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Ways to Foster Creativity in the Classroom

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SUNY-Buffalo State
Department of Multidisciplinary Studies

Ways to foster creativity in the classroom
and the effects on the teacher and student.

A Project in
Creativity
by
Peter Herman

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

May 2014

Abstract

Creativity in lesson planning has many positive impacts on student's retention. Some of these include it challenges students to use upper level thought, increases motivation, and creativity has a trickledown effect on all aspects of the classroom, including the teacher. Current teachers were surveyed, with the majority valuing creativity. These teachers discovered roadblocks in bringing creativity into lesson plans because of time constraints due to curriculum shifts. These constraints and other hurdles can be overcome, and several benefits can be experienced by the teacher and the students. There is a need for training to solve problems in the classroom and increase creativity in lesson planning at the college level. With this training available, teachers will be prepared to overcome hurdles, eliminate dips in levels of creativity use, and prepare students with the skills needed in the ever-changing, globalized world.

Key words: Creativity, Big-C, Little-C, Mini-C, Transfer, Heuristic Creativity.

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Chapter I
INTRODUCTION

In a college level methods class, where students are learning to be a teacher, prospective teachers were given a description of a primary or secondary classroom where the teacher was reading the newspaper and the students were copying notes off of the board. What time period would these prospective students guess this class took place in, what would they think about this class? Many of those future teachers in the methods class may guess twenty or thirty years ago. Some might be shocked that this is describing many classes of 21st century. The rest of those teachers may not be surprised because they have personally experienced several similar classroom situations in their primary or secondary schooling. The ingredient missing from this scenario is creativity. The teacher is using rote memorization and the lesson plan is lacking in creativity and therefore the students are lacking motivation, the desire to create, and the ability to absorb information long term. On the contrary, students who have the opportunities to be creative are in school for intrinsic reasons, they internalize what they learn, and remember material for an extended period of time (Jeffrey, 2006). Fortunately, it is my opinion that there are simple ways to include creativity in a lesson plan and foster creativity in the classroom. If creativity is used in lesson plans, there will be positive effects on the teacher and the student and if there is going to be a turn around it begins with a prospective teachers college level training.

There are several options on how students can react when they leave a classroom. Some days students forget what was taught before they take one step into the hallway as they rush to their next class. Student's voices were not heard in the classroom as the teacher spent forty minutes talking. When their voices are heard in the hallways they say "that class was boring" or something much worse depending on the proximity of the nearest teacher. Another option is that students say "wow, class was fun today." As students are rushing in the hall they are repeating a

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catch phrase or a verse from a song that was used as an anticipatory set at the beginning of class.

The nearest teacher smiles as the students seem to be in a good mood, and there are no behavior

management issues to attend to. Even to the untrained eye, the second option where students are

speaking highly of a lesson appears to be more satisfying for the teacher. The second option

where students are speaking highly of a lesson also has more of a positive impact on the student.

The use of creativity is the variable affecting the differences in these scenarios, and it has more

impact on just the post classroom hallway climate. Cho (2013) states that "Creativity depends on

development and development depends on creativity" (p.154). Many teachers are entering their

student teaching placements and full time classroom jobs unprepared to implement creativity in

their lesson plans, and they are unaware of what they are losing by not using creativity. To

develop students who are prepared for the unknowns of the future, creativity is a must. Zhao

(2012) protests that:

> ...we need to provide high quality education to all children so they can be prepared for the
>
> future -the globalized world that is constantly and rapidly transformed by technology.
>
> There is also an agreement at the conceptual level that a well-prepared citizen of the
>
> future needs to be creative, entrepreneurial, and globally competent. (p.15)

Grammar and secondary schools are beginning to recognize the importance of creativity

as South Korea has made creativity its most "important educational objective" as of 2007 (Cho,

2013). To be able to infuse creativity into the classroom there are some hurdles that need to be

overcome. Teachers are not always aware of what real creativity is and the actions of a creative

student may go against what is considered a good student (Aljughaiman, 2005). Another issue

is that not all teachers have the same background with creativity (Beghetto, 2006). This

difference in background steams from a lack of college-level training in creativity.

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Significance of the Problem

Overview: Teachers at every level in their career should be analyzing their lessons to make them as affective as possible so they are preparing students for a global economy. This can be done by introducing creativity in the lesson plan. Creativity is especially needed because students who participate in higher level thought and meaningful learning need ways of staying interested in what is being taught so they don't get bored and to keep them challenged.

To keep education moving in the right direction, prospective teachers and veteran teacher's instruction should constantly be evaluated by them and improvements made on a consistent basis. A satisfied or comfortable teacher who has given up on progressing as a professional is a teacher who should consider being comfortable at home not in a classroom. Teachers need to be looking for ways to improve their instruction. To improve instruction teachers have options; they can move towards upper level functions and challenges for their students. Examples of upper level functions are having students evaluate material, analyze their work and others, and create (Rath, 2002). Increased creativity can have impact in the classroom for these students, but it will have long lasting impact in the real world as well. As a global economy has changing needs, educational goals are adapting with the needs. The workforce of the future needs to be able to fit the demands of a new and global economy (Jeffrey, 2006). Strauss (2012) reflects that:

> We have an education system that was created around the time of the Industrial
>
> Revolution when we needed to turn rural kids into urban employees capable of working
>
> in assembly line, mass market factories. As a result, we ended up with a school system
>
> focused on rote memorization and measurable, predictable results. (P. 1)

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        The ancient Egyptians used pyramids as tombs for their pharaohs, but pyramids can be used in education as well. When looking at different learning pyramids; one will find items like lectures and cold readings at the bottom of the pyramids, with retention rates at about ten percent. Activities like group work and student presentations are at the top of the learning pyramid with retention rates from fifty to ninety percent (National Training Laboratories). The difference in those lessons is the use of creativity. The difference that creativity makes is more meaningful learning and remembering material for the long term. Mayer (2002) states that "Meaningful learning is recognized as an important educational goal, it requires that instruction go beyond simple presentation of factual knowledge" (p.227). There are teachers who have not been exposed to teaching beyond giving lectures, and when they branch out, they often return to what they feel comfortable with, such as the basic read and lecture model.

        When understanding the levels of Bloom's taxonomy and the newer revised taxonomy from Kratwohl, creativity is at the top. Items such as remembering are at the bottom, they are lower level skills (Mayer, 2002). In the taxonomy, remembering is missing an adjective. Remembering should say "short term" in front of it. When a teacher's goal is having students remember something, that goal is difficult to achieve for the long term. Yes, students may remember information on an assessment the next day, but they will not remember for the long term. If a teacher's goal is that students will secure information for the long term, then the short term will take care of itself. Creativity is a higher level skill, which requires higher level thinking and produces long term results. Proper training is required to have the skill to know when and where "creating" and other upper level activities belong in a lesson.

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Research Questions

I believe that there are ways to implement creativity in lesson plans that will foster

creativity in the classroom. These uses of creativity will positive influence on the teacher and the

student. There are questions that need to be answered first. When studying creativity it first has

to be determined what creativity is and what it looks like? The answer of what creativity looks

like is different for different groups of people. There is no one agreed-upon definition. This

does not mean that a general understanding cannot be determined. Determining perceptions that

teachers have about creativity is also important. Teachers may have conscious and unconscious

opinions about creativity that surface in the classroom. Other questions that remain are...1) what

causes teachers not to use creativity in the classroom? ; 2) Is it possible to convince teachers to

use creativity? ; 3) What hurdles are their still to overcome?; 4) What are the benefits of using

creativity?; and 5) What are examples of lessons and activities that promote creativity?

Assumptions/Subjectivity

The reason that I took on the task of writing about implementing creativity in lesson

plans and fostering creativity in the classroom is because in fact I have tried to achieve both of

these tasks. I have seen results in my own classroom based on using the characteristics of

creative lessons and activities, but further research was desired to back up what I was already

doing, allowing for a generation of more creative ideas to be used in the classroom and to spread

the word of the benefits of using creativity. I assume there are steadfast benefits to using

creativity in the classroom, but is open to any conclusions that this report brings forth, and I am

willing to adjust accordingly in the classroom. It is my hypothesis that teachers are using

creativity more than they think, and will be willing to increase its use once they are aware of its effects.

Limitations

When doing hands on research on fostering creativity in the classroom and its effects on the teacher and students there was time restraints. I will only have access to a sample set of teachers for a few months. I will also only be using current teachers because of my access to them. Other limitations come from the deadline to complete this report by the spring of 2014.. These lesson plans that were created will have time to incubate and be improved on. I will not have a chance to teach these lessons prior to the completion of this project. These lesson plans will be a work in progress, as all good lesson plans should be critiqued and evaluated.

Rational

The rationale for this project is to inform current and prospective teachers about creativity in the classroom and making information about creativity readily available. There is a need for college level classes focusing on creative lesson planning. This style of class should be available before future teachers begin student teaching. These classes can also be available at the graduate level, but informing future teachers before they get stuck in their bad habits is important. It is my opinion that teachers need to be aware of the potential benefits of using creativity in the classroom, the pitfalls to overcome, solutions to concerns, reasons why teachers are not using creativity, and give examples of how to use creativity in their lesson plans. Prior research articles will be used to gather information along with research studies involving teachers. Current teachers may be offended by someone looking for a better way that they could

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teach. To overcome this, current teachers will be informed that the study is meant as a study guide for new teachers. It will be available to all teachers to look through and adjust their lesson planning if need be. Novice teachers may be unaware of terms that will help them increase creativity in their lessons. The following terms are available to establish a standard set of understandings.

Definition of Terms

Creativity: Defined as the ability of 'Putting elements together to form a novel coherent whole or make an original product' (Ott, M. 2010).

Creativity: Generation of high-quality, original, and elegant solutions to complex, novel, ill-defined problems (Mumford, 2012).

Creativity: Creativity is defined as the cognitive skill of creating a problem situation and proposing solutions (Tennyson, 2002)

Creativity (from teacher's perspective): Novel approach to routine procedures, a different approach to problems and assignments, and modifying previous ideas (Fleith, 2010).

Big "C" : Eminent creativity (Cho, 2013).

Little "C": Everyday creativity (Cho, 2013).

Mini "C"- Students creative potential that can occur during a learning process (Cho, 2013).

Heuristic Creativity: When the students express their thoughts about a new concept based on their experience (Cho, 2013).

Interpretive Creativity: When the students explain the meaning of materials based on student's knowledge (Cho, 2013).

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Integrative Creativity: When students generate new solutions or make new products based on internalized knowledge (Cho, 2013).

Transfer: The ability to use what was learned to solve new problems, answer new questions, or facilitate learning new subject matter (Mayer, 2002).

Chapter II

LITERATURE REVIEW

What is Creativity?

Overview: Creativity is being used in schools, but it may be difficult to recognize. This is because there are different kinds of creativity and some observers do not want to see it.

Creativity is incorporated in lesson plans and being practiced in classrooms, but it can go un-noticed. This leads to the question, *"What is creativity"* (Fleith, 2010)? It is plausible that the reason that creativity is not seen in the classroom more often is because observers are not aware what to look for. When creativity is noticed by teachers who are aware of what to look for they see students who are risk takers, think uniquely, are imaginative and are artistic. These types of students are creative (Aljughaiman, 2005). Other studies on characteristics of creativity "stress the relative importance of fluency, flexibility and elaboration", although teachers did not rank these characteristics high (Aljughaiman, 2005). Another difficulty observers have in determining creativity is the fact that there are different kinds of creativity. Cho (2013) states that:

> Heuristic creativity (is) when the students express their thoughts about a new concept based on their experiences; interpretive creativity (is) when the students explain the meaning of materials based on students' knowledge, and integrative creativity when

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students generate new solutions or make new products based on their internalized

knowledge. (p.152)

Knowing what creativity looks like is important, but some teachers may be more apt to find

creativity based on their perspectives on how important creativity is.

Teacher and student perspectives on creativity

Overview: A majority of teachers believe that they can foster creativity. More than half of

students also believe they can be creative. For the teachers, their needs to be training in

creativity, otherwise there may be a cycle of creative then non-creative teachers who have been

affected by their upbringing.

It seems at times that the educational walls are falling in on teachers because of outside

pressures from state testing and Common Core Curriculum time demands, but all is not lost. It is

my opinion that with the use of creativity in lessons and lesson planning, students will enjoy

classes, retain information longer, and be better prepared for assessments without the doldrums

of being taught a certain way because of a test. When looking at the rest of the population

outside the schools, ninety percent of teachers have the mindset that they can foster creativity in

their classrooms and improve their lesson plans (Fleith, 2010). This is a good sign for the move

towards an increased use of creativity, because it is the teachers' attitudes, along with the

activities the teachers' use, and the strategies they enact that will or will not increase creativity in

the classroom (Fleith, 2010). Most teachers surveyed by Aljughaiman (2005), believed that

developing creativity in students was possible. A concern is that teachers may not be trained to

improve or judge student creativity. The untrained teacher may only see students who are artistic

as being creative (Aljughaiman, 2005). Students have this same perception; they perceive other

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students as creative if they are artistic. Student's definition of creativity differs from teachers in

other areas because they think that imagination and having a style all their own is also being

creative (Fleith, 2010).

Aljughaiman (2005) writes that "More than fifty percent of the teachers stated that

creativity can be taught to anyone, and eighty one percent of the teachers posited that creativity

can be developed in the regular classroom" (p.22). Even if the teacher is willing to foster

creativity in the classroom not all schools may be supportive. Only fifty-five percent of teachers

thought that their schools were promoting creativity (Aljughaiman, 2005). A majority of

students agreed with the first statistic in the paragraph; that they had a chance to be creative in

the classroom (Fleith, 2010).

The question stills remains, why one hundred percent of teachers are not willing to

promote creativity in the classroom. A teacher will set up their classroom and run theirs lesson

base on their pre-existing beliefs (Beghetto, 2006). Beghetto (2006) states that:

> Teachers' beliefs and behaviors develop out of their past experiences. One of the most
>
> influential experiences of teachers is their own past schooling experience...Therefore,
>
> prior to ever setting foot in their own classroom, teachers have already developed robust
>
> implicit theories of teaching and learning, including whether they believe promoting
>
> creativity is important. (p.150-151)

Prospective teacher candidates were surveyed and differences were found between their

schooling histories. Teacher candidates who had negative social environments in school wanted

to make schooling better by using creativity. Candidates who had less than enjoyable schooling

experiences also were committed to fostering creativity (Beghetto, 2006). It seems that teachers

wanted to stop circle of teaching without creativity. Beghetto (2006) recalled that "Negative past

schooling experiences of prospective teachers can result in a sense of creative justice...Given that that these prospective teachers have had personal experience with creativity-diminishing schooling environments, they may feel a greater urgency for promoting student creativity" (p.158). Prospective teachers who enjoyed their own schooling are not as motivated to foster creativity. They feel they do not need to make changes, and creativity is more of an extra than something needed in the main classroom (Beghetto, 2006). In theory, non-creative classrooms can spark creative teachers, but will this lead to a cycle of creative then non-creative teachers? If teachers generally have a positive attitude in regards to creativity then why is it not seen in classrooms more (Aljughaiman, 2005)? There may be hurdles that teachers need to overcome before creativity becomes the focus of their lesson plans.

Hurdles of the Creative Classroom

Overview: There are hurdles to overcome before creativity can be implemented in teacher's lesson plans on a regular basis. There are teachers that believe there is a lack of time to use creativity, a lack of self-efficacy in students, and classroom management issues. All of these concerns can be alleviated with the use of creativity. Students naturally are creative until fourth grade; unfortunately there is a lack of training to continue this creative spirit that students naturally had. Teachers may actually be planning lessons that prohibit creativity, especially if they are teacher centered. If this is true, than extrinsic motivation is what is pushing the students.

Teachers face many challenges as they try and foster creativity in the classroom. Ott (2010) states that "Education has the dual power to cultivate and to stifle creativity" (p.3532). Promoting and using creativity in the classroom and basing lessons around it takes time; it is not a quick reading of a book or lecture. It also takes students who think they can be creative; they

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have to have a certain level of self esteem and comfort level to let creativity flow (Fleith, 2010).

Fleith writes about one teacher that was interviewed (2010) they "...think that some people are

not creative because they don't think they are. I think if we let them know they are, they can be"

(p.150).

