchet Maniac McGee | Bud, Not Buddy Twilight Harry Potter |
| Category | The Hunger Games A Wrinkle In Time | Ender's Game The Giver | Holes Coraline Matilda |

What Could You Do With Multidimensional Sorting?





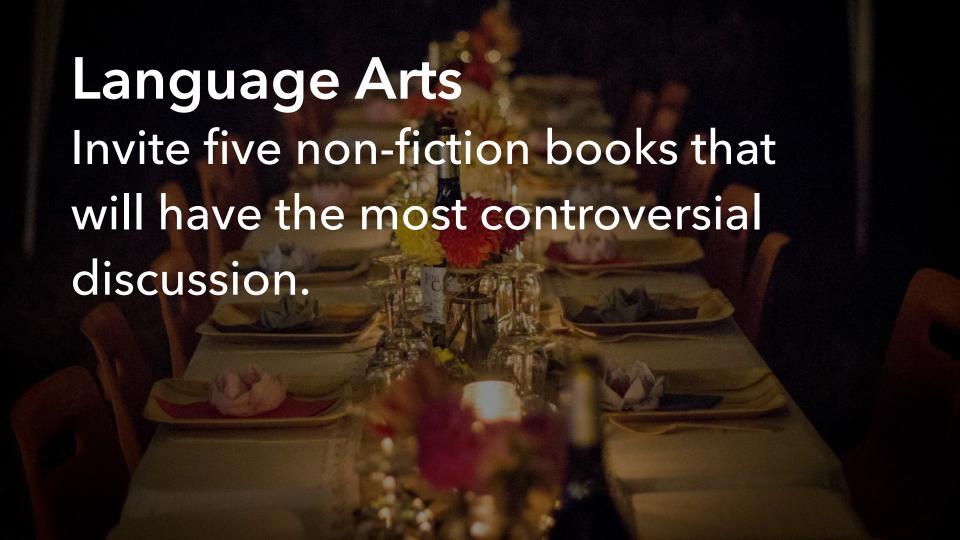


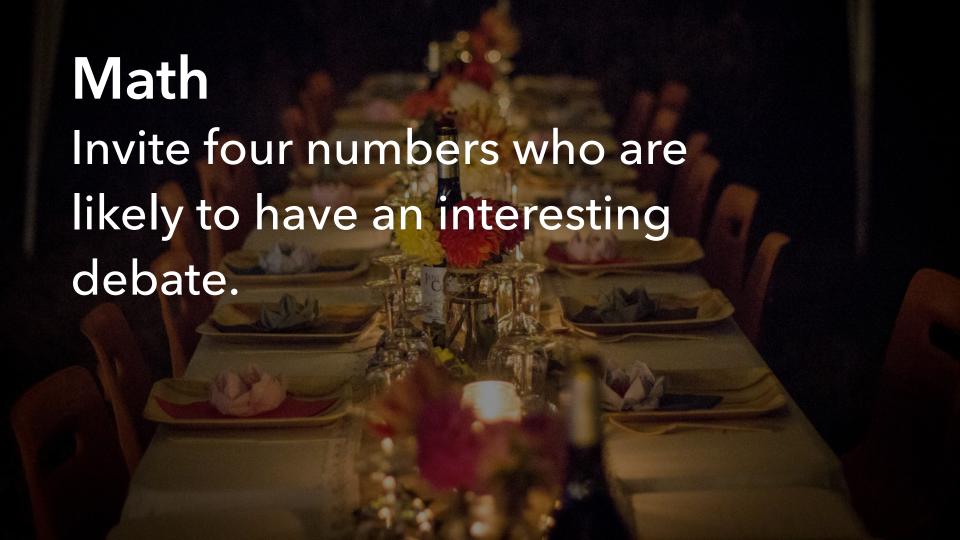
Social Studies

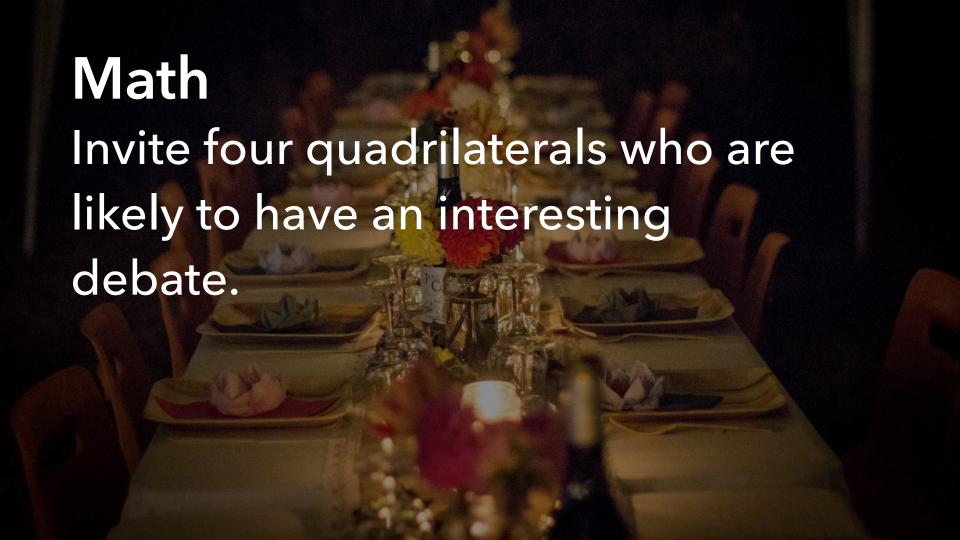
Create a dinner party of six historical figures: three men and three women... designed to create the most constructive contention possible.











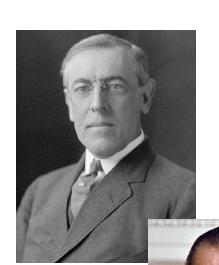










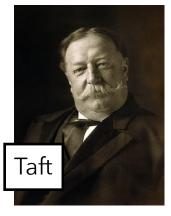




Create 3 - 5 Groups

Now regroup

Again!

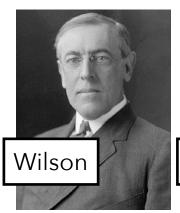






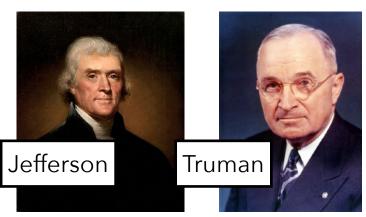






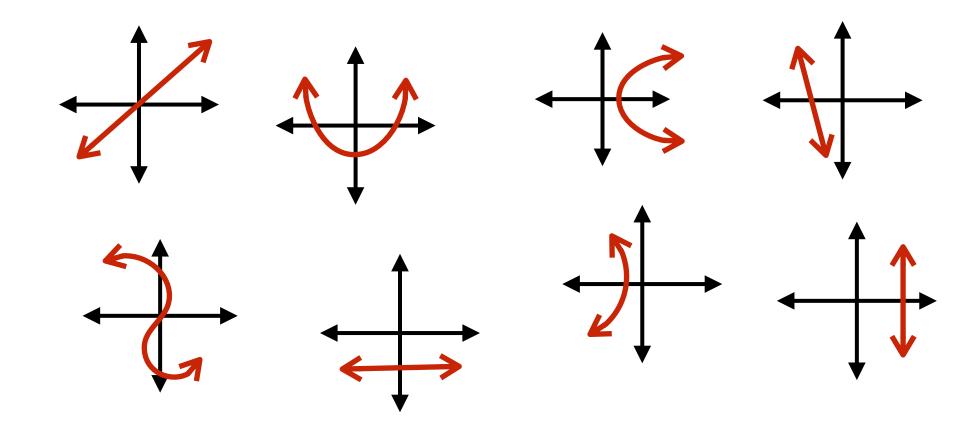




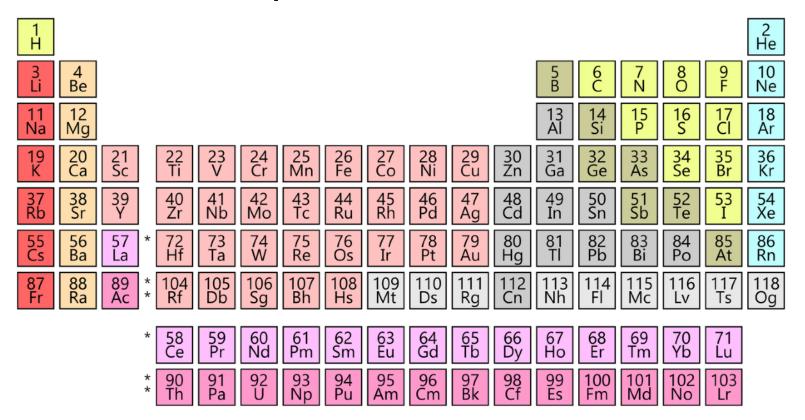


Create 3 - 5 Groups Now regroup Again! Hatchet Maniac McGee The Hunger Games A Wrinkle In Time Bud, Not Buddy The Giver Twilight **Because of Winn-Dixie** Holes The Giving Tree Harry Potter Ender's Game

Create 3 - 5 Groups



Create 3 - 5 Groups



What Could You Do With Unstructured Sorting?

Elite Level

Students generate the initial examples.

"What's everything we know about _____."

Where was each element of Vitamin C?

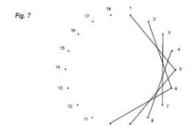
Creativity

Curiosity Critical Thinking



DRAWING THE DESIGN:

With a ruler line-up points F and B and connect these points with a straight line. Repeat with each set of numbers from the table. For example, from Fig. 6 draw a line between 1 and 5, 2 and 6, 3 and 7, etc. See Fig. 7.



Continue until all pairs, F and B, are connected. The finished design should look like Fig. 8.