Another hurdle for teachers deals with classroom management. The typically desired,

organized classroom with well managed, quiet students all falling in line conflicts with what a

classroom that uses creativity may produce. Aljughaiman (2005) states that "Personalities of

creative students are at odds with the student's characteristics preferred by most teachers" (p.17).

Also that "teachers perceived highly creative students as nonconformists, easily distracted..."

(p.17). The characteristics of creative students are perceived to be "disruptive to the existing

organization" (p.17). Highly creative students are also not high on a teachers list of likable

students; this can lead to these students getting into more frequent trouble (Aljughaiman, 2005).

Beghetto (2006) says that "Teachers seem to respect creativity in general; they dislike the

specific behavioral manifestations of it" (p.150).

Teachers who may be praised for their classroom management techniques with obedient

students, who have good manners, may not be fostering creativity (Aljughaiman, 2005). It is my

opinion that the use of creativity, with its use of options and flexibility, promotes a well managed

classroom. This is because with a lack of down time and students that are intrinsically motivated

there will be less management issues. Management issues can also arise as teachers can be

forced to spend more time with students who lack understanding and gifted students are getting

bored and may act out (Fleith, 2010). Even in schools that promote creativity and with teachers

who believe in the importance of creativity, sixty seven percent of teachers thought that it was

not something that should be pinned on the regular education teacher (Aljughaiman, 2005).

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   Another hurdle to overcome with creativity in the classroom may or may not come naturally. Children become less and less creative around the time they begin fourth grade (Aljughaiman, 2005). The question that is sparked is what causes these diminished amounts of creativity? Could this drop off be natural, based on a child's age, or is it based on the child's environment? Researchers point to the fact that fourth grade is the time when letter grades are introduced to many students, and there is more emphasis on testing. This increase in content accountability may have an impact on creativity as divergent thinking is no longer valued and there becomes a focus on grades (Aljughaiman, 2005). Making teachers aware of these issues that come in fourth grade is a start, making them aware of the benefits of creativity is also important and may be a solution to the problem. Unfortunately, teachers may have a difficult time fostering creativity because of lack of formal training (Fleith, 2010). There has been a lack of creativity training in teacher education programs. This is contradictive because prospective teachers tend to value creativity (Beghetto, 2006).

   When the initial hurdles are overcome and creativity gains ground in educational circles there are still other hurdles to overcome. Cho states (2013) that:

> Creativity has been emphasized in the education field since the 20th century. Nurturing creativity has become one of the goals at schools in many different countries. However, it is difficult to achieve because, among other reasons, creativity education has been segregated from or merely added to the curriculum and general class activities rather than integrated with them. (p.154)

There may be a shift in mindset by the powers that be, but there is not a shift in action in the general classroom setting. Until prospective teachers are trained on how and when to implement creativity in their lessons there won't be a change in the students coming out of school.

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There are still more actions that teachers can take that are prohibiting creativity. Fleith (2010) believes that teachers that have classrooms where "...students believe that they cannot share their ideas, ideas are ignored, mistakes are not tolerated, one correct answer is required" will prohibit creativity (p.150). Teachers that display the above characteristics are controlling and have over structured and over scheduled their classrooms (Fleith, 2010). There is not time for teachable moments or tangents that may get teachers somewhere interesting or beneficial, hence limiting creativity. Other aspects of a classroom that can prohibit creativity are time limits, a bulk of curriculum to cover in too little time (Fleith, 2010). These items are the outside press that can prohibit creativity but also make the use of creativity a necessity to make the most of the time that a teacher has.

Overall a teacher centered classroom will prohibit creativity. A teacher centered classroom will overload students with directions and not allow for flexibility. There is fear in these types of classrooms, students are afraid to get something wrong. Students are afraid of the competition that takes place in class, and are only performing due to extrinsic motivation (Fleith, 2010). Once the carrot is removed from the stick, the students will fail to perform.

How to promote creativity

Overview: There are different kinds of creativity; mini-C is the kind that can be developed in the classroom. There are many different teaching techniques that promote creativity in the classroom setting. With the use of these techniques creativity can be prevalent in the regular education setting. When students are given choices and allowed to discover, creativity flourishes. The concepts found in educational philosophies, such as Constructionist theory, align with techniques that promote creativity. All the techniques in the world are great, but teachers

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need to model the behaviors, mindset, and actions that promote a creative spirit. Overall, students

need to interact with each other, the teacher and the information that is presented and creativity

can flourish (Cho, 2013).

Knowing what creativity looks like is important as was stated in earlier sections, but

knowing what kind of creativity should be fostered is also important. Ott (2010) explains that

"...it is possible to design learning activities specifically aimed to foster/strengthen those attitudes

and skills which are believed to be at the heart of the creative expression" (p.3532). Big-C

creativity is the kind that is broad, eminent creativity (Cho, 2013). Little-C creativity is the kind

that happens every day, but educators want to focus on Min-C creativity which is the kind that

can happen in the classroom setting (Cho, 2013). When Mini-C creativity is manifesting in a

classroom students are making connections to their own experiences, and analyzing the learning

process (Cho, 2013). As for other ways that creativity comes out in the classroom, Fleith (2010)

states that:

> In the educational setting, an environment that fosters creativity should include the
>
> following components: allowing time for creative thinking; rewarding creative ideas and
>
> products; encouraging sensible risks; allowing mistakes; imagining other viewpoints;
>
> exploring the environment; questioning assumptions; generating multiple hypotheses;
>
> focusing on broad ideas rather than specific facts and thinking about the thinking
>
> process. (p.148)

To promote creativity lessons need to be open-ended. There doesn't have to be one correct

answer and one specific goal of the lesson. Students should have time to write creatively. This

does not have to be free writing, students can write on topics from different perspectives or

changing aspects of history. This still involves creativity but it forces students to understand the

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information that is being presented before creating a product (Fleith, 2010). These previous

activities or lessons shouldn't happen in a vacuum, or in a separate class. Creativity should be

integrated into the classroom naturally, it should not stand alone (Cho, 2013).

As long as the teacher is using a variety of lesson ideas in the classroom they are still

promoting creativity. Doing the same lesson over and over again, i.e. lecturing every day,

prohibits the use of creativity, students need a change (Fleith, 2010). The use of drawing in the

classroom was another idea used to enhance creativity when teachers were surveyed (Fleith,

2010). The use of drawing outside of the art classroom also is a chance to incorporate multiple

intelligences. The use of lessons based on multiple intelligences is also a way to foster creativity

because teachers are giving students choices (Fleith, 2010). Students weighed in and said that

free time in the classroom and different activities on the computer allowed them to be creative

(Fleith. 2010).

Other methods that promote creativity are discovery and cooperative learning. When

students display creativity in such activities they need to be rewarded. This is sometimes lost as

teachers are used to reward academic achievements (Fleith, 2010). A teacher's perspective is

great, but an expert's opinion is even better on the topic of creativity. Experts were surveyed,

they agreed and Fleith (2010) states that:

> With respect to teaching strategies, discovery learning rather than excessive lectures and
>
> emphasis on open-ended questions were suggested...teaching strategies should reflect
>
> student-centered views, as well as provide opportunities for students to engage in a
>
> variety of activities." And that "it is important that teachers recognize students strengths,
>
> abilities, and interests, encourage different responses, encourage humor, questions and
>
> risk-taking, and provide different options. (p.151)

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Teachers are realizing these aspects of the lesson as important and are incorporating them into the classroom. Experts opinions help prove the point on the effectiveness of creativity, but it is also being proven with educational philosophies.

The constructionist theory of education has ties into creativity. Cho (2013) elaborates that "Both development and creativity are emergent processes suggesting that each stage of mental development emerges from the earlier stage" (p.154). When students construct original interpretations the likely hood of creativity increases. Students are reorganizing information based on what they know. Teachers can allow students to tie in experiences from their own lives which will increase creativity. Creativity also emerges within groups because it is thought to be a social process (Cho, 2013).

Additional techniques to foster creativity are used in South Korean schools that are making creativity "the most important educational objective" as of 2007 (Cho, 2013). Examples of those techniques are certain types of questioning. Questions that allow students to think about the topic from different perspectives foster creativity. Classifying items and having group mates guess the classifications is another way to foster creativity (Cho, 2013). Using metaphors, so students can make a comparison between two items is another great technique. When students are using metaphors observers are seeing them create something that is personal to them. Overall, students need to interact with each other, the teacher and the information that is presented and creativity can flourish (Cho, 2013).

Teachers cannot just tell students to be creative. Modeling creativity is a way to get students to be creative. Teachers need to celebrate creative ideas and allow time in class to discuss topics. Teachers need to be spontaneous, allowing visitors to the classroom and allowing for students ideas (Jeffrey, 2006). These are characteristics that teachers would like to see in

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their students. Teachers can take part in role playing in the classroom; they can help during reconstruction or re-enactments. Teachers can take part in drama work that is being completed (Jeffrey, 2006). Teachers are teaching by action not by verbal instruction. Jeffrey (2006) observed that "They also (teachers) modeled creative learning by acting spontaneously and changing plans as classroom circumstances altered and they exhibited pleasure in their teaching and learning, an emotional aspect of creative learning" (p. 406). As this process of modeling develops, teachers can also become learners as they observe their students, learn how they are learning and adapt their lessons accordingly (Jeffrey, 2006). It was discussed early in the research that collaborative learning as a creative lesson idea which has lead to a secondary benefit of creativity. Jeffrey (2006) confirms that "Creative learning contributed to the construction and development of the young participants' social identities..." (p. 409). When creativity is promoted there are direct benefits to the teacher, students and classroom as a whole.

Benefits of Creativity

Overview: The goal of teachers is for students to not just learn but to have meaningful learning. Using creativity in the lesson plan will allow students to use higher level skills and therefore establish meaningful learning. Students in school are trying to become career and college ready. They should be progressing through school and beyond. Skills taught in school need to mirror the skills needed in the real world. These skills have shifted as the world has globalized, and schools need to shift based on the demands of careers that may not exist yet.

There are concerns based on the use of creativity and there are also payoffs. Ott's (2010) concern is that "...the basic idea is that creativity is a riskier investment, with less-certain payoffs, than literacy and other skills tied to traditional education" (p.2533). This being said

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there is still one main goal that all teachers have. If one was to interview a group of teachers and ask them, in general what is the goal of their daily lessons? Those teachers may reply that they want their students to learn. This would seem simple enough, but in reality it is much more complex. There are different types of learning that can take place, rote learning and meaningful learning (Mayer, 2002). Rote learning just deals with gaining knowledge, facts, and details. This sounds great, but this type of knowledge is not enough to be transferred. Rote learning is not a higher level skill used to solve another problem or be applied to a new situation (Mayer, 2002). Using creativity, which is a higher level skill, allows them to transfer knowledge to other activities.

Meaningful learning goes several steps past just being taught the facts. When meaningful learning takes place, students can use the facts and apply them elsewhere; this is considered transfer (Mayer, 2002). The rote level of the learning taxonomy is remembering. Remembering has it place in learning. Information has to be remembered to proceed to apply higher level thinking to what is remembered. Mayer (2002) proclaims that "Remembering becomes a means to an end, rather than the end itself" (P.228). There are teachers that use rote memorization so that students will do well on a test. Zhao (2012) writes:

> (Test-oriented education) ...relies on rote memorization and mechanical drills as the primary approach, which makes learning uninteresting, hinders students from learning actively, prevents them from taking initiatives...it uses test scores as the primary or only criterion to evaluate students, hurting their motivation and enthusiasm, squelching their creativity, and impeding their overall development. (p.130)

In reality, when creativity and higher level thinking is used test scores go up as students will remember information longer.

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As one goes up the taxonomic levels, they go from remembering to understanding, applying, analyzing, evaluating, and finally creating (Mayer, 2002). The goal of young and veteran teachers is to be improving instruction, as teachers apply skills that are higher on the taxonomic levels they are doing that. Raths (2002) proposes that "If the complexity of the objectives addressed increases across lessons or units...that instruction has improved" (p.233). The improvement of instruction boils down to properly working up the taxonomic levels to higher level thought. Ott (2010) explains that "proper design of a learning activity oriented to creativity may foster students' creative abilities and skills" (p.3535). Teachers need to be patient and vigilant when promoting creativity. Students need time and practice while improving on higher order skills (Van Tassel-Baska, 2009). A new goal of teachers is to have students career and college ready. These two outcomes both involve higher level thought.

Colleges and companies are worried that students are not ready to work, apply skills, or to learn at a higher level once they leave high school. In comes the new Common Core Curriculum Standards. The Common Core Curriculum Standards are not just the content understandings, such as "The Neolithic Revolution was a technological development that radically changed the nature of human society" (NYSED, 2014). It is not just "all students must be able to comprehend texts of steadily increasing complexity as they progress through school" (Engage NY. 2014). Well there is one word that is important, and that is "progress". Progress, schools want to see it and business want to experience it, and creativity can help move progress along. McFadzean (2001) writes:

> The use of creativity techniques and the development of novel ideas have helped many organizations both to improve the quality of their products and procedures as well as to expand their current product or service portfolios. (p.268)

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The bottom line is, it is a teacher's job to help students learn and have them college and career ready. It has been this way for the majority of the last century. This goal may be the same, but what it means is different. College and career ready is not the same as it was 100 years ago. This is because colleges and careers have changed, but some schools and teachers have not. Teachers would be doing students a disservice if they did not have students increase their creativity skills. Skills they will use when they enter the real world. Studies have been completed that shows a link between a professional's creative abilities and their problem finding (and solving) ability while they were in school (Van Tassel-Baska, 2009). Zhao (2012) suggest that "...to enterprise is human and to create is human, and that Entrepreneurship is fundamentally about the desire to solve problems creatively" (p.9).

It has been proven that creativity ties into entrepreneurial success, and entrepreneurial success is tied into economic success. Unfortunately schools are still promoting kids that do good on test, instead of creative skills (Zhao, 2012). Throughout history it was necessary to produce students who listen and have a same set of skills, because the labor force demanded it. Production was standardized so why the future workers shouldn't be standardized as well? We are not living in this style of society anymore, as the world globalizes so do the needs of businesses (Zhao, 2012). This being said Zhao (2012) suggests that "The idea of 'career ready' is but a fancy dream, when one does not know what careers will exist when a child leaves school...All these changes require a paradigm shift" (p.151). Students need to take control of their learning as they are unique and should be taught that way. Instead of making these changes schools are trying to improve an antiquated system (Zhao, 2012).

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Creative teaching techniques

Overview: There are several creative lesson ideas available that can be adapted to a variety of lesson topics. These lessons do challenge certain paradigms of teaching. These creative lessons allow students to use both sides of their brain, such as drawing, acting, playing, divergent thinking and so on. Many of these lessons and others can be adapted to get students on their feet and out of their desks.

If teachers want to get students to start thinking creatively then teachers may have to get out of their normal routine. Teachers tend to have a view of teaching based on their training or own experiences. Once teachers are in one paradigm it is a challenge to see their lessons' from other perspectives (McFadzean, 2001). A place to start challenging old paradigms would be getting students using both sides of their brains not just one. The left side of the brain is rational, analyses and is logical. The right side of the brain creates, sees pictures and understands comparisons (McFadzean, 2001). Imagination and dreaming are also part of the right brain. Van Tassel-Baska (2009) states that even "Einstein believed that imagination is a more valuable quality than knowledge" (p.1070). Even though the brain is split creativity is a whole brain function.

McFadzean (2001) says that "...more unusual modes of communication or expression can be used to release creative thinking. These can include drawing, acting, dreaming, dancing and singing" (p.268). If observers break down each one of those parts teachers could have several parts or whole lessons. First with drawing, many classroom activities that are written can also be drawn. Drawing what might happen next instead of writing a prediction will allow students to further express what they mean. Acting out a historic event is a great way to get students out of their seats and allow them to learn while doing and experiencing. Having students decide what

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should be acted out instead of giving them a script is another great way to create enhances a

lesson. Dreaming may seem like an odd activity, but what about having students draw a dream.

Students could read about and event and a then draw a dream that a historical figure may have

experienced. Dancing and singing is another great opportunity to get students out of their seats.

If students are creating the song even better, this forces them to really understand the material

before putting it to use.

There are other ways to promote creativity in the classroom, such as through the use of

play. This may seem like an elementary technique, which it is, but it can also be adjusted for the

secondary level. Cognitive and affective processing skills are enhanced through play. These

skills are important when using creativity (Van Tassel-Baska, 2009). Cognitive and affective

processing skills are tied into divergent thinking. Divergent thinking is a key part of creativity

and play (Van Tassel-Baska, 2009). Van Tassel-Baska (2009) studied and explains that "In

determining whether play can facilitate creativity, studies have found that play facilitates insight

and divergent thinking" (p.1062). Sometimes it is the simplest of things that can have the best

results.

Creativity can take place while students are in their seats but it can and should take place

while students are out of their seats as well. Van Tassel-Baska (2009) suggests that "...the

creative movement program was essential to the development of the total child" (p.1063).

Almost any lesson can adjust to make it a lesson on the move. A simple vocabulary lesson can

be improved by having students act out a vocabulary word and having other students guess what

the word is (Lengel, 2010). See Appendix

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Ability to be Creative

Overview: Everyone can be creative, but someone's confidence can play into how creative they can be. Gender differences also has a role in a person's ability to be creative, neither of these roadblocks can't be overcome.

After understanding what creativity is, overcoming the hurdles, understanding the benefits, and using creative lessons there is still the concern of can everyone be creative? A person's Creative Self-Efficacy (CSE) can determine their potential to be creative (Karwowski, 2013). Karwowski (2013) explains that "CSE is defined as one's confidence that one is capable of handling problems requiring creative thinking and creative functioning" (p.216). Students need to be confident in their abilities if there is a chance to be creative. There is a way to hamper confidence explains Zhao (2012) "The loss of confidence as a result of pursuing test scores is only one of many ways that education could damage the entrepreneurial spirit and hamper a nation's entrepreneurial activities" (p.115). There are also gender differences that can affect one's ability to be creative. Men are more successful in creative measures. A reason for this that men believe they are more creative. Unfortunately, this is an overestimate by men, and on the other side women underestimate their creativity (Karwowski, 2013). Another reason for the gender differences is that sons are considered smarter by their parents and fathers are considered smarter by children (Karwowski, 2013). Mount (2009) states that "When it comes to entrepreneurs, they are 40% born and 60% made." It may happen in different ways, but that total is still 100%.

Research questions

After completing my research and creating my project there was still a list of questions that went unanswered and warrant future research. 1)As the press from high stake testing and grading seeps its way into the lower grades, will the age that student's creativity drops off seep down with it?; 2)Even if a solid definition of creativity was agreed upon is there is still room for debate?; 3) If a student thinks of something unique or novel to them, is it creative, even if it has been thought by someone else or by a different age group (Aljughaiman, 2005)?; 4) If students who had non-creative classrooms are more apt to become creative teachers, than won't creative teachers go in cycles? 5) What can be done to maintain the desire to be a creative teacher throughout a teacher's career?

Chapter III

METHODS

Who

The participants in the study intended to determine how to increase creativity in lesson planning and its effects on the classroom will be from a Western New York Middle School. This middle school is in a middle class suburban area. This is a true middle school setting that houses grades six, seven and eight. This middle school is considered a title one school although a majority of it students come from middle to upper class families. The majority of students from the school where the study will take place are Caucasian. Fewer than 5% of the students are a minority. The teacher population mirrors the student population. About half of the teachers live in the district with the remaining teachers living in the surrounding areas. The teacher

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population has a variety of experience ranging from first-year to thirty-year plus teachers. The

majority of teachers in the school have been teaching between 10 and 20 years. All of these

teachers abide by the teaming concepts which hold the middle school concept intact.

Procedures

Teachers will fill out surveys electronically. The surveys will spiral into short answer

questions, but they will start out with yes or no questions to get a feel for the teacher's

perspective. The questions will be as follows 1) How many years have you been teaching?;

2) What level of education have you obtained? ; 3) What subjects and classes do you teach?;

4) Where does creativity rank on your priorities when lesson planning?; 5) If creativity ranks

high, how come?; 6) If creativity ranks low, how come?; 7) Based on your experience what

effects does increased use of creativity in lessons and planning have on the student?; 8) Based on

your experience what effects does decreased use of creativity in lessons and planning have on

creativity?; 9) What would be your most creative lesson idea?; 10) If it was proven that the use

of creativity in lessons increased student retention, performance, and motivation would you

increase the use of creativity in the classroom?

Survey results

These results were for question four above, "Where does creativity rank on your priorities when

lesson planning?

Very High: Nine

High: Eleven

Middle: Four

Low: one

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Very Low: 1

NA depends on lesson: 3

Participants were able to rank creativity in their lesson planning, and give advice to how they use creativity and why it is important to them.

"Lack of creativity will kill a class worse than bad gas! The best creative lesson must be accompanied by a connection with kids or then it is just entertainment. the combo of creativity with connections is laudable but draining on a daily basis." Maurice Gavin

"I prefer the word interest -- if they are interested they tend to create better products whether they be creativity inspired or not. Again it goes back to what defines creativity -- a lecture could lead to creative thought in regards to discussion or it may not." Sue Chudy

"I want to present material/ideas in ways that it will "stick" with kids...to help them see things in a different way...to encourage creative thinking on their part. (at least as creative as the mandated "Common Core" standards allow me to be...too many topics to cover in the time frame given)." Sue Paolini

"It is important for students to continue building their creativity to discover their own passions and interests. Creative thinking is extremely helpful throughout education and in the workforce. To serve as a positive role model, I also strive to be creative when presenting lessons to students. When students learn content in more creative forms, they are more likely to remember the skill or information. Typically, the more creative my instruction is, the more creative student work is." James Roland

What effects(if any) does increased use of creativity in lessons and planning have on the student?

"Increased motivation and students see relevance in what they are learning." Patricia Sachse

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"When a teacher is able to give students some 'room' in an assignment to choose or to express themselves personally and creatively, it pushes them to make the assignment 'their own' and with that personalization, students tend to put more of themselves into the assignment which often creates a better end product and overall learning experience, in my opinion." Syndi Buscaglia

"Sometimes you teach something that only has one right answer and one way to get to it and that's just the way it is (when did the Civil War start?) but I would say that 75% of teaching should be through creative means and no one right answer (what's the theme of this story? the teacher's idea might be only one of several, let the students suggest some, they might be more right than you) If you teach with the idea that your answer is the only acceptable one then you squelch that desire to learn and the students just try to figure out what you want them to memorize and they hunker down and "get through the class." I guarantee that that will be their least productive learning experience!" Carla Jennetti

"If creativity ranks low, how come? lack of time, common core initiatives. All of the current common core pushes have decreased the time availabale to be creative and have kids learn to be creative. The trend is moving us away from teaching thinking skills and toward remembering facts and processes." Christin Brown

"When I have students visit me years after they graduate and they tell me about what lessons they remember from class it is always my more "creative" lessons." Katie Dunlop

"Creativity creates an environment where all students are engaged. There is enthusiasm and energy in learning that appeals to even the weakest students. Students remember the content too, not just the experience. The less creative I have been becoming, the less creative students are

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becoming. I feel that students are becoming passive learners. Fewer and fewer just spend time

wondering why." Margaret Staebell

"Based on your experience what effects (if any) does the lack of creativity in lessons and

planning have on creativity? I think kids retain what they need until they are assessed; then the

knowledge disappears!" Kathy Grabon

"Many teachers feel the time crunch of covering curriculum in a smaller amount of time

(interruptions due to extra expectations - music rehearsals/lessons, students out of school for

family vacations, Olweus, 8th grade meetings with high school counselors, even field

trips/assemblies, early dismissals, etc). Assessments often start in March so teachers of certain

subjects lose instructional time. It takes TIME to include more creativity in the curriculum."

Cynthia Weis

"Creativity is the key to success in the classroom!" Kate Cullen

"If creativity ranks high, how come? Because it creates opportunities for students to

expand their thinking, broaden perspectives and become creators of ideas versus receivers of

information. I believe we need to cultivate these creative talents in teachers and focus more on

the development of different thinking strategies versus the content of the curriculum." Kimberly

Cirillo

"This is a technological world, allowing students to incorporate it and use it in a relevant

and meaningful way is ways to be creative within my comfort area." Mike Cieslik

"Sad to see so many teachers believing that the common core and state testing are more

important than creativity......" Pat Rumschik

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"Creativity is in the eye of the beholder. And it is my experience that the beholder's eyes for students cover quite a range k-12. This is not to mention if the beholders eyes belong to adults." D Braunscheidel

"A creative a lesson plan energizes student learning." Lisa Lindner

If creativity ranks low, how come?

"...it takes much time and thought to create creative lessons:" Greg Goggins

"Once a student knows that they can try different things to solve problems, they tend to be a lot more free thinking. I wish I had time to do more truly creative things. Good creative work takes time." Dan Miller

"When reviewing, creative lessons have to approach student learning from all angles in order to reach the greater amount of students. Many students will not be engaged if the lesson does not engage them in more than a basic level of comprehension." Brad Carson

"Students could be more engaged, participate more, and more on-task. I am not exactly sure how to say this, but I think maybe there would be more of a desire or "buy-in" to do well, and put more time and effort in. I would venture to say the students might not even realize all of the learning that is occurring because it is fun." Liz Nobel

"I think it engages the students in learning however I think creativity has to be well balanced with traditional method of teaching." Daryl Helfman

"Creativity is like honesty, integrity, perseverance, effort and so on. It is a valued quality/character trait each kid possesses and can be fostered or diminished over time." Craig Dana

"Creativity makes content more engaging and memorable, i like to incorporate music and student performances as often as I can." Lisa Boldt

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"I've noticed creativity increases student performance and most kids are prepared for class. When lessons are "out of the box" students are eager to perform." Jacquie Ryan

"Because we need to be engaging whether it is with our voice, supplies, lesson construction etc. However, we need to be in control, hopefully having established an atmosphere of respect and a sense of mission with this creative approach." Robert Rumschik

(Creativity) "Keep kids engages, to teach a concept differently than students may have seen before, to make it memorable, while making students think. " Al Jafarjian

If it was proven that the use of creativity in lessons increased student retention, performance, and motivation would you increase the use of creativity in the classroom, if not why?

"...if NYS revised common core...originally it was supposed to be teach less concept with more time...instead we are teaching more content in less time." Karen Sreniawski

Kate Cullen may have summed up the purpose of this project, "Creativity is the key to success in the classroom!" Not everyone agree with were 18% of participates said that creativity was low on their priorities list or it depended on the lesson. These participates saw time restraints as a challenge to using creativity. 74 % of participants rank creativity high or very high on their priorities when planning lessons. With the use of creativity they saw students become interested in the lesson and take ownership of what they were learning.

Protocol

The questions were emailed to teachers. Teachers will fill out the survey and they will be returned to the researcher. Data will be compiled using percentages, and anecdotal descriptions of use or non use of creativity.

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The next procedure will be to create a college level class titled "Creativity in Social Studies Education and Lesson Planning". This project will include the syllabus and 16 outlined lesson plans. Prospective teachers will learn the benefits of using creativity in the classroom, share their own experiences, brainstorm lesson plans, improve upon existing lesson plans (infusing creativity into the plans), make unit plans, and study ways to foster their students creativity.

This project will introduce undergraduate or graduate students to the possibilities of creative lesson planning. Students will leave the "Creativity in Social Studies Education and Lesson Planning" class with a list of creative lesson plans, the skill to work independently and cooperatively while generating lesson plans. Lesson plans that students create will increase the use of their own student's creativity, which is an upper level skill, therefore increasing retention of material.

Goals of the final product

1. College level students will have a class available to them that promotes the use of creative lesson planning.

2. College level students will have the chance to brainstorm and collaborate with fellow students.

3. College level students have the ability to critic theirs and others lesson plans and increase the use of creativity.

4. Having the Masters project reviewed by the social studies education program for consideration to implement at Buffalo State College.

I will know if I am successful with the project with positive feedback from my cooperating teacher and from the social studies department. This class does not have to be

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included as a course by the college, although it would be the ultimate success. If the social studies department give the product feedback that proves that the class would be successful or discusses the need for creativity then the project is a success. I will know when the project is complete when I have enough lessons plans to cover from introduction to implementation of lesson plan. Prospective teachers who take this course should be able to use what they learned from day one of student teacher and in the full time classroom.

Summary

During my research it has become apparent that it can be difficult to define creativity; there is not a definition that everyone can agree upon. The reason for this confusion may be that creativity is a concept; it is not something that can be held in the beholders hand. Because of this, there is a segment of the population that writes creativity off, because it is not tangible; this would be the wrong move. The reason being is, that although the concept of creativity cannot be held in the beholders hand, the fruits of creativity can. A student can hold an "A" on a test in their hand because the teacher decides to infuse creativity into their lesson allowing students to retain information and use upper level thought. A teacher can capture, with a picture, the smiling faces in their class because they are being creative. A former student can hold their first pay check in their hand because they have gained the creative skills needed to compete in the ever-changing, entrepreneurial job market. The bottom line is that using creativity in a teacher's lesson plans and during their planning is important, the hurdles are worth overcoming. When used effectively, creativity is a powerful component to prepare students for the unknowns ahead.

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Tennyson, R, D. & Breuer, K. (2002). Improving problem solving and creativity through use of

complex-dynamic simulations. *Computers in Human Behavior*, Volume   18, Issue 6,

pp. 650 – 668.

Thomas Jefferson Lesson. *Instructor Web*. Retrieved February 17th, 2014.

http://www.instructorweb.com/lesson/jefferson.asp.

Trese, D.C,. (Dec., 1986). Ideas to Spark Creative Writing . *The Reading Teacher*. Vol. 40, No. 3. pp.

372-374.

Van Tassel-Baska,J. & MacFarlane, B. (2009). *Enhancing Creativity in Curriculum*. Springer Science.

Vocabulary in the Content Area. *Academy Curricular Exchange Columbia Education Center*

Social Studies. Retrieved February 17th, 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst088.html.

World History: Travel Across Time. *Glencoe*. Retrieved March 2nd, 2014.

http://www.glencoe.com/ose/showbook.php.

Zhao, Y. (2012). World Class Learners: Education Creative and Entrepreneurial Students.

California: Corwin.

Appendix A

Appendix A Table of Contents:

To complete lesson two please see the following resources:

Fleith, D. (2010). Teacher and Student Perceptions of Creativity in the Classroom Environment. *Roeper Review.* Volume 22, Issue 3, pp. 148 - 53.

Aljughaiman, A.,& Mowrer-Reynolds, E. (2005). Teachers Conceptions of Creativity and Creative Students. *Journal of Creative Behavior.* Volume 39, Issue 1, pp. 17 - 34.

To complete lesson four please see the following resources:

Krathwohl, D. (Autumn, 2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice.* vol. 41, No. 4. P. 212-218.

To complete lesson six please see the following resources:

How a Bill Becomes a Law. *Academy Curricular Exchange Columbia Education Center Social Studies.* Retrieved February 17th, 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst029.html.

Vocabulary in the Content Area. *Academy Curricular Exchange Columbia Education Center Social Studies.* Retrieved February 17th, 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst088.html.

Comparing Democracy and Republic. *Academy Curricular Exchange Columbia Education Center Social Studies.* Retrieved February 17th, 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst181.html.
Name That Town. *Academy Curricular Exchange Columbia Education Center Social Studies.* Retrieved February, 17th 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst117.html.

Supreme Court Rulings. *Academy Curricular Exchange Columbia Education Center*

Social Studies. Retrieved February 17th, 2014.

http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst215.html.

President Abraham Lincoln. *Instructor Web*. Retrieved February 17th, 2014.

http://www.instructorweb.com/lesson/lincoln.asp.3.

Thomas Jefferson Lesson. *Instructor Web*. Retrieved February 17th, 2014.

http://www.instructorweb.com/lesson/jefferson.asp

To complete lesson seven please see the following resources:

World History: Travel Across Time. *Glencoe*. Retrieved March 2nd, 2014.

http://www.glencoe.com/ose/showbook.php.

To complete lesson eight please see the following resources:

Bigler, M. (Dec., 1980). Junior High/Middle School: Creative Writing Ideas. *The English Journal.* Vol. 69, No. 9.

Trese, D.C,. (Dec., 1986). Ideas to Spark Creative Writing . *The Reading Teacher.* Vol. 40, No. 3. pp. 372-374.

Gross, P. A. (Spring 2005). Is Creativity Being Left Behind? *Kappa Delta Pi Record.* 41 no3 102-5.

Day One

Lesson Focus: Introduction to course, getting to know you, going over syllabus, and possible ways to teach lesson.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-list facts about themselves.
-consider different options for teaching a lesson.
-create ways to teach lessons.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, <u>Course Syllabus</u>, <u>World Class Learners</u> book.