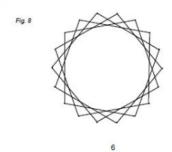
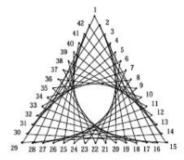
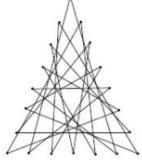


Fig. 15



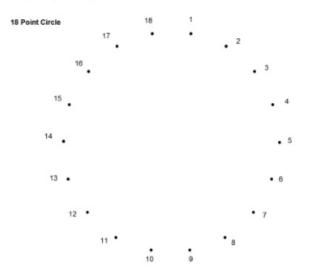
As you vary the pattern, N + 2 or N + 3, you may also wish to vary the type of triangle frame you use. Figure 16 is an isosceles triangle with N + 1 as a formula. Later, in the Advanced Section, you will learn how to put triangles together to create spectacular designs!

Fig. 16



Beauty of Numbers

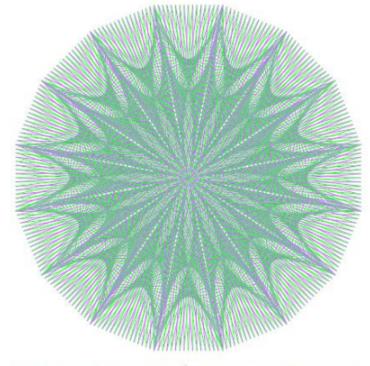
Enjoy this sample drawing from Geometry: The Beauty of Numbers by MUGGINSI Math. The entire book contains 36 pages of detailed instructions on how to make many more formulas and designs and is available on CD and Digital Download from our website, www.muzginsmath.com. Add your own creative flair with colored markers or pencils. The only limit is your own imagination!



In the formula below, B represents the Body of your design and F represents the Frame and its points (1—18). The blank space after the Fis any number from 2—9 that you select to add to the frame. For example, if you decide to add to the frame. For example, if you decide to add to the frame. For example, if you decide to add to the numbers in the frame, you would begin by adding 5 to 1 to equal 5 which would be entered in the B cell beneath the 1. You would then draw a line connecting 1 to 6. Continue in this manner all the way across the table. If your total in a cell in row 8 exceeds 18, then subtract 18 from your total and put this answer in that cell. For example, when 5 is added to 14, the answer is 19 so you subtract 18 from 19 to get 1 which is then placed in that cell, and a line is drawn from 14 to 1. Don't be afraid to experiment with different numbers and even overlay formulas in the same design. That's where the discipline of a mathematician and the creativity of an artist blend together to make the most beautiful and intricate designs.

| | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | | | | | | | | | | | | |

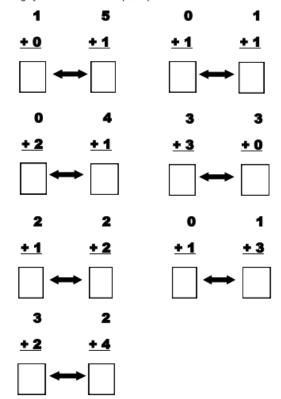
GEOMETRY:



THE BEAUTY OF NUMBERS

<u>Directions</u>

Solve each problem and put your answer in the boxes. Then use the answers connected by the arrows to connect the dots on the drawing sheet. If your answers to the problems are correct, then you will make a beautiful drawing. Color in the design you make for an extra special picture.



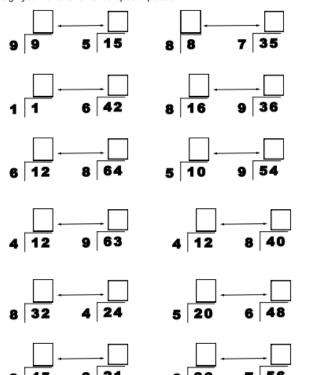
K/Set 5: Addition 0 - 6 Student Worksheet © 2000, 2002. Old Fashioned Products, Inc. All rights reserved.

| NAME: | | | |
|-------|---|---|-----|
| | 6 | 1 | |
| | | | |
| 5 · | | | ٠ 2 |
| | | | |
| | 4 | 3 | |

NAME:_____

NAME:_____

<u>Directions</u> Solve each problem and put your answer in the boxes. Then use the answers connected by the arrows to connect the dots on the drawing sheet. If your answers to the problems are correct, then you will make a beautiful drawing. Color in the design you make for an extra special picture.



| | | 1 | |
|------------|-----|---|-----|
| | 8 • | | . 2 |
| 7 · | | | · з |
| | 6. | • | ٠.4 |

Problems of the Month



Problem of the Month William's Polygons



Level A

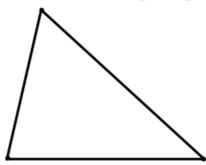
William likes to play with the yellow regular hexagons. The hexagon has sides that are each one unit in length. He knows he can separate one hexagon into equilateral triangles that also have sides one unit in length.

How many equilateral triangles will be needed?

Show how.

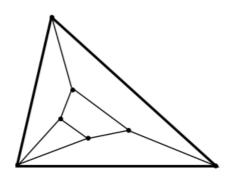
Using other polygons, how else can the hexagon be separated? Show the other possibilities and explain.

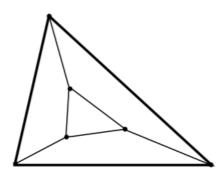
Mr. Medigovich drew the following triangle:



Mr. Medigovich asked his students, "If no new vertices are permitted on the edge of the original triangle, are you able to cut this triangle into quadrilaterals only?"