The students will need: Pens or pencils, notebook, <u>Course Syllabus</u>, large personal white boards.

Performance Tasks:
Anticipatory set: "Students will follow along with a boring power point that list several slides of notes to copy down, and be surprised when it is the opposite of what they should do."

Procedure:
1. *The students enter the room.*
2. *The teacher will tell students to sit down at the seat of their choice.*
3. *Students will follow directions on the Power Point screen to take out a notebook.*
4. *The teacher will welcome students to the class, and begin by reading off notes from the Power Point in a very boring and monotone manner.*
5. *The students will write down notes from the Power Point screen.*
6. *The teacher will reveal that taking old fashioned notes is the opposite on what you will learn how to do in this class. This is a class about creativity.*
7. *The teacher will introduce the class saying that... "I am going to teach this class in a modeling fashion. As college students, I will disseminate information to you, you will be responsible to find information, but I will also model a lot of what I want you to be able to do. I am not trying to treat you like kids, but there is nothing wrong with having some fun. On that note, this class is not about learning how to have fun in the classroom. Every class has a curriculum that needs to be taught, but you have autonomy in how you can teach that class. There is nothing wrong with having fun, and fun is often a offshoot of a creative lesson plan. This class is about improving your lessons to make them creative, having students doing creative activities, leading to an overall more valuable experience for you and the students."*
8. *The teacher will divide up the class into pairs. If there is an odd number of students there can be a few three person groups.*

9. Students will share some basic details about themselves with their partner. i.e. Name, where they live, hobbies, goals etc...After sharing basic information, students will come up with two interesting facts about themselves and one lie.

10. The teacher will go first. They will share some basic information about them self, ending with two interesting facts and one lie. The rest of the class will try and determine what information was indeed truthful and what was the lie.

11. Students will take turns sharing basic information about their partner, ending with two interesting facts and one lie about them. The rest of the class will try and determine what information was indeed truthful and what was the lie.

12. Students will go around the room and present until everyone has had a turn.

13. Break

14. The teacher will introduce the class expectations by going over the syllabus.

15. The teacher will go over the class overview, materials needed, expectations, and basic college procedures.

16. The teacher will go over the syllabus quick map of the class schedule, due dates and general topics.

17. The teacher will put the students into new pairs.

18. The teacher will assign one or two weeks' worth of topics to each pair.

19. The students will read the topics and try to come up with ways that these topics may be taught. This can be a prediction, or what would you do.

20. Students will write their ideas on large personal white boards.

21. The pairs of students will share how they think the topics will be taught.

22. The teacher will have the students read the introduction and Ch. 7 of _World Class Learners_ and bring in a lesson journal notebook by next class.

Assessment:
Students will...
-follow along with the introduction power point.
-share information about themselves with a partner by talking.
-read the course syllabus.
-come up with ways to teach lessons.
-share ideas with the class.

Closure: "A big part of creating great lessons is giving yourself time. When you rush a lesson plan, it is very difficult for your best work to emerge. Coming up with a base idea is just the first step. Teachers then need to let the idea incubate. This being said you should start yourself an lesson idea notebook, that you can keep with you and when an idea comes or an improvement comes, you can jot it down. Think back and write any idea or teaching tip that you learned so far that you can think of."
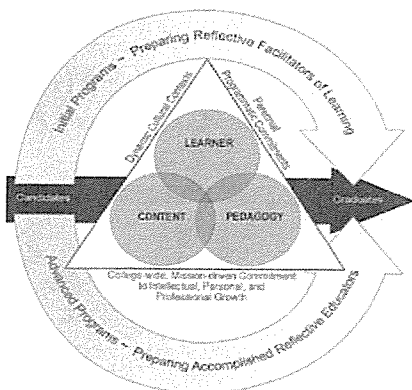
SUNY Buffalo State
Department of Social Studies Education
School of History

Course Information: Creativity in Social Studies Education and Lesson Planning

Course Number #:	SSE 399	Instructor:	Peter Herman
Semester:	Fall 2014	Office:	1280 East Main street E.A., N.Y. 14052
Total Credit hrs.	3	Office Phone:	NA
Course Times:	Wednesday 6-9p.m.	Cell Phone:	716-480-6952
Meeting location:	Ketchup hall 204	Email:	Herman3965@yahoo.com
Total Credit hrs.	3	Office Hours:	Wednesday 4-5 p.m.

http://www.buffalostate.edu/teu/x460.xml

Course Description

This course will allow novice and experienced teachers to learn about the benefits of using creativity while lesson planning, and the use of creativity in the classroom. Students will have lessons modeled for them, use brainstorming techniques to create ideas, create lesson plans, improve upon lesson plans, and build skills that can be applied to all social studies topics, areas and grade level.

Buffalo State Teacher Education Unit Conceptual Framework: CLoP TRoDD

Content – The professional educator will know the subject matter to be taught to P-12 learners.

Learner – The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Pedagogy – The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Technology – The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

Reflection – The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Dispositions – The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Diversity – The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

AY

http://www.buffalostate.edu/teu/x460.xml

Critical Knowledge/Skill Areas (optional)

Diversity: Students will learn skills and ideas on how to teach all social studies topics covering the origins or religions and a variety of cultures.

Technology: Students will use different modes of technology in order to complete research for this course. Students will also have the opportunity to include technology in the lesson plans they create.

Dealing with Exceptional Learners in the Regular Classroom: Students will create a variety of lesson ideas, covering Kinesthetic learning, formative assessments, vocabulary, writing, connecting to the community and more. All types of learners are covered by the variety of lesson ideas created.

Course Objectives and Learning Outcomes

Students will be able to...

-create lesson activities that involve creativity.

-judge what needs to be improved on lesson plans.

-apply what they have learned to make a complete lesson plan.

-evaluate other's lesson ideas.

-list lesson components.

-develop the skills to incorporate creativity into their lesson planning.

Course Schedule/Calendar

(The college academic calendar reflects class scheduling on certain religious holidays. New York state policy sets guidelines for institutions with respect to religious holidays. The undergraduate Catalog contains a complete statement of those guidelines. At BSC we sharpen the mandate of the state and endorse the policy that the administration of evaluative examinations on Rosh Hashanah, Yom Kippur, and Good Friday is NOT permitted.)

Course Requirements

Required Text(s):	Zhao, Y. (2012). World Class Learners: Education Creative and Entrepreneurial Students. California: Corwin.
	ISBN 978-1-4522-0398-0
Other Materials:	Selected articles will be distributed throughout the length of the courses.
Recommended Text:	Lengel, T.,& Kuczala,M. (2010). The Kinesthetic Classroom: Teaching and Learning Through Movement. California: Corwin.
	ISBN 978-1-4129-7954-2

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Evaluation

Class attendance- Ten points per class	140 points total
Class participation- Ten points per class	140 points total
Lesson journal- 50 points	50 points total
Final lesson plan and presentation- 150 points	150 points

Attendance

This is a class participation course. There will be outside readings and assignments, but the core of the class takes part during the meetings. Students who miss more than two lessons will be deducted one letter grade. Students who miss more than four classes will receive an incomplete. Students who have a medical excuse will be required to bring in a written note from a doctor.

TEU TaskStream Policy (if applicable)

In this course, all candidates are required to submit particular assignments via TaskStream; these assignments include the following: [insert required TaskStream assignment(s) here]. *These assignments must be submitted via TaskStream. Candidates failing to submit required assignments via TaskStream will earn an Incomplete course grade (I) until the work is completed and (appropriately) submitted.* All candidates must be enrolled in their program on TaskStream within 30 days of beginning the course. All required TaskStream course assignments must be submitted on TaskStream by the end of the semester.
http://www.buffalostate.edu/teu/x460.xml

TEU Field Experience Policy

According to the New York State Education Department (NYSED), traditional, active registered teacher education programs "shall include at least 100 clock hours of field experiences related to coursework prior to student teaching... At least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities".

During this course, at least _____ field experience hours must be logged by each candidate. Hours which include focus on understanding students with disabilities should be clearly annotated. An example field log as well as the evaluative rubric are included with this syllabus.

http://www.buffalostate.edu/teu/x460.xml

Expectations for Behavior and Procedures for Disruptive Individuals

All candidates are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance or rude behavior based upon age, race, religion, color, national origin, gender, sexual orientation, disability, or status – either marital, veteran or socioeconomic. All members of the college community are expected to contribute to the college environment and to move the college community

toward respect for all.

OR

Procedures Regarding Disruptive Individuals: Disruptive behavior by students in my class will not be tolerated. Whenever I deem a student to be acting in a disruptive or threatening manner, I will exercise my right to ask that individual to leave the classroom. If refused, I will exercise my right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the dean of students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing.

(see Code of Rights: www.buffalostate.edu/offices/stuaffr/academicpolicies/codeofrights.html)

Note: Cell phones and pagers must be turned off upon entering the classroom or laboratory. You will be asked to withdraw from the class if disruption occurs more than one (1) time.

http://www.buffalostate.edu/teu/x460.xml

Academic Dishonesty Policy

Candidates who engage in plagiarism, cheating on examinations, submit the same work as other candidates, unauthorized collaboration, falsification and/or any other violation of academic integrity will receive an "E" grade in the course. Buffalo State has a campus wide license to *Turnitin* for unlimited submissions of student papers for plagiarism detection.

The Academic Misconduct Policy: www.buffalostate.edu/studentaffairs/x522.xml. Buffalo State official procedures for academic misconduct are online at: www.buffalostate.edu/academicaffairs/x607.xml. An official explanation of what constitutes plagiarism and student resources may be found at: http://www.buffalostate.edu/professionaldevelopment/x702.xml.

http://www.buffalostate.edu/teu/x460.xml

Students with Disabilities

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the Disabilities Services Office, 120 South Wing, 878-4500.

(Disability Services: www.buffalostate.edu/offices/disabilityservices/fac-syllabus.htm)

http://www.buffalostate.edu/teu/x460.xml

Other Considerations

See class quick map

Class Syllabus Quick Map

Date	Topic	Homework	Work due
Lesson one	Introduction to Course, Getting to know you, going over syllabus, and possible ways to teach lesson.	Read the introduction and Ch. 7 of World Class Learners and bring in a lesson journal notebook by next class.	None
Lesson Two	Benefits of creativity, real life impact, involving parents & community, and getting students out of the classroom.	Read The Teachers' Conceptions of Creativity and Creative Students and Teacher and student perceptions of creativity in the classroom environment.	Read the introduction and Ch. 7 of World Class Learners and bring in a lesson journal notebook by next class.
Lesson Three	What creativity is, your experience with creativity, intro to brainstorming techniques.	Lesson Journal	Read The Teachers' Conceptions of Creativity and Creative Students and Teacher and student perceptions of creativity in the classroom environment.
Lesson Four	Creative Problem Solving using divergent and convergent thinking, description of creative teachers, and classroom, lesson journals.	Read A revision of Blooms taxonomy.	Have lesson journal
Lesson Five	Krathwohl's verbs, design creative learning activities.	Fill in lesson journals.	Read A revision of Blooms taxonomy.
Lesson Six	Boring lesson plans, learning pyramid, and lesson plan modification.	Find a "boring" lesson plan that we can use for next week. You should make one adaption to it, don't go all out just make one change and we will work on it next week.	Lesson journal filled in.

Lesson Seven	Boring lesson plans, textbook themes, and lesson plans from scratch.	Have a rough outline of what they want to do for lesson and read <u>Instruction to Multiple Intelligences,</u> article for next week.	Hind a "boring" lesson plan that we can use for next week. You should make one adaption to it, don't go all out just make one change and we will work on it next week.
Lesson Eight	Multiple Intelligences.	Read <u>Junior High/Middle School: Creative Writing Ideas and Ideas to Spark Creative Writing.</u>	Have a rough outline of what they want to do for lesson and read <u>Instruction to Multiple Intelligences,</u> article for next week.
Lesson Nine	Writing activities.	Read <u>Kinesthetic classroom</u> book Ch. 1-3, 5, 7,8, pgs 137-148.	Read <u>Junior High/Middle School: Creative Writing Ideas and Ideas to Spark Creative Writing</u>
Lesson Ten	Incorporating movement into the lesson plans.	Have a lesson to discuss by next week. It does not have to be finished but it should have a base and several activities that we can critique.	Read <u>Kinesthetic classroom</u> book Ch. 1-3, 5, 7,8, pgs 137-148
Lesson Eleven	Lesson plan rough drafts, principal and student point of view.	Re-read the <u>Teachers' Conceptions of Creativity and Creative Students</u> from a classroom management perspective.	Have a lesson to discuss by next week. It does not have to be finished but it should have a base and several activities that we can critique.
Lesson Twelve	Classroom management, and assessments.	Read <u>In My View: Is Creativity Being Left Behind</u> and chapter five of <u>World Class Learners</u> for next week.	Re-read the <u>Teachers' Conceptions of Creativity and Creative Students</u> from a classroom management perspective.

Lesson Thirteen	Common Core Curriculum, and vocabulary.	Next week is your final presentations. Make sure to bring all resources that you will need, a copy of worksheets for each student, and a set of everything for me. Remember, just because you did your lesson doesn't mean it can't be tweaked.	Read In My View: Is Creativity Being Left Behind and chapter five of World Class Learners for next week.
Lesson Fourteen	Lesson Presentations.	Final presentations	Final presentations
Lesson Fifteen	Lesson Presentations.	Final presentations	Final presentations
Lesson Sixteen	Lesson Presentations.	Final presentations, bring in lesson journals.	Final presentations -Lessons journals

Day Two

Lesson Focus: Benefits of creativity, real life impact, involving parents & community, and getting students out of the classroom.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-decide what they think is the best advantage of using creativity in the classroom.
-develop a plan to involve the community & parents and get students out of the classroom.
-create quotes about creativity.
-judge what information can be used based on presentations.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, Reasons why creativity is important in the classroom posters, <u>World Class Learners</u> book, <u>World Class Learners Quotes</u>, <u>The Teachers' Conceptions of Creativity and Creative Students</u>, <u>Teacher and student perceptions of creativity in the classroom environment.</u>

The students will need: Pens or pencils, notebook, large personal white boards, <u>World Class Learners</u> book.

Performance Tasks:
Anticipatory set: "Look at all <u>the Reasons why creativity is important in the classroom posters,</u> and stand next to the reason they think creativity is most important."

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will look at all the <u>Reasons why creativity is important in the classroom posters,</u> and stand next to the reason that they think creativity is most important.
4. Students will take turns discussing why they selected the reasons that they did.
5. The teacher will end with the students standing near the "It prepares students for the real world" poster.
6. The teacher will seg-way into the guest presenter from a local business.
7. The local presenter will present on what they are looking for in their employees, and discuss how teachers can prepare students to be problem solvers not just drones.
8. Students will have a question and answer session with the presenter.
9. Break
10. Students will follow along with a quick power point about the benefits of using creativity in lesson planning and in the classroom.
11. Students will pick quotes from <u>World Class Thinkers</u> out of a hat. They will discuss what they think the quotes mean as a class.

12. *The teacher will pair up the students with someone they have not been paired up with yet.*
13. *The students will come up with two quotes about creativity. If they were trying to sell "using creativity in the classroom" to an administrator, what might a quote look like.*
14. *The students will write their quotes on the whiteboards and share them with the class.*
15. *Break*
16. *The teacher will pair up the students into new pairs.*
17. *The pairs of students will pick two social studies topics that they are familiar with. They should pick topics before the teacher tells them what they are doing with them.*
18. *The teacher will help the students come up with topics if need be.*
19. *The students will come up with ways to involve the community, parents or get students out of the classroom based on the topics. "Save these ideas because we will use them again next week."*
20. *Students will share their ideas with the class.*
21. *The teacher will have the students read The Teachers' Conceptions of Creativity and Creative Students and Teacher and student perceptions of creativity in the classroom environment.*

Assessment:
Students will...
-discuss real life workers with presenter.
-list information about the benefits of creativity.
-come up with creativity quotes.
-present quotes.
-come up with ideas how to involve the community.
-present ideas.

Closure: "The classroom is just your home base, you should always be looking for ways to get your students outside of the class and get the outside world into the classroom. As you can see there are several ways to do this."

Reasons why creativity is important in the classroom

-Increases student motivation.

-Increases retention of content.

-Prepares students for the real world.

-Makes school more fun.

-Decreases classroom management issues.

-Challenges
students with
upper level
thought.

World Class Learner Quotes

"In fact, making entrepreneurship education a part of the formal curriculum may do more harm than good."
    -Zhao, Yong. World Class Learners. (2012). Corwin, California, p.7.

"Our education system is designed to turn out 'good employees,' not' good entrepreneurs."
    -Tom of Dayton Ohio to Steve Strauss, USA Today, Zhao, Yong. World Class Learners. (2012). Corwin, California. p.7.

"The new survival skills- effective communication, curiosity, and critical-thinking skills-'are no longer skills that only the elite in a society must muster; they are essential survival skills for all of us."
    -Wagner, 2008, p.xxiii. Zhao, Yong. World Class Learners. (2012). Corwin, California. p.8.

"Only when children learn what they want to learn and begin to take the responsibility for learning and living can they stay truly engaged."
    Zhao, Yong. World Class Learners. (2012). Corwin, California. p.171

"The top two sources of boredom are 'material wasn't interesting' (81%) and lack of relevance (42%).
    - Zhao, Yong. World Class Learners. (2012). Corwin, California. P.172.

"Excessive focus on external indicators of success such as grades and test scores can pressure children, sending the message that academic success is important, not for personal reasons, but to please others."

     (Ablard, 1997) Zhao, Yong. World Class Learners. (2012). Corwin, California. P.174.

"The potential (to be creative) can be suppressed or amplified by our experiences. Some experiences enhance our creativity, while others suppress it."

     - Zhao, Yong. World Class Learners. (2012). Corwin, California. p.9.

"Human beings are born with the desire and potential to create and innovate, to dream and imagine, and to challenge and improve the status quo."

     - Zhao, Yong. World Class Learners. (2012). Corwin, California. p.9.

Zhao, Yong. World Class Learners. (2012). Corwin, California.

Day Three Lesson

Lesson Focus: What creativity is, your experience with creativity, and introduction to brainstorming.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-create a visualization of what creativity is.
-list notes on creativity.
-summarize articles on creativity.
-judge what lessons where memorable in your own life.
-develop a way to demonstrate what brainstorming looks like.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, large poster boards, coloring supplies.

The students will need: Pens or pencils, notebook, large personal white boards.

Performance Tasks:
Anticipatory set: "Create a picture of what creativity looks like to you."

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the Power Point to create a picture or scene based on the question "What does creativity look like to you?*
4. *Students will create a picture on a large piece of poster board using coloring supplies available.*
5. *Students will share their pictures with the class.*
6. *Students will be instructed by the Power Point to take out the <u>Teachers' Conceptions of Creativity and Creative Students</u> and <u>Teacher and student perceptions of creativity in the classroom environment articles</u> and summarize them using only one word. This should be done individually.*
7. *Students will share the word they settled on with the rest of the class.*
8. *Students will follow along with the power point taking down information about what is creativity and if all students can be creative.*
9. *Students will discuss the Power Point and the articles that they summarized.*
10. *Break*
11. *Students will make a list of the top five most memorable/creative lessons in social studies from their own elementary/secondary school experience.*

12. *Students will share their experiences with the class and discuss whether it was easy to remember many lessons and if not, then why it may have been difficult to remember many lessons.*
13. *Students will discuss what characteristics of a lesson make it have lasting effect on the student.*
14. *The teacher will put students in groups of three.*
15. *Students will have to come up with a physical representation of what brainstorming means to them.*
16. *Students will act out what brainstorming means to them without talking.*
17. *Make sure you have your lesson journal by next week if you don't have it already.*

Assessment:
Students will...
-draw a picture of creativity.
-share pictures with class.
-use one word to summarize articles.
-discuss articles.
-take power point notes.
-discuss their experiences with creativity.
-act out what creativity is.

Closure: "There are several steps to coming up with great lessons. Your first idea is like a seed. Like any seed it will grow, but it needs nutrients to live and thrive. CPS and other process are those nutrients."

Day Four Lesson

Lesson Focus: Creative Problem Solving using divergent and convergent thinking, description of creative teacher and classroom, lesson journaling.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-develop ideas to improve lessons.
-criticize their lesson.
-list notes from Power Point.
-list what creative teacher and classroom look like.
-relate being a creative teacher to yourself.
-decide what ideas they can use.
-create solutions to problems.

Materials:
The teacher will need: Projector, Power Point, large poster boards, Large drawing (or transparency of a teacher in a classroom), strips of white paper, tape, camera, sticky notes , <u>A revision of Blooms taxonomy</u>.

The students will need: Pens or pencils, notebook, large personal white boards, teaching journals, sticky notes.

Performance Tasks:
Anticipatory set: "*Come up with one adjective or short phrase that describes a creative teacher and one adjective or short phrase that describes a creative classroom. (hang onto it for later.)*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the power point to come up with one adjective or short phrase that describes a creative teacher and one adjective or short phrase that describes a creative classroom. (hang onto it for later.)*
4. *Students will follow along with a Power Point discussing divergent and convergent thinking.*
5. *The teacher will say "When using divergent thinking one must 1. Defer judgment 2. Go for quantity 3. Make connections 4. Seek novelty. The most original thoughts come in the latter third of the options produced. When using convergent thinking remember to 1. Apply affirmative judgment 2. Keep novelty alive 3. Stay focused 4. Check your objectives. Puccio, Gerald. (2012). Creativity Rising. ICSC, Buffalo.*
6. *The teacher will put students into groups of four.*

7. *Students will use divergent and convergent thinking to improve on their lessons based on getting the community, parents and getting kids out of the classroom. This is the lesson they started from the second week of class.*
8. *Students will share their ideas with the class.*
9. *Break*
10. *Students will share their adjectives from the bell work and then write them on a large strips of paper.*
11. *Students will tape their adjective paper all around the large teacher cut out.*
12. *Students will come up and stand in front of the cut out.*
13. *The teacher will take pictures of the students in front of the cut outs.*
14. *Students will take turns sharing ideas from their teaching journals.*
15. *The teacher will say "This is a chance to share and get ideas, you shouldn't be holding anything back. Teachers are the biggest "stealers" sharers of ideas. Remember it is what is best for the students, it is not a competition."*
16. *Students will write down one problem they have while making lessons or what they foresee in the classroom.*
17. *The teacher will put students into groups of four.*
18. *Students will use CPS process to help solve problems.*
19. *Students will share problems and solutions.*
20. *Please read the article on the Krathwohl verbs.*

Assessment:
Students will...
-take Power point notes on CPS.
-come up with better lessons using CPS.
-stick adjectives to a picture.
-take picture with adjectives.
-solve each other's problems with lesson planning.

Closure: "The wheels are in motion, you are getting the hang of creating ideas and improving lessons. We will keep the ball rolling next week."
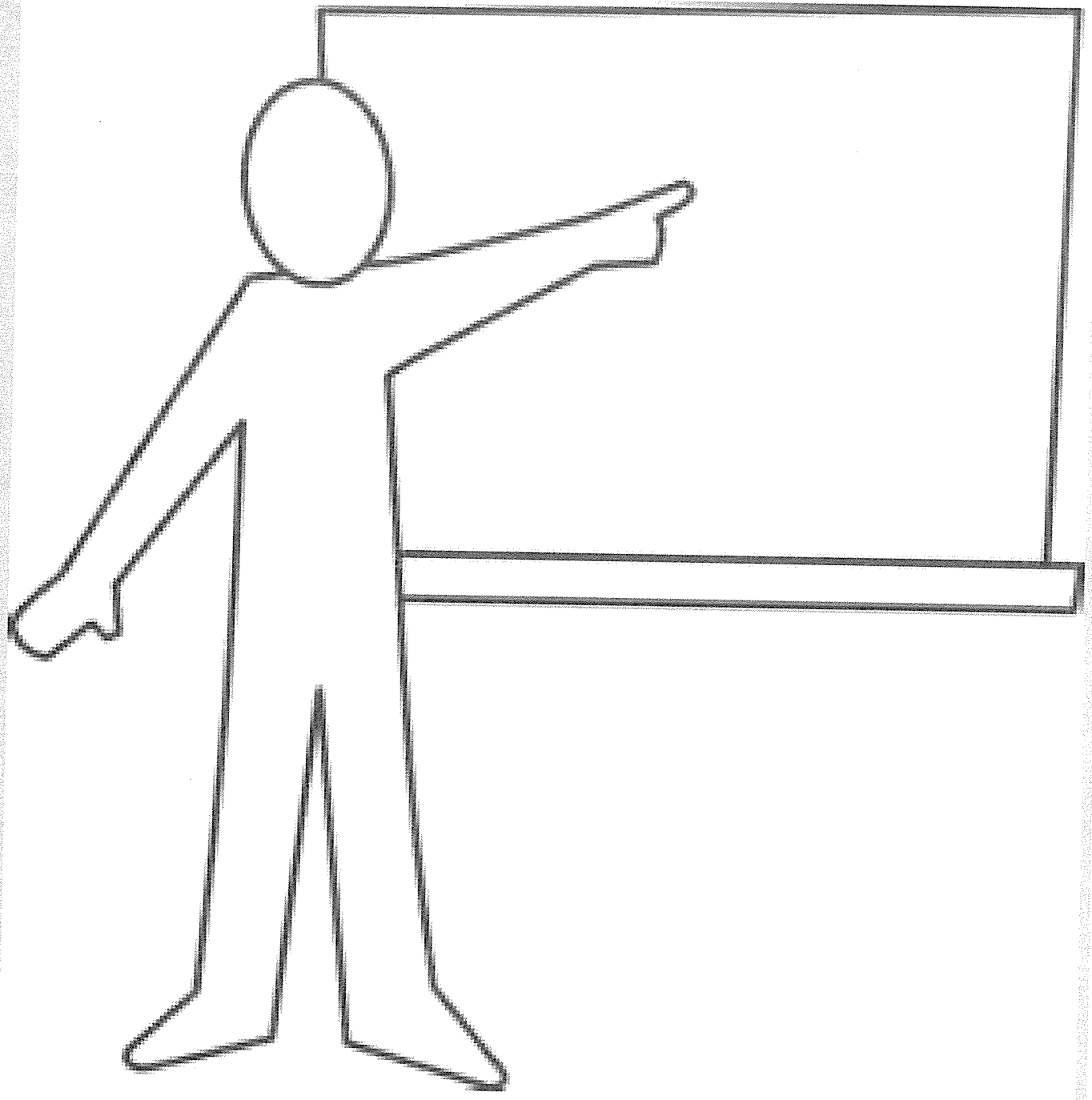
Day Five Lesson

Lesson Focus: Krathwohl's verbs, design creative learning activities.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
- judge what teacher's lessons have in common.
-write what is needed for objectives.
-list information that Krathwohl uses.
-create activities to match themes.
-decide what terms go together.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, <u>A revision of Blooms taxonomy</u>, <u>Krathwohl stepping stone</u>, <u>Taxonomies of the Cognitive Domain</u>, <u>Cognitive process dimension chart</u>, sticky notes, <u>Creativity verbs topics and themes</u>, white board.

The students will need: Pens or pencils, notebook, Large personal white boards, teaching journals, Sticky notes, <u>Krathwohl stepping stone</u>, <u>Taxonomies of the Cognitive Domain</u>, <u>Cognitive process dimension chart</u>, sticky notes,
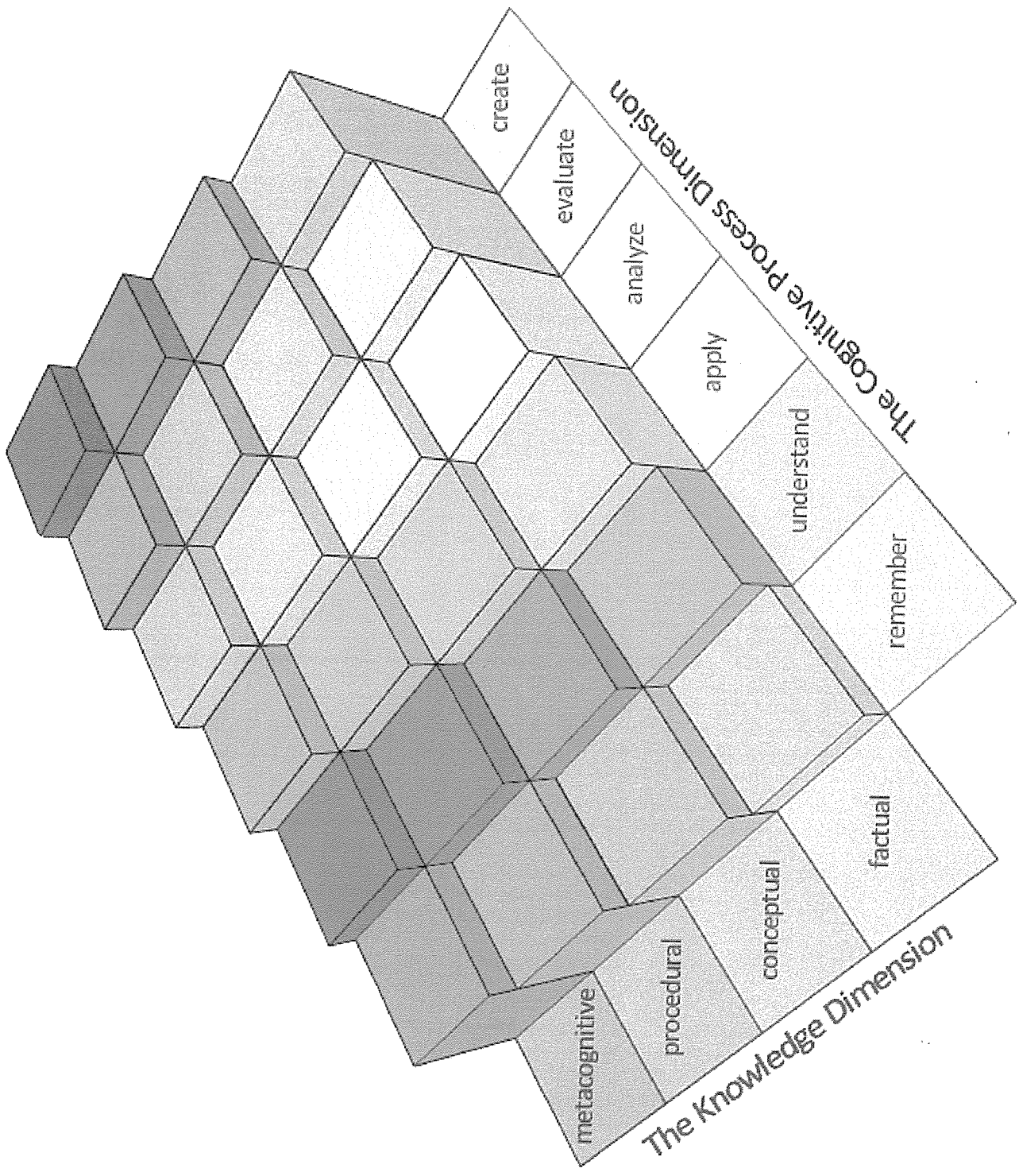
Performance Tasks:
Anticipatory set: "What have I been displaying on the board every class, what did each one have in common (hint: what does each one start with)?"

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will be instructed by the Power Point to answer the following question... "What have I been displaying on the board every class, what did each one have in common (hint: what does each one start with)?"
4. The teacher will put students into groups of four.
5. Students will come up with verbs (as a group) that they think would be a upper level activity verb under the create domain and write them on a sticky note.
6. Students will put the sticky notes up on their teams section on the board, the first team with 12 verbs wins.
7. Students will discuss the verbs that the hole class has come up with.
8. Students will follow along with a Power Point and worksheet discussing Krathwohl's list of verbs leading up to creativity.
9. The teacher will put students into pairs.
10. The teacher will display a list of Krathwohl's creative verbs on individual pieces of paper, a list of social studies themes and topics, and blank learning activity pages.
11. Students will come up and grab a verb, a theme/topic and blank lesson sheet.