Two students made the following unsuccessful attempts:





He now asks you, "Can you cut this triangle into quadrilaterals only?" Explain your solution.

Use Attributes To

Make A New One!

Can they create their own country or constitution or leader?

...make their own equation?

...invent their own element for the Periodic Table?

...create their own sport? Their own musical period?

BEWARE FLUFF!

Attributes

essential optional

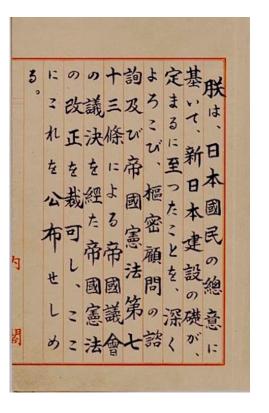
Mammal



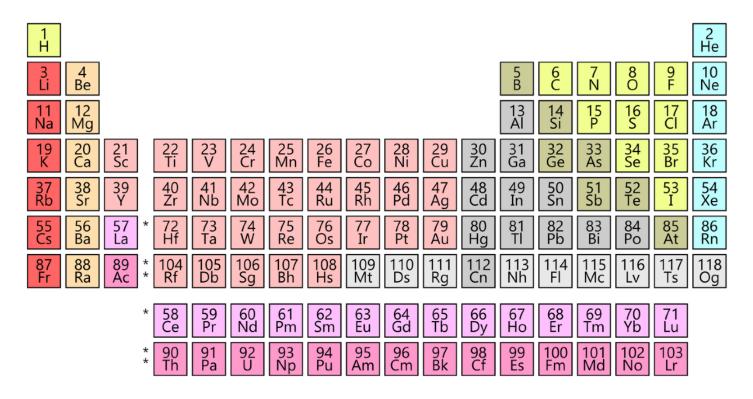
Government Document



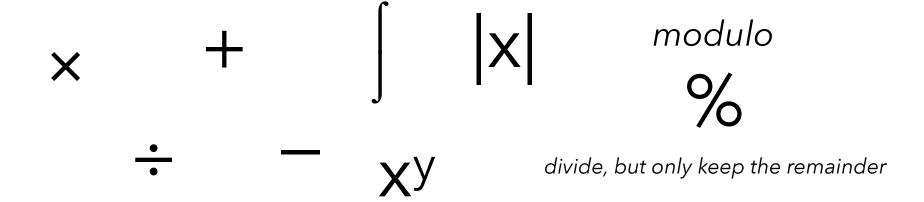




Noble Gas



Operator



Create New **Punctuation**

interrobang



Attributes

essential optional

Using Attributes To

Make A New One!

FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

FLEXIBILITY IMAGINATION

CURIOSITY ORIGINALITY

How was the Treaty of Versailles like Reconstruction?

Create ten different reasons.

Create a new mammal.

Oh no, your land just froze! Adapt your creature.

Group these presidents.

Now regroup them in a new way.

Group these presidents.

Here comes FDR, what will you do now?

Vitamin C Warmups Convince Me Otherwise





Oxygen is the most important element.

Decimals are more useful than fractions.

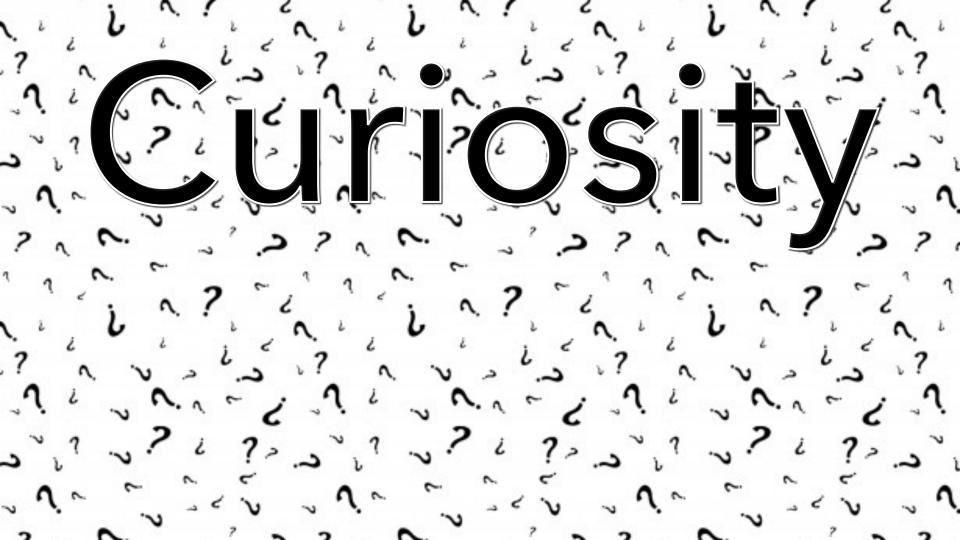
Integrals are more useful than derivatives.

Innate behavior is more important than unlearned behavior.