Krathwohl's Taxonomy Stepping Stone

The Cognitive Process Dimension

create
evaluate
analyze
apply
understand
remember

The Knowledge Dimension

metacognitive
procedural
conceptual
factual

http://www.celt.iastate.edu/teaching/RevisedBlooms1.html- Iowa State University

Table 1. The cognitive processes (and alternative names) (cognitive processes/cognitive categories)

← lower order thinking skills   higher order thinking skills →

remember	understand	apply	analyze	evaluate	create
recognizing (identifying)	interpreting (clarifying, paraphrasing, representing, translating)	executing (carrying out)	differentiating (discriminating, distinguishing, focusing, selecting)	checking (coordinating, detecting, monitoring, testing)	generating (hypothesizing)
recalling (retrieving)	exemplifying (illustrating, instantiating)	implementing (using)	organizing (finding coherence, integrating, outlining, parsing, structuring)	critiquing (judging)	planning (designing)
	classifying (categorizing, subsuming)		attributing (deconstructing)		producing (construct)
	summarizing (abstracting, generalizing)				
	inferring (concluding, extrapolating, interpolating, predicting)				
	comparing (contrasting, mapping, matching)				
	explaining (constructing models)				

Iowa State University
http://www.celt.iastate.edu/teaching/RevisedBlooms1.html

Creativity verbs

compose
produce
design
assemble
create
prepare
predict
modify
tell
plan
invent
formulate
collect
set up
generalize
document
combine
relate   propose
develop
arrange
construct
organize
originate
derive
write
propose

Themes/topics

-People adapt to their environment.

-Mankind has progressed throughout its existence.

-Major events in history have changed the way man has lived, setting off a quick reaction of cause and effect events.

-The improvement in raw materials allowed man to progress quickly while performing a task.

-An organized government allowed people to do "other things".

-Geography can divide or unit civilizations.

-Religion guides man's action.

-People of different classes live different lives.

-Early civilizations have lasting influences on modern day.

-Strong leaders can unit many lands.

-Technology advanced societies have an advantage over others.

-Inventions are a result of a need or want.

-Bodies of water sustain life and can harm people.

-A strong leader is needed for the good of the society.

-Great leaders are honored after death.

-No civilization last forever, there are peaks and valleys.

-During a time of peace culture can blossom in a civilization.

-Civilizations in different areas develop the same way with cultural differences.

-Trade allows for an exchange of ideas.

-Historical areas are still active civilizations today.

-Ideas are shared, passed on, and evolve over time.

-Areas that unite become stronger.

-Stories are passed down through generations to give people pride in their culture.

-As one civilization is on the decline another is on the rise.

-Man adjusts lifestyle to fit environment.

-Soldiers use motivation to their advantage.

-One man in charge can lead to issues.

-Groups that are held down eventually revolt.

-Reform is a slow process.

-As one empire is declining another is on the rise.

-Arrogant leaders/civilizations do not heed warnings.

-Times or war can spread culture and ideas.

-Neighboring areas can have an influence on each other.

-A strong military is needed for and is a sign of a strong civilization.

-Equality is something societies strive for.

-As a civilization expands issues will arise

-An empires fall is a slow one, several cause and effect events.

-Politicians can be divided by desire for power.
-Weak leadership can cause chaos.

-Technology allows people to progress faster.

-Competition drives progress.

Taxonomies of the Cognitive Domain:

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2000
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know define record identify recall name relate memorize recognize list repeat acquire	**1. Remembering:** Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate identify illustrate locate discuss interpret report describe draw recognize review represent explain infer differentiate express conclude	**2. Understanding:** Constructing meaning from different types of functions be they written or graphic messages activities like **interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.**

3. **Application:** The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are:

apply	organize	practice
relate	employ	calculate
develop	restructure	show
translate	interpret	exhibit
use	demonstrate	dramatize
operate	illustrate	

3. **Applying:** Carrying out or using a procedure through **executing, or implementing.** Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.

4. **Analysis:** The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:

analyze	differentiate	experiment
compare	contrast	scrutinize
probe	investigate	discover
inquire	detect	inspect
examine	survey	dissect
contrast	classify	discriminate
categorize	deduce	separate

4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are **differentiating, organizing, and attributing,** as well as **being able to distinguish between** the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. **Synthesis:** The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

compose	plan	propose
produce	invent	develop
design	formulate	arrange
assemble	collect	construct
create	set up	organize
prepare	generalize	originate
predict	document	derive
modify	combine	write
tell	relate	propose

5. **Evaluating:** Making judgments based on criteria and standards through **checking and critiquing.** Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

■Remember this one has now changed places with the last one on the other side.

6. **Evaluation:** The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:

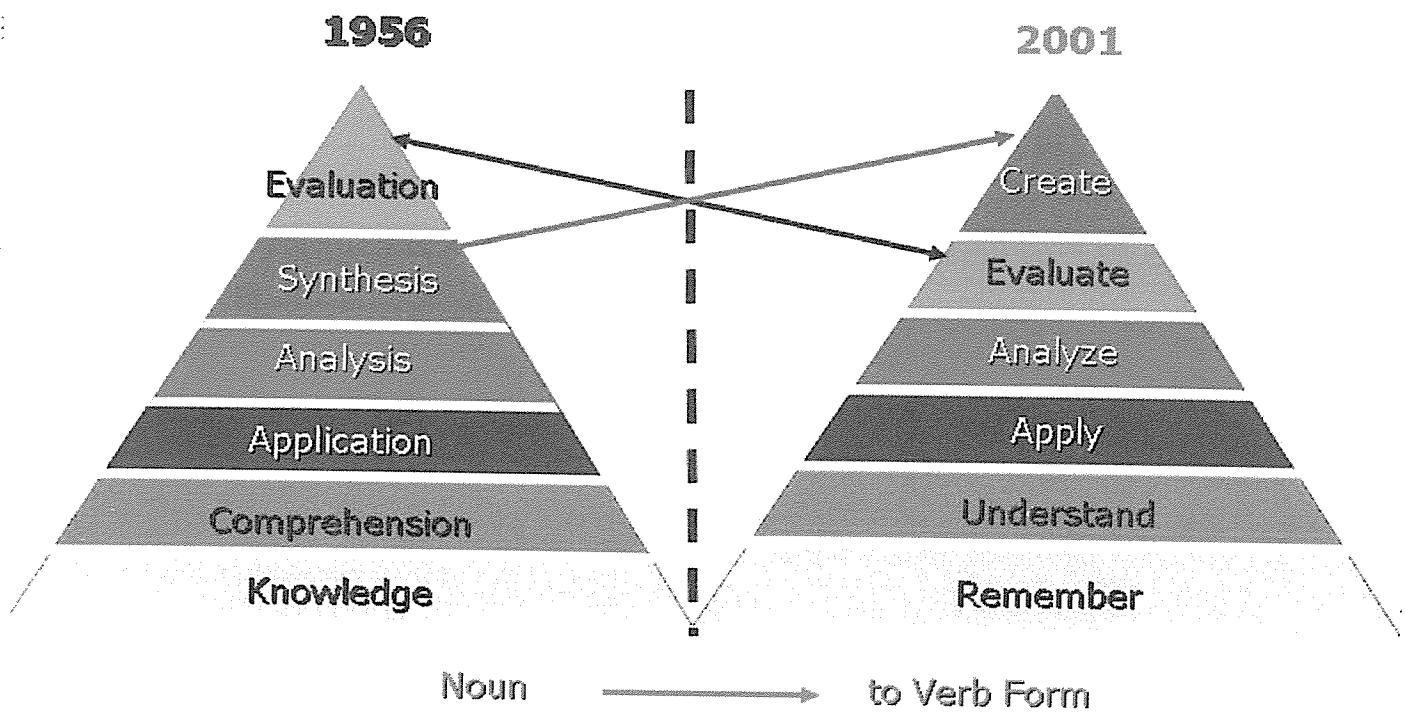|		
judge	argue	validate
assess	decide	consider
compare	choose	appraise
evaluate	rate	value
conclude	select	criticize
measure	estimate	infer
deduce		

6. **Creating:** Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating, planning, or producing.** Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

■This one used to be #5 in Bloom's known as synthesis.

Table 1.1 Bloom vs. Anderson/Krathwohl

Visual comparison of the two taxonomies

Changes to Bloom's

1956

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

2001

Create
Evaluate
Analyze
Apply
Understand
Remember

Noun ⟶ to Verb Form

Day Six Lesson

Lesson Focus: Boring lesson plans, learning pyramid, and lesson plan modification.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-decide what you didn't like about certain lessons in your own lives.
-list what the best type of lessons are.
-modify lesson plans.
-judge whether a lesson plan is creative enough.
-critique other's lessons during brainstorming.

Materials:
The teacher will need: Projector, Class Procedures Power Point, Taxonomies of the Cognitive Domain, Boring Lesson Plans, Learning Pyramid.

The students will need: Pens or pencils, notebook, teaching journals, sticky notes, Taxonomies of the Cognitive Domain.

Performance Tasks:
Anticipatory set: "Students will be instructed by the Power Point to write down what type of lesson they disliked in school, why the felt that way and what emotion they felt during the lesson."

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will be instructed by the Power Point to write down what type of lesson they disliked in school, why the felt that way and what emotion they felt during the lesson.
4. The teacher will pretend they are a physiatrist, "What emotions are you feeling, what is making you feel this way, why?"
5. Students will discuss how they felt during certain types of lessons.
6. The teacher will discuss the different layers of the Learning Pyramid.
7. The teacher will hand out Boring Lesson Plans to each student.
8. Students will look over the lesson plan and add activities to make it more creative. Students will reference their Taxonomies of the Cognitive Domain worksheet.
9. Break
10. The teacher will put students into groups of three.
11. The groups of students will share the lesson plan that they adapted with their group.
12. Students will brainstorm ideas on how to improve the lesson even further.
13. Students will take turns improving each other's lessons.
14. Students will share their lesson with the class.

15. *Students will discuss each lesson and help improve it even further.*
16. *Your job is to find a "boring" lesson plan that we can use for next week. You should make one adaption to it, don't go all out just make one change and we will work on it next week.*
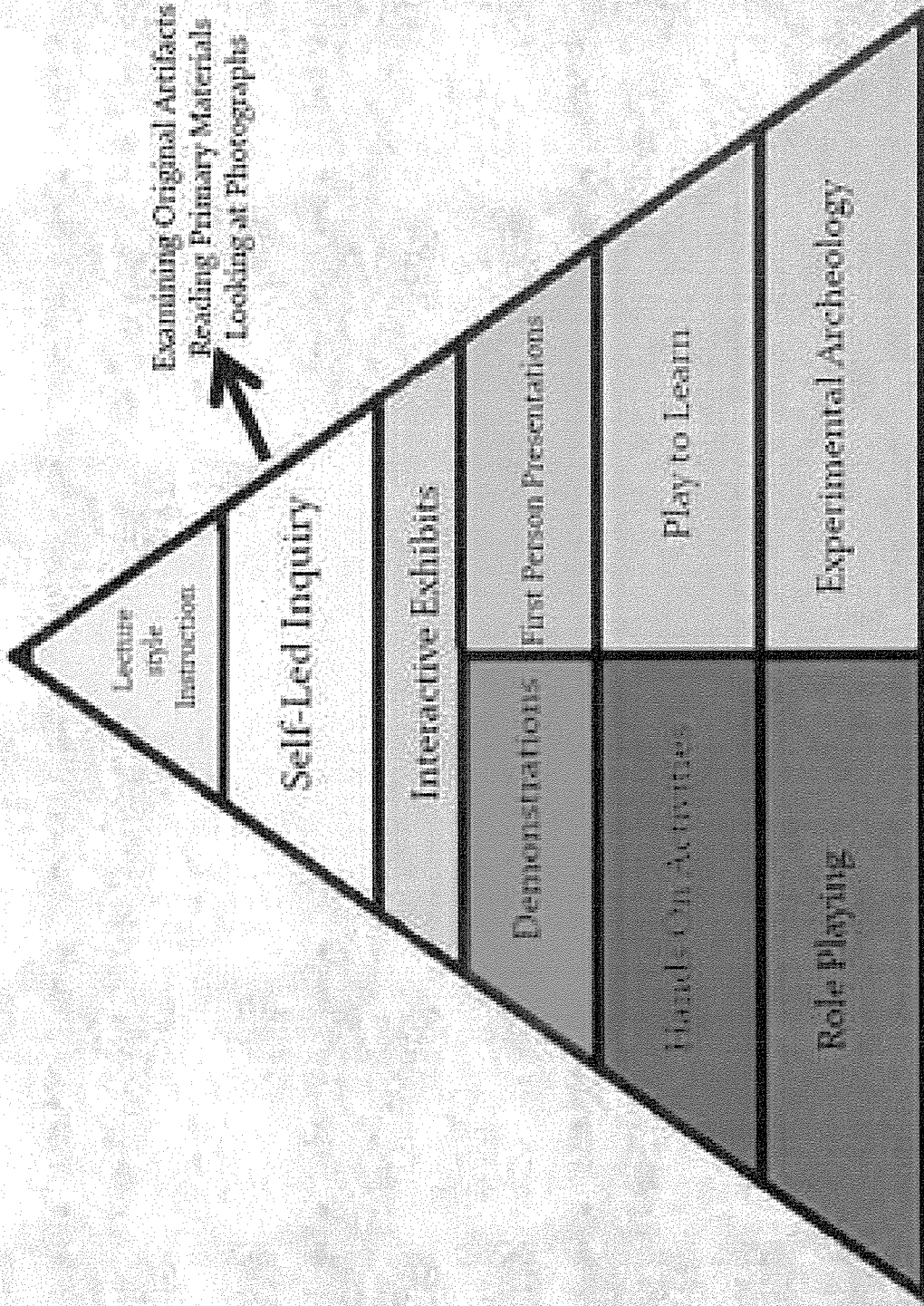
Assessment:
Students will…
-tell how they feel about lessons.
-follow along with the learning pyramid.
-read boring lesson plans.
-change lesson plans.
-discuss with groups how to improve lesson plans.
-share lesson with the class.
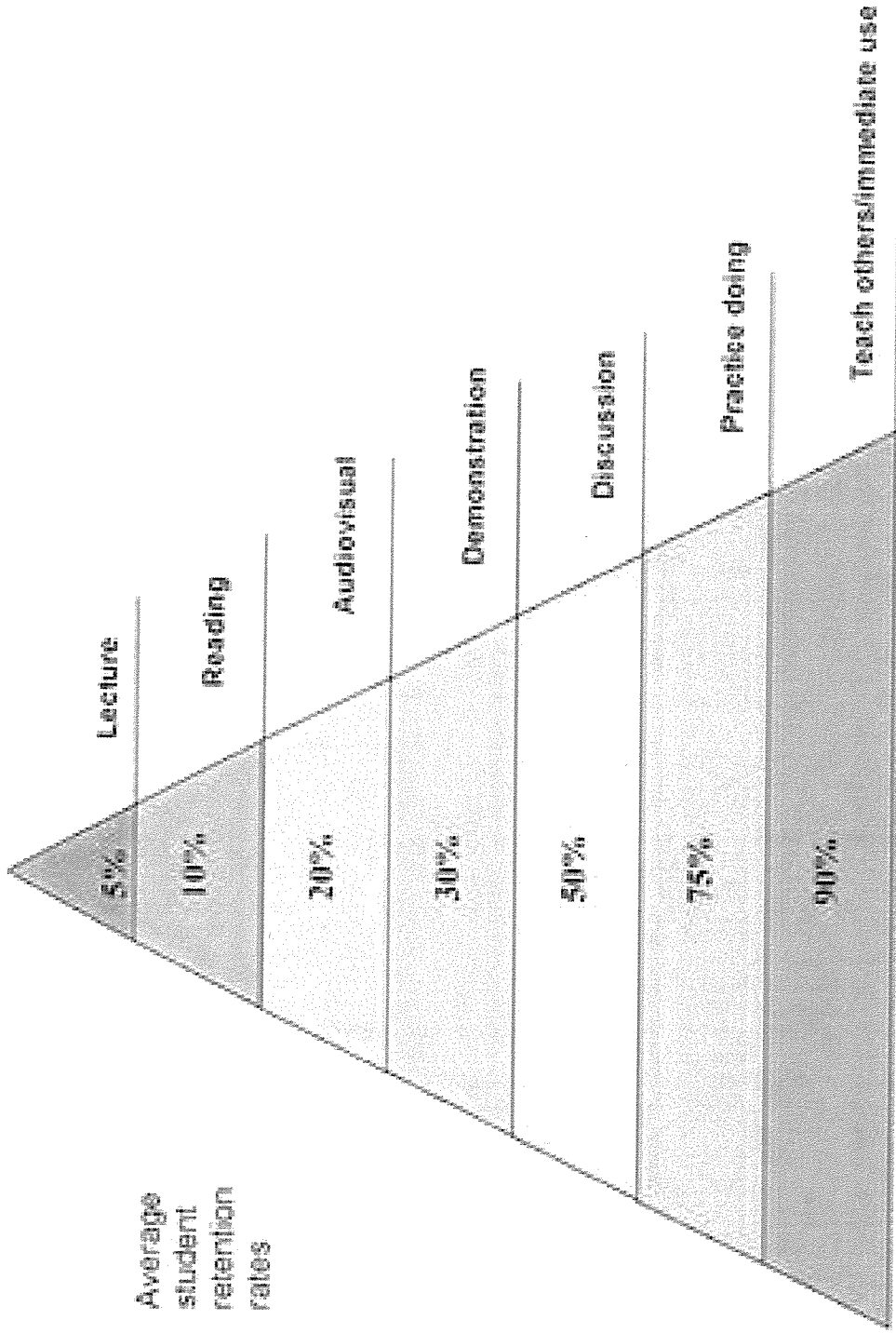-discuss each other's lessons.

Closure: "Most lessons can be improved, only after teaching something several times and making several changes can a lesson be considered right on. With the evolution of technology and current events there can always be something to add to a lesson year after year."

Learning Pyramid

Learning Original Artifacts
Reading Primary Materials
Looking at Photographs

Lecture style Instruction

Self-Led Inquiry

Interactive Exhibits

Demonstrations   First Person Presentations

Hands-On Activities   Play to Learn

Role Playing   Experimental Archeology

Learning Pyramid

Average student retention rates

Lecture — 5%

Reading — 10%

Audio-visual — 20%

Demonstration — 30%

Discussion — 50%

Practice doing — 75%

Teach others/immediate use — 90%

Source: National Training Laboratories, Bethel, Maine

https://images.search.yahoo.com/search/images;_ylt=A0LEVyQC3wtT6zUAzvdXNyoA?p=learning+pyramid&fr=yfp-t-901&fr2=piv-web

Day Seven Lesson

Lesson Focus: Boring lesson plans, Textbook themes, Lesson plans from scratch.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-critique other's lessons.
-combine your ideas with other's ideas.
-decide what the best part of a lesson is.
-analyze textbook readings.
-create lesson plans from scratch.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, <u>Taxonomies of the Cognitive Domain, Adapting Instruction to Multiple Intelligences, Themes Answer Key, Textbook printouts.</u>

The students will need: Pens or pencils, notebook, Large personal white boards, teaching journals, Sticky notes, <u>Taxonomies of the Cognitive Domain, Boring Lesson Plans, Learning pyramid,</u>

Performance Tasks:
Anticipatory set: "Re-read the boring lesson plan that you brought in."

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will be instructed by the Power Point to take out their lesson plans that they have found and re-read through them.
4. Students will exchange the lesson plans that they have brought in with another student.
5. Students will add another activity to the lessons by themselves.
6. The teacher will put the students into groups of three.
7. Students will brainstorm ways to improve the lesson, adding activities or adjusting the current ones. Each student will take a turn in the group improving their lesson.
8. Students will return the lesson to their original owner.
9. Students will share the best 5-10 minutes of their lesson.
10. The teacher will say, "if I were to pop into your lesson for 5-10 minutes what would you want me to see?"
11. Break
12. The teacher will give students a page or two from a social studies textbook.

13. *The students will read the textbook selection and come up with a theme based on the reading. "We are focusing on a overall theme not just the facts. Themes are what are memorable."*
14. *The teacher will tell the students what he thought the theme was and discuss what they thought it was.*
15. *The students will be thinking of new lessons while the teacher is going around discussing themes.*
16. *Students will be creating a full lesson from scratch based on the reading and themes that they received today. This lesson will be presented at the end of semester.*
17. *Students will stay in groups and take turn brainstorming ideas for new lessons.*
18. *The teacher will say, "You will be learning items about M.I., movement in creativity, writing, common core and so on. Your lesson will be changing as you learn more and come up with other ideas. If your lesson doesn't change, you are not doing it right."*
19. *The teacher will inform the students to have a rough outline of what they want to do for lesson and read <u>Multiple Intelligence</u> article for next week.*

Assessment:
Students will...
-read other students lesson plans.
-present the changes they would make.
-present what the favorite part of the lesson would be.
-read textbook sections.
-discuss textbook themes.
-work on new lesson plans.

Closure: *"You will be learning items about M.I., movement in creativity, writing, common core and so on. Your lesson will be changing as you learn more and come up with other ideas. If your lesson doesn't change, you are not doing it right."*

Adapting Instruction to Multiple Intelligences

http://www2.scholastic.com/browse/article.jsp?id=3575

In the early 1980s, Howard Gardner's theory of multiple intelligences took the educational world by storm. Educators had long dabbled in learning modalities--verbal, auditory, tactile, and kinesthetic methods for receiving information--and recognized that not all students learn the same way. The multiple intelligences go beyond learning modalities, as they deal with the way information is process and how learning occurs in individuals. In his research, Gardner identified a minimum of eight "intelligences," problem-solving and product-producing capabilities.

- verbal-linguistic
- logical-mathematical
- visual-spatial
- bodily-kinesthetic
- musical-rhythmic
- intrapersonal
- interpersonal
- environmental-naturalist

Recently, Gardner added a ninth intelligence (existentialist) to the list. Because the ninth intelligence is so new, not much has been written about it yet, particularly about its applications in the classroom, if any. Keep your eyes and ears open for new information!

Many books and articles sprang from Gardner's work, some of which are truer to the theory than others. As you look at resources devoted to the multiple intelligences, make sure that they are not just collections of "fun" activities. If the activities don't focus on solving problems or producing products, they probably aren't valid applications of the theory.As you look at each intelligence, think about how you could apply it to your classroom instruction. Keep in mind that the intelligences are manifested in different ways; for example, a verbal-linguistic child who has complementary interpersonal strengths, may be a talker, whereas a verbal-linguistic child who is more intrapersonal may be a writer.

1. Verbal-linguistic (word strong) — These students speak, read, or write well. They like manipulating words (jokes and puns) and playing with language (word games). To develop verbal-linguistic intelligence, have students read and write in a variety of genres, give speeches, participate in performances, and hear the magic of language by reading telling stories. Have them create word games, crossword puzzles, and word searches. Model your love of language.
2. Logical-mathematical (math strong) — These students are good with numbers and enjoy logic problems and puzzles. They enjoy figuring things out and coming up with unusual solutions. To develop logical-mathematical intelligence, use Think Alouds for solving mathematical problems. Ask students how they came up with the answer, why they think it's right, and if they can think of another way to solve

the problem. Have them record information on graphs, establish time lines, and create maps. Let them explore how things work.

3. Visual-spatial (space strong) — These students doodle and design. They "see" things differently in their minds, and they recognize spatial relationships. To develop visual-spatial intelligence, read stories with well-described visual images, such as James and the Giant Peach. Have students listen to the words the author uses and draw a picture from the description. Say, "I feel like I'm really there because I can 'see' what's happening." Let students demonstrate understanding through drawing, painting, sculpting, and creating backdrops and scenery for class plays. Use videos, slides, art, puzzles, and mazes.

4. Musical-rhythmic (music strong) — These students are affected by music, rhythm, and environmental sounds. They sing, whistle, hum, tap, and sway. They are able to attach feelings to music and can create and replicate tunes. To build musical-rhythmic intelligence, have students create songs or raps to explain concepts (e.g., a song describing the rock cycle), put their own learning to music, or participate in music and dance from a variety of sources. Play different types of music during the day.

5. Environmental-naturalist (nature strong) — These students have empathy for stranded crickets and butterflies with broken wings. They seem to "come alive" when allowed to interact with nature. They are able to see patterns and relationships in nature and life. To develop environmental intelligence, read stories about environmental issues to your students, categorize and classify objects of all kinds, or turn your classroom into a nature lab complete with plants and animals. Conduct lessons outside on occasion or even create a playground nature area as a school service project--"nature strong" students will be happy to maintain it.

6. Interpersonal (people strong) — These students are sensitive to other people's needs and moods. They excel at cooperative activities and solving conflicts between classmates. To develop interpersonal intelligence, use cooperative learning, have students tutor each other, and teach students methods for solving group problems, perhaps using class meetings as a forum for social problem solving. Let them interact with others when problem solving. Don't insist that they quietly work alone much of the time; they need to talk to be productive. Instead, teach them procedures for using a "one-inch voice" (a voice that doesn't go further than "one inch" from their lips).

7. Intrapersonal (self strong) — These students are self-motivated and reflective. They watch and listen, taking in conversation rather than contributing to it. They prefer working alone, need quiet time to process new ideas, and daydream often. They usually need space and time away from hustle and bustle of the classroom agenda so they can pursue ideas in their own way. To develop intrapersonal intelligence, give students time at the end of each day to reflect on what they have learned and experienced in a journal, involve them in setting personal goals, and allow them to work at their own pace. Share your own reflections, listing two or three reasons why the day was a good one.

Keep in mind that the multiple intelligences are *problem-solving capabilities*. Allow students to use all the intelligences to solve a problem--read about it, analyze it, draw it, act it out, work to a rhythm, relate it to nature, talk about it, or reflect on it. Having multiple ways to solve a problem is beneficial for all of us, particularly when problems are complex and require innovative thinking.

Multitudes of educational applications have been developed based on multiple intelligence theory. Below are examples of three teaching structures that can be used to address the intelligences in your classroom. You may implement the structures sequentially, using the variation approach at the beginning of the year, then add student choices, and finally teach bridging techniques to the students. A combination of these structures ensures a balance of activities to meet the needs of all your students. The multiple intelligences also make great assessments

Planning With Intelligence
The Variation Approach
When first beginning instruction using strategies compatible with the multiple intelligences, students will need to participate in a wide variety of experiences to learn about their preferences. The teacher's lessons rotate among the intelligences. All students complete the activities.

The Choice Approach
If the students are widely varied in their preferred intelligence or unsure of their preferences, the teacher offers a choice in each intelligence to the students. Students complete one or more activities.

The Bridge Approach
If the intelligence demand is primarily in one intelligence, the activity is focused on that intelligence. All students do the activity together, and the teacher offer bridging techniques to help students deal with the intelligence and the content in a successful manner.

http://www.realclassroomideas.com/15.html

Trees

1 -Early people moved from place to place and sole purpose was to survive. Pg. 10

2 -Major events in history have changed the way man has lived, setting off a quick reaction of cause and effect events. Pg. 13

3 -As villages became more complex they developed into civilizations.

-River valleys attracted the first civilizations because of farming, transportation and trade.

-As civilizations develop there is a need for an organized government which allowed people to do "other things". Pg. 17-18

4 -Early civilizations have lasting influences on modern day. Pg. 20-21

5 -Technology advanced societies have an advantage over others. Pg. 27-28

6 -Bodies of water sustain life. P. 39-40

7 -Religion influences many areas of life. P. 49-50

8 -During a time of peace culture can blossom in a civilization. P.60

9 -Strong rulers unit people. P. 87-89

10 -Certain religions appeal to certain groups of people. P. 374-375

11 -Believers spread the teachings of religions. P. 348

12 -Soldiers use motivation to their advantage. P.123

13 -Focusing on one area leads to missing out in other areas. P.126-127

6 -Geography can improve a civilizations chance for success.

7 -Civilizations begin near a water source.

-Geography can provide protection. P.263-264

5 -Lower class groups eventually will demand reform. P.270-271

6 -As a civilization expands issues will arise. P.274-276

Day Eight Lesson

Lesson Focus: Multiple Intelligences.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-list the different type of intelligences.
-develop a way to present your strength.
-create activities based on the Multiple Intelligences.

Materials:
The teacher will need: Projector, Class Procedures Power Point, Adapting Instruction to Multiple Intelligences, Multiple Intelligence Activities, Multiple Intelligence Key, Blooms and Multiple Intelligence worksheet, Junior High/Middle School: Creative Writing Ideas, Ideas to Spark Creative Writing, Lesson Plan Template.

The students will need: Pens or pencils, notebook, teaching journals, Sticky notes, Multiple Intelligence activities, Multiple Intelligence key, Blooms and Multiple Intelligence worksheet, Adapting Instruction to Multiple Intelligences, Junior High/Middle School: Creative Writing Ideas, Ideas to Spark Creative Writing, Lesson Plan Template.

Performance Tasks:
Anticipatory set: "*Pick up Multiple Intelligence activities worksheet. You should determine which intelligence is their strength and then use a activity based on their strength to let the teacher know what their strength is.*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the power point to pick up Multiple Intelligence activities worksheet. They should determine which intelligence is their strength and then use a activity based on their strength to let the teacher know what their strength is.*"
4. *The teacher will say, remember at anytime you can take out your lesson journal and jot down ideas.*
5. *The teacher will hand out Multiple intelligence worksheets. Multiple Intelligence Activities, Multiple Intelligence key, Blooms and Multiple Intelligence worksheet.*
6. *The students will discuss the different activities on the Multiple Intelligence worksheets checking off the ones that they have taught or experienced as a student.*
7. *The teacher will go over the lesson plan format that students should use for their lessons.*
8. *Break*
9. *The teacher will group students into groups of four.*
10. *Students will take turns working with their themes from the previous week.*

11. *Students will come up with one activity for each of the different intelligences based on their themes.*
12. *Students will rotate so that all students in the group have a chance to work on their theme.*
13. *Students will present their ideas to the class.*
14. *Students will work on their own lessons if time remains.*
15. *The teacher will discuss unit planning. "This is the same process you could use when planning a unit. You have a rough outline to start. You need to let lessons incubate- Your lesson should be changing and improving right up to your presentation."*
16. *The teacher will let the students know that they need to read <u>Junior High/Middle School: Creative Writing Ideas and Ideas to Spark Creative Writing</u>*

Assessment:
Students will...
-read the Multiple Intelligences worksheets.
-discuss the previous week's readings.
-come up with activities for each of the Multiple Intelligences.
-share the activities that they came up with to the class.