RISK-TAKING

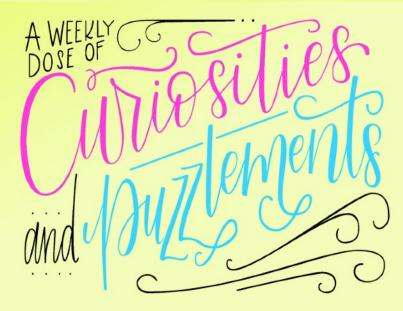
FLEXIBILITY

Vitamin C Warmups Convince Me Otherwise



Asking good questions requires critical thinking.

puzzlements.co

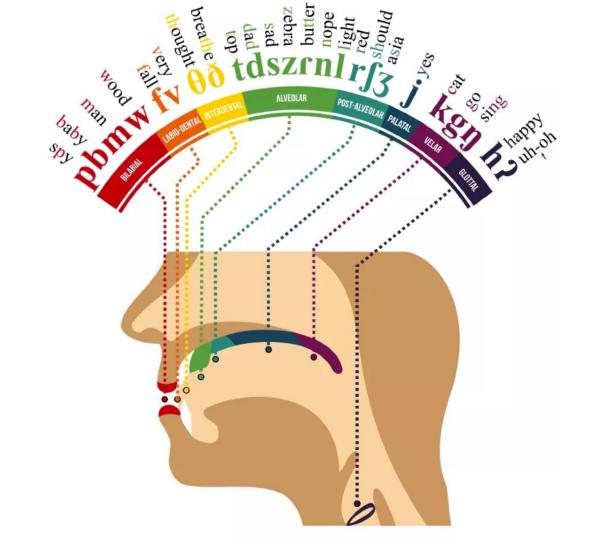


Get five free links to fascinating Puzzlements every Friday.

Send me the links!







Noticing Wondering

Questions form when we notice something...

odd.

Practice Noticing



Create An Information Gap



Comfortable With Ambiguity

New York



WEATHER

FAIR TO-DAY AND TO-MORROW; MOTHWEST TO WEST WINDS. Yeslerday's Temperatures: High, 64; Low. 55. Full report on Page 13.

First to Last-the Truth: News - Editorials - Advertisements

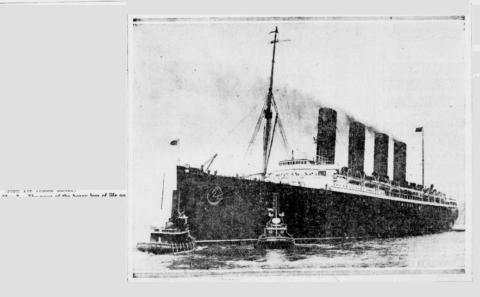
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SATURDAY, MAY 8, 1915.

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New York



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FEW FIRST CLASS PASSENGERS SAVED

The same of the heavy loss of life on

New York



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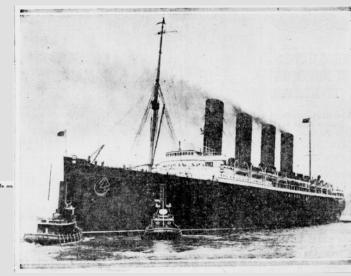
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1,300 Die



FEW FIRST CLASS PASSENGERS SAVED

The same of the heavy loss of life on

GUARANTEE If You Want It. See Editorial Page, First Column.

New York



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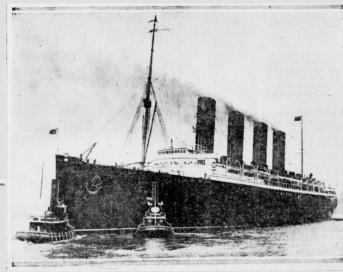
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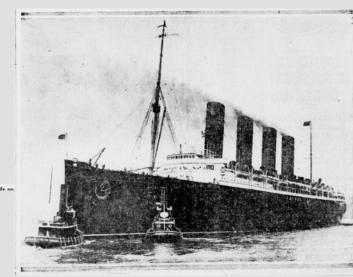
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1,300 Die 400 Americans on Board Torpedoed Ship;



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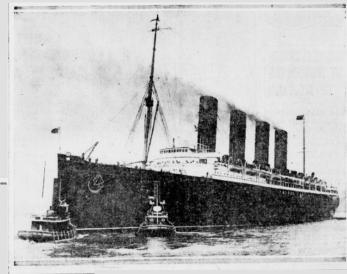
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GERMANS TOAST 'VICTORY'

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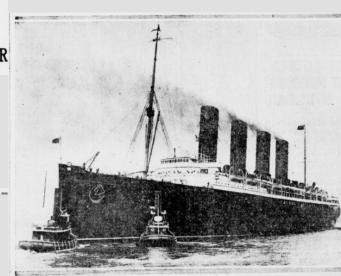
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CAPITAL AROUSED, SITUATION GRAVEST YET FACED IN WAR



GERMANS TOAST 'VICTORY'

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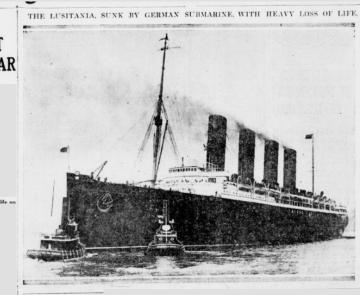
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GERMANS TOAST 'VICTORY'

New York



Tribune

WEATHER

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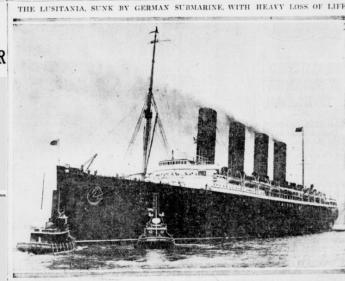
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1,300 Die as Lusitania Goes to Bottom; 400 Americans on Board Torpedoed Ship;

CAPITAL AROUSED, SITUATION GRAVEST YET FACED IN WAR



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'VICTORY'

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SATURDAY, MAY 8, 1915

PRICE ONE CENT

1.300 Die as Lusitania Goes to Bottom; 400 Americans on Board Torpedoed Ship; Washington Stirred as When Maine Sank

CAPITAL AROUSED. SITUATION GRAVEST YET FACED IN WAR

Washington Determined That Germany Shall Not Be Allowed to Shirk Responsibility for Deaths.

GREATLY FEARS LOSS OF AMERICANS

President Shows Nervousness as Bulletins of Disaster Come In-Strongest Protest Yet Made Planned Even if No U. S. Citizens Were Lost

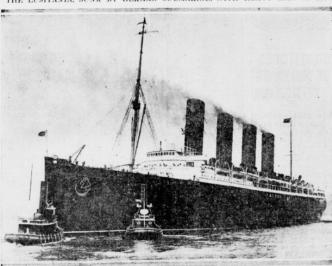
From The Tribune Bureau.]

Washington, May 7 .- The news of the heavy loss of life on the Lusitania stirred Washington as it has not been stirred since the sinking of the Maine. The earlier reports that both passengers and crew had been landed safely had quieted apprehensions of an immediate crisis in the relations of the United States and Germany. But when it became clear that Americans-undoubtedly a considerable number of them-were to be counted among the victims of German savagery at sea the full significance of the tragedy off

Queenstown struck home. President Wilson made little effort to conceal his feelings. At 6 o'clock to-night the President received the following dispatch from the United States Consul at Cork:

"Lutitania sank at 2:30 o'clock. Probably many survivors. Rescue work proceeding favorably. Shall I send you list of sur-

As soon as he read it he put on his hat and walked out of the White House without the knowledge of the Secret Service men who are guarding him. The President walked up Sixteenth Street to Corcoran Street, crossed over to Fifteenth Street and back to the White House, where he went into his study to await further information and to turn over in his mind the message that it is expected he will English Office as soon as all the details of the



GERMANS TOAST 'VICTORY' AMID HOCHS IN CAFES

U. S. OWES IT TO SELF-RESPECT TO ACT, SAYS ROOSEVELT: 'PIRACY ON VAST SCALE'

Syracuse, May 7 .- After the appalling details of the Lusitania disaster had been told to Colonel Roosevelt late to-night he said: "It seems inconceivable that we should refrain from

MANY NOTED **NEW YORKERS** Survivors to Queenstown-Two Torpedoes Fired, Says Steward.

Dving and Injured Brought In with Other

FEW FIRST CLASS PASSENGERS SAVED

Attack Made About Eight Miles from Irish Coast in Broad Daylight and in Fine Weather-Survivor Tells of Bravery of Cunard Officers.

Washington, May 8 .- A dispatch to the State Department early to-day from American Consul Frost at Queenstown stated that the total number of survivors of the Lusitania was about 700.

(By Cable to The Tribune.) London, May 8, 3 a. m .- At least 1,300 lives were lost when the Lusitania was torpedoed without warning in broad daylight vesterday afternoon by a German submarine, according to estimates by survivors. The estimate of First Officer Jones puts the

Only a few of the first class passengers were saved. Most of them remained aboard, thinking the ship would float. Trawlers arriving at Queenstown have a hundred bodies or more

The "Times" Queenstown correspondent says that some of the survivors who have arrived there report that Alfred Gwynne Vandarbilt was drawned.

At Oueenstown there have arrived 647 alive, 40 dead; at Kinsale 11 alive, 5 dead. All boats which went out from Queenstown have now returned, except one trawler. Fishing boats may he bringing more survivors to Kinsale.

It is believed here that there were about 2,000 persons on board, 1,254 passengers and between 700 and 800 in the crew. Survivors of the Lusitania who have arrived at Queenstown estimate that only about 650 of those aboard the steamer were

Of the dead more than two hundred are supposed to be Americans, as it is believed there were about 400 on board. Lady Mackworth, daughter of David A. Thomas, the Welsh "Coal King," and a noted militant suffragist, went down with the liner, but was saved by a life preserver she wore, and later

Where was each element of Vitamin C?

Creativity

Curiosity Critical Thinking

FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

FLEXIBILITY IMAGINATION

CURIOSITY ORIGINALITY

Noticing Wondering

Inquiry raining

Richard Suchman

Inquiry Training

- 1. Begin with a puzzlement.
- 2. Students ask Yes/No questions.
- 3. Eventually, students create hypotheses.
- 4. Teacher reveals the truth.
- 5. Question debrief.

I am thinking of a number...

12.5

Question Debrief

Which question was most useful?

Which questions were wastes of time?

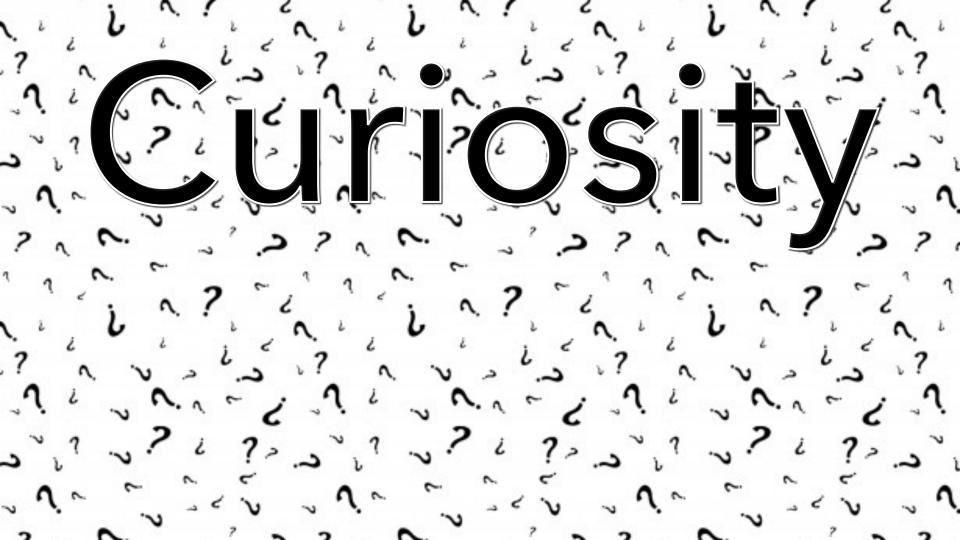
Which questions opened up new thinking?

How will we ask better questions next time?

"As Tom Robinson gave his testimony, it came to me that Mayella Ewell must have been the loneliest person in the world. She was even lonelier than Boo Radley, who had not been out of the house in twenty-five years."

FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

CURIOSITY ORIGINALITY



Including Creativity In





FLUENCY COMPLEXITY **RISK-TAKING ELABORATION FLEXIBILITY IMAGINATION**

CURIOSITY ORIGINALITY

What do I like about this?

Have I created something unique?

Have I given it a creative title?

Have I added details that make my idea more creative?

Did I spend enough planning time generating lots of ideas?

Did I look at the project through different lenses?

Is my idea/implementation different in some way?

What risks did I take?

Teacher Rubric

| Timeline | Creative | Creativity | |
|----------|----------|------------|--|
| | | | |

Somewhat

Cold War

Highly Creative

Insufficient

Emerging Creativity

| Timeline | | Creative | | Creativity |
|----------|--|---|---|------------|
| Fluency | The timeline shows more than ten aspects of the Cold War to be compared and contrasted | The timeline shows 7 to 9 aspects of the Cold War to be compared and contrasted | The timeline shows 4 to 6 aspects of the Cold War to be compared and contrasted | |
| | 1 | | 1 | |

Somewhat

Cold War

Highly Creative

Insufficient

Emerging Creativity

| Cold War Timeline | Highly Creative | Somewhat Creative | Emerging Creativity | Insufficient Creativity |
|--|--|---|--|----------------------------|
| Fluency | The timeline shows more than ten aspects of the Cold War to be compared and contrasted | The timeline shows 7 to 9 aspects of the Cold War to be compared and contrasted | The timeline shows 4 to 6 aspects of the Cold War to be compared and contrasted | |
| Flexibility Hints: differing nations, time periods looking back vs. forward, age groups, roles in society, etc. | Timeline shows the Cold War from 3 or more angles. Timeline inspires deep questions and thoughts by its varied perspectives. | Timeline shows the Cold War from two or more angles | Timeline shows the Cold War from a perspective other than the current view from decades later | |

bit.ly/gg-rubric

| Poster Project | Highly Creative | Somewhat Creative | Emerging |
|----------------|-----------------|-------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Fluency: You collected lots of possible ideas for ways to do this project | You made a written or computer brainstorm of ideas for your poster before you started it | You wrote down an idea or two before starting the poster | You talked a little with another person about what you would put in your poster |
|---|---|--|---|
| | | | |

Somewhat Creative

Emerging

Highly Creative

Poster Project

| Fluency: You collected lots of possible ideas for ways to do this project | You made a written or computer brainstorm of ideas for your poster before you started it | You wrote down an idea or two before starting the poster | You talked a little with another person about what you would put in your poster |
|--|---|--|---|
| Flexibility: Poster "sells" the author to an audience other than student readers (Ex. animals, parents, aliens, bookstore owners, etc.). | We can tell who the different audience is, and all the words and pictures fit this audience | We can tell who the different audience is, and most words and pictures fit this audience | We can tell the audience is supposed to be different, but we are not sure who it is |
| | | | |

Highly Creative

Somewhat Creative

Emerging

Poster Project

| Poster Project | Highly Creative | Somewhat Creative | Emerging |
|--|---|--|---|
| Fluency: You collected lots of possible ideas for ways to do this project | You made a written or computer brainstorm of ideas for your poster before you started it | You wrote down an idea or two before starting the poster | You talked a little with another person about what you would put in your poster |
| Flexibility: Poster "sells" the author to an audience other than student readers (Ex. animals, parents, aliens, bookstore owners, etc.). | We can tell who the different audience is, and all the words and pictures fit this audience | We can tell who the different audience is, and most words and pictures fit this audience | We can tell the audience is supposed to be different, but we are not sure who it is |
| Originality: Poster uses unusual/unexpected ways to show and tell about the author | Your poster uses unusual or unexpected pictures/words to show and tell about the author | Some of the pictures or words are unusual or unexpected | One or two words or pictures are unusual or unexpected |

| Science Project | Highly Creative | Somewhat Creative | Emerging |
|---|---|--|--|
| Risk-Taking: The project showed a willingness to explore an idea or strategy or technique beyond your comfort level/expectation | You took a significant risk with little or no assurance of success. | You took a meaningful risk that had at least some assurance of success. | You took very little risk or your risk had a strong possibility of success. |
| Curiosity: Your project showed your willingness to contemplate or puzzle | There is significant evidence of contemplation in the written reflection of the project and/or your project shows a strong willingness to puzzle out a problem or difficulty. | There is some evidence of contemplation in the written reflection and/or you project shows some willingness to puzzle out a problem or difficulty. | There is little or no evidence of contemplation in the written reflection and/or I can see very little willingness to work with frustration to puzzle out the problem. |

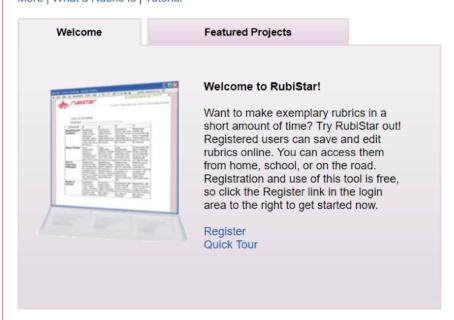
Pro-Tip:

Create a *rubric template* in Google Docs or Rubistar.



Create Rubrics for your Project-Based Learning Activities

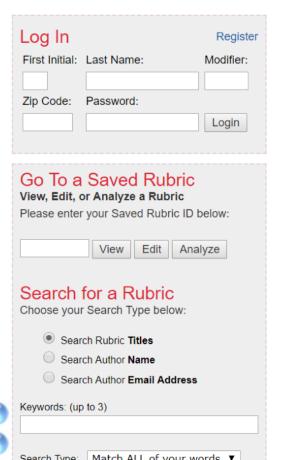
RubiStar is a free tool to help teachers create quality rubrics. More | What a Rubric Is | Tutorial



Create a Rubric

Choose a Topic below to create a new rubric based on a template:

| Oral Projects | Multimedia | Math | Writing | Products |
|---------------|------------|-------------|---------|----------|
| Reading | Art | Work Skills | Science | Music |

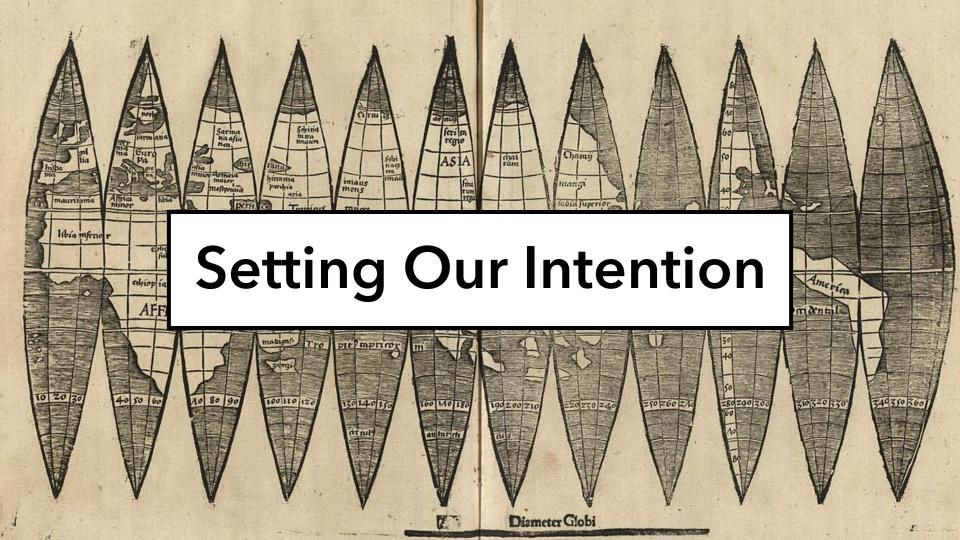


bit.ly/gg-rubric

Wrap Up

Dice Game Debrief

- What idea do you think you'll use first?
- Who do you want to share an idea with?
- Which of the 3 Cs is your students' strength?
- ** Why would some teachers resist these activities?
- ** What's an idea you liked and will need to adapt?
- What did you enjoy most about today?



Continue the Conversation facebook.com/groups/thegiftedguild

Clear Our Minds

Farewell

bit.ly/guild2019