Closure: *"This is the same process you could use when planning a unit. You have a rough outline to start. You need to let lessons incubate- Your lesson should be changing improving right up to your presentations."*

Bloom's Taxonomy &
Multiple Intelligence Correlations

VERBAL - LINGUISTIC

Knowledge:define, memorize, record, list
Comprehension:clarify, discuss, restate, describe, explain, review
Application:interview, dramatize, express, show, publish
Analysis:interpret, compare, inquire, investigate, organize, survey
Synthesis:compose, create, imagine, predict, invent
Evaluation:evaluate, revise, deduce, infer, predict, correct, edit

MATHEMATICAL – LOGICAL

Knowledge:recall, collect, label, specify, record, enumerate, recount
Comprehension:describe, name, identify, locate, review, group
Application:test, solve, calculate, demonstrate, show, experiment
Analysis:analyze, interpret, investigate, discover, inquire, examine
Synthesis:invent, formulate, hypothesize, set up, systematize
Evaluation:rate, value, evaluate, revise, select, measure, assess, score
SPATIAL

Knowledge:observe, label, redraw, rewrite, copy, draw
Comprehension:illustrate, express, explain with pictures, demonstrate
Application:dramatize, demonstrate, illustrate, show, prove, build
Analysis:scrutinize, arrange, diagram, compare and contrast, graph
Synthesis:compose, construct, produce, design, plan, assemble, imagine
Evaluation:value, select, choose, judge, appraise, recommend, order

MUSICAL

Knowledge:memorize, repeat, copy, recall, name
Comprehension:recognize, express, describe, translate into music
Application:practice, demonstrate, dramatize, show, teach, perform
Analysis:interpret, analyze, group, arrange, organize, differentiate
Synthesis:compose, arrange, construct, create, order, produce
Evaluation:appraise, judge, value, recommend, assess, order

BODILY – KINESTHETIC

Knowledge:repeat all action, tell in actions, copy, follow along
Comprehension:discuss, express, locate, play
Application:exhibit, use, simulate, operate, shoe, experiment
Analysis: sort, inspect, arrange, discover, group, organize, classify
Synthesis:produce, arrange, set up, invent, build
Evaluation:measure, decide, estimate, choose, recommend

INTERPERSONAL

Knowledge:repeat, define, recall, name, tell, collect
Comprehension:describe, explain, discuss, express, report, retell
Application:simulate, interview, employ, dramatize, practice
Analysis:organize, survey, investigate, inquire, question, sort
Synthesis:set up, formulate, arrange, plan, propose
Evaluation:decide, judge, appraise, conclude, infer, criticize

INTRAPERSONAL

Knowledge:name, repeat, memorize, study
Comprehension:explain, translate, restate, express, review
Application:dramatize alone, visualize, solve, plan
Analysis:probe, compare, contrast, investigate, question, dissect
Synthesis:plan, design, compose, assemble, imagine, create, arrange
Evaluation:infer, assess, value, judge, endorse

Activities for using ... in the classroom we → use posters

older grades — Surveys, College Setups, Graphics, etc, students ... → to every newuner

Activities for the 8 Multiple Intelligences

Musical/Rhythmic

Rap/Songs
Patterns
Rhymes
Instruments
Echo Clapping
Humming
Singing
Choral Reading

Verbal/Linguistic

Listening
Speaking
Reading
Writing
Journals
Word Sorts
Word games
Tongue Twisters
Story telling
Jokes
Dictated Stories
Cassette Tapes

Logic/Mathematical

Organizers:
    Venn, Fishbone,
    Timelines,
Logic Puzzles
Mysteries
Scientific Experiments
Mental Math
Number Patterns
Cross words
Number games
Problem Solving

Body

Games
Movement
Hands-on
Building
Puppets
Crafts
Acting
Dancing
Sports
Skits
Exercises
Role Play
Manipulatives

Interpersonal

Talking
Social
Group work
Take a poll/survey
Cooperative grouping
Role-play
Tutors/buddies
Drama/acting

Interpersonal

Understanding others
Quiet think time
Guided visualization
Journals/Logs
Knowing yourself
Poetry
Goal Setting
Audio/visual tapes

Visual/Spatial

Colors
Draw
Paint
Sculpt
Photo stories
Charts, graphs, maps, tables, illustrations
Puzzles
Storyboards
Geoboards
Overheads
Videos

Naturalistic

Animal studies
Plant studies
Rock Studies
Field Trips
Difference of meanings
Compare/Contrast
Recognizing Items
Classifying attributes

Multiple Intelligence Key

ICONS	Intelligence	Description
	Verbal/Linguistic Intelligence	• Like to write, read and listen • Spin tall tales or tell jokes and stories • Have a good memory for names, places, dates, or trivia • Enjoy reading books and writing stories • Spell words accurately and easily • Have well developed vocabulary and use language fluently • Like doing crossword puzzles or playing word games
	Interpersonal Intelligence	• Enjoy being around people • Have many friends • Socialize a lot at school, work, or home • Organize, communicate and sometimes manipulate • Learn best by relating and cooperating • Enjoy group activities • Serve as "mediator" when disputes arise • Have empathy for the feelings of others • Can "read" social situations accurately
	Bodily/Kinesthetic Intelligence	• Learns best by moving around, touching, or acting things out • Process knowledge through bodily sensations • Move, twitch, tap, or fidget while sitting • Engage in physical activities or sports • Perform fine and gross motor skills

		effectively • Like to touch or be touched when talking with people • Skilled at handicrafts - woodworking, sewing, sculpting, etc. • Enjoy using manipulatives and other hands-on learning
	Musical/Rhythmic Intelligence	• Sensitive to a variety of sounds in the environment • Play a musical instrument or enjoy music • Remember melodies of songs • Tell when a musical note is off-key • Prefer to have music on when studying or working • Collect recordings • Enjoy singing • Keep time to music
	Visual/Spatial Intelligence	• Think in images and pictures • Like to draw, paint, sculpt and participate in art activities Report clear visual images • when thinking about something • Easily read maps, charts. and diagrams • Draw accurate representations of people or things • Like to see movies, slides, or photographs • Enjoy doing jigsaw puzzles or mazes
	Mathematical/Logical Intelligence	• Explore patterns, categories and relationships • Compute arithmetic problems quickly • Enjoy mathematics and using computers • Able to group and order data and then analyze, interpret and make

		predictions
		- Reason things out logically to solve problems - Play chess, checkers, or strategy games and win - Devise experiments to test out things not easily understood - Enjoy logic puzzles
	Intrapersonal Intelligence	- Have a deep awareness of inner feelings. strengths and weaknesses - Display a sense of independence or strong self-will and is self-directed - React with strong opinions when controversial topics are being discussed - Prefer own private inner world - Like to be alone to pursue some personal interest, hobby, or project - Have a deep sense of self-confidence - March to the beat of a different drummer in style of dress, behavior, or general attitude - Self-motivated to do well on independent study projects - Intuitive ability
	Naturalist Intelligence	It involves such capacities as species discernment and discrimination, the ability to recognize and classify various flora and fauna, and our knowledge of and communion with the natural world. You can see the naturalist intelligence at work when you find yourself drawn to and fascinated by animals and their behavior. You can see it when you notice the effect on your mood and

A

sense of well-being when someone brings plants and/or cut flowers into an otherwise sterile, humanly-created environment. Think how often we head for "great nature" when we want to relax, 'unwind', or find inner renewal!

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Bodily-Kinesthetic
choral speaking	problem solving	graphing	hands on experiments
declarizing	measuring	photographing	activities
storytelling	coding	making visual metaphors	changing room arrangement
retelling	sequencing	making visual analogies	creative movement
speaking	critical thinking	mapping stories	going on field trips
debating	predicting	making 3D projects	physical education activities
presenting	playing logic games	painting	crafts
reading aloud	collecting data	illustrating	dramatizing
dramatizing	experimenting	using charts	using cooperative groups
book making	solving puzzles	using organizers	dancing
nonfiction reading	classifying	visualizing	
researching	using manipulatives	sketching	
listening	learning the scientific model	patterning	
process writing	using money	visual puzzles	
writing journals	using geometry		

Musical	Interpersonal	Intrapersonal	Naturalistic
humming	classroom parties	personal response	reading outside
rapping	peer editing	individual study	cloud watching
playing background music	cooperative learning	personal goal setting	identifying insects
patterns	sharing	individual projects	building habitats
form	group work	journal log keeping	identifying plants
playing instruments	forming clubs	personal choice in projects	using a microscope
tapping out poetic rhythms	peer teaching	independent reading	dissecting
rhyming	social awareness		going on a nature walk
singing	conflict mediation		build a garden
	discussing		studying the stars
	cross age tutoring		bird watching
	study group		collecting rocks
	brainstorming		making bird feeders
			going to the zoo

Day Nine Lesson

Lesson Focus: Writing activities.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-relate what you want students to do to your own lives.
-list creative writing opportunities in social studies.
-locate writing activities from online databases.
-apply writing activities to your themes/topics.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point, Junior High/Middle School: Creative Writing Ideas, Ideas to Spark Creative Writing,</u> computer.

The students will need: Pens or pencils, notebook, teaching journals, Sticky notes, <u>Junior High/Middle School: Creative Writing Ideas, Ideas to Spark Creative Writing,</u> computers.

Performance Tasks:
Anticipatory set: "Imagine that they are back in high-school and your teacher has just assigned a five paragraph essay to write. You decide to pass a note to your friend saying how bored you are. You also list three to five other ways that you would rather be writing."

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will be instructed by the Power Point to imagine that they are back in high-school and your teacher has just assigned a five paragraph essay to write. You decide to pass a note to your friend saying how bored you are. You also list three to five other ways that you would rather be writing.
4. Students will share their write ups by passing them to a neighbor.
5. The teacher will pretend to catch the person passing notes and read off the ideas. "Oh so you think so and so is cute also."
6. The teacher will start a master list of alternative writing ideas. They will type this into a word document (can have a student do it as they are reading them off).
7. The teacher will reference ideas and concepts listed from the articles read for homework.
8. The teacher will let students know that " Writing lessons need to be creative, but meaningful to the content."
9. Break
10. Students will log onto computers in the lab.

11. *Students will search the internet and school databases looking for creative writing activities tied into social studies.*
12. *Students will bring up an idea as soon as they find one and tell the teacher.*
13. *The teacher will type in the ideas, continuing the master list that was started at the beginning of class.*
14. *The students will look at the master list and select a writing activity that they could use with their theme/topic that they are doing their presentation lesson on.*
15. *The teacher will put students in groups of four.*
16. *Groups of students will discuss what their writing ideas is and critique each other's lessons.*
17. *The teacher will tell the students to "read Kinesthetic classroom book Ch. 1-3, 5, 7,8, pgs 137-148"*

Assessment:
Students will...
-write a note to a school mate.
-list writing activities.
-search for writing activities online.
-work on using writing with themes/topics in lesson plans.

Closure: *"Bring your good shoes next week because you will be getting out of your seat."*

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Day Ten Lesson

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Lesson Focus: Incorporating movement into lesson plans.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-determine why teachers should use movement in the classroom.
-decide what activities would fit your classroom.
-put to use what you have learned during a review.
-combine current lesson plans with movement activities.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point, The Kinesthetic Classroom,</u>
<u>Boring Lesson Plans.</u>

The students will need: Pens or pencils, notebook, teaching journals, Sticky notes, <u>The</u>
<u>Kinesthetic Classroom.</u>

Performance Tasks:
Anticipatory set: "Please decide which classroom management issue you are most concerned
*with. Stand near the sign around the room with the coinciding issue. **1.Interrupting others.***
2.Staring off into space. 3.Displaying attention-getting behaviors. 4.Talking to a neighbor. "

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the Power Point to "Please decide which classroom*
   management issue you are most concerned with. Stand near the sign around the room
   *with the coinciding issue. **1.Interrupting others. 2.Staring off into space. 3.Displaying***
   attention-getting behaviors. 4.Talking to a neighbor. "
4. *The teacher will present a Power Point on Kinesthetic learning.*
5. *The students will participate in the activities embedded in the Power Point, and take*
   notes while following along.
6. *Students will discuss topics from <u>The Kinesthetic Classroom.</u>*
7. *The teacher will hand out <u>Boring Lesson Plans</u> (or students can use the boring lesson*
   plans that they brought in during previous classes).
8. *The teacher will group up the students.*
9. *Students will add a movement activity to the boring lesson plan.*
10. *Brain Break*

11. *Students will return to their groups and add movement activity to their theme/topic lesson plans.*
12. *The teacher will say "Your lesson may start to bulge past the 40 minute mark as you are using your original ideas, writing, movement, MI, and others as we move on. You should make room to have five to ten minutes of instruction, getting information out there and you may have to pick what you like best."*
13. *The teacher will inform the students that they should have a lesson to discuss by next week. It does not have to be finished but it should have a base and several activities that we can critique.*

Assessment:
Students will...
-select which classroom management issues are their priority.
-follow along with Power Point.
-read boring lesson plans.
-add movement activities to lesson plans.

Closure: *"By next week you should have a lesson plan to present to the class. Imagine if you were getting observed and you were going to a fellow teacher and asked them "Hey, this is a lesson that I am planning on doing what do you think?"*

Day Eleven Lesson

Lesson Focus: Lessons rough drafts, principal and student points of view.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-express ideas from the principals point of view.
-express to the class what your lesson is.
-scrutinize lessons from a student's point of view.
-decide what your lesson may still need.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, large whiteboards, <u>Teachers'</u>
<u>Conceptions of Creativity and Creative Students.</u>

The students will need: Pens or pencils, notebook, teaching journals, large whiteboards, Sticky
notes, Presentation lessons.

Performance Tasks:
Anticipatory set: "*Take out their presentation lessons. Students should read through and make a
list of what they think a principals comments would be after watching this lesson. There should
be three positive and three critiques.*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the Power Point to take out their presentation lessons.
   Students should read through and make a list of what they think a principals comments
   would be after watching this lesson. There should be three positive and three critiques.*"
4. *The teacher will let students know this last time to get feedback from the whole class.*
5. *Students will present what their lessons will look like so far.*
6. *All students will take a turn presenting to the class.*
7. *Students who are watching presentations of lessons will write feedback on sticky notes
   and stick them (positive and critical) on the large whiteboards.*
8. *Students will pretend that they are writing about a teacher on the bathroom wall. " So
   and so's lesson was so boring ... "*
9. *Presenters will get a chance to look at and take all comments with them.*
10. *There will be a break half way through presenters.*
11. *Students will complete presentations of lessons.*
12. *The teacher will group up students into groups of four.*
13. *Students will go over each other's comments, improving upon their lessons.*

14. *The teacher will discuss that it is a fine line between ADHD vs. being creative and an innovator. "As a teacher this is where your art and science meet. You have to keep the students in line, but you don't want to inhibit their creativity. Creativity will help with your classroom management."*

15. *The teacher will inform the students to re-read the <u>Teachers' Conceptions of Creativity and Creative Students</u> from a classroom management perspective. We will discuss the article next week.*

Assessment:
Students will...
-write what the principal might think.
-present lessons.
-write what the students might think.
-brainstorm ways to improve lessons.

Closure: *"We talked about the principals point of view, and teased the students. Next week it will be all the students point of view."*

Day Twelve Lesson

Lesson Focus: Classroom management, Assessments.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-write why students misbehave.
-create a title for categories.
-judge whether an activity is actually assessing students.
-create five minute activities.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>, Large personal white boards, <u>Teachers' Conceptions of Creativity and Creative Students, In My View: Is Creativity Being Left Behind</u>

The students will need: Pens or pencils, notebook, teaching journals, Sticky notes, Large personal whiteboards, <u>Teachers' Conceptions of Creativity and Creative Students, In My View: Is Creativity Being Left Behind</u>

Performance Tasks:
Anticipatory set: "*Imagine that you are a middle or high school student. You are being surveyed and the question is 'Why do you misbehave in the classroom?' Please write two or three sentences for your answer.*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the Power Point to imagine that you are a middle or high school student. You are being surveyed and the question is "Why do you misbehave in the classroom?" Please write two or three sentences for your answer.*
4. *Students will share what they wrote.*
5. *Students will take the reasons for misbehaving and group them into separate groups that have similar themes.*
6. *Students will give the categories titles, the titles should be accurate but creative and unique. You do not want to have the same title as another group.*
7. *Students will discuss <u>Teachers' Conceptions of Creativity and Creative Students</u> article and how it ties into the surveys.*
8. *Break*
9. *The teacher will put the students in groups of four.*
10. *Students will brainstorm two different items. Some ideas will qualify for both.*

11. Students will brainstorm quick five minute parking lot activities, and formative assessments.
12. The teacher will let the students know that "A formative assessment is not a test or quiz, you just want to know if the kids got what you are teaching."
13. Students will share with the class what they have come up with.
14. Students will take time to fill in their lesson journal.
15. Students will read _In My View: Is Creativity Being Left Behind_ and chapter five of _World Class Learners_ for next week.

Assessment:
Students will...
-write quotes from a student perspective.
-discuss classroom management article.
-put classroom management issues into a category.
-give categories a title.
-brainstorm assessment ideas.
-share assessment options.
-fill in lesson journals.

Closure: _"Next week we attack the CORE."_

Day Thirteen Lesson

Lesson Focus: Common Core Curriculum, Vocabulary.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-acquire information about the Common Core Curriculum.
-modify the Common Core Curriculum into laymen terms.
-list content understandings.
-relate information from World Class Learners.
-locate vocabulary lessons.

Materials:
The teacher will need: Projector, Class Procedures Power Point, In My View: Is Creativity Being Left Behind, World Class Learners, Common Core Standards, 6th Grade Content Understandings, Lesson Plan Format, computer.

The students will need: Pens or pencils, notebook, teaching journals, Sticky notes, In My View: Is Creativity Being Left Behind, World Class Learners, Common Core Standards, 6th Grade Content Understandings, computer.

Performance Tasks:
Anticipatory set: "Read the introduction paragraph on the Common Core Standards worksheet."

Procedure:
1. The students enter the room and sit down at the seat of their choice.
2. Students will follow directions on the Power Point screen to take out a notebook.
3. Students will be instructed by the Power Point to read the introduction paragraph on the Common Core Standards worksheet.
4. The teacher will assign one standard each per student.
5. The students will write the standard in layman's term.
6. The teacher will say, "Imagine if you are trying to tell kindergarteners or new teachers what to do."
7. The students will share the original standards and the new ones with the class.
8. The students will look over the 6th Grade Content Understandings and discuss what they are and where they go in a lesson plan.
9. The teacher will say that "The standards are not that bad, they can be intimidating just like the state test. But with creativity you are preparing for one and following the other."
10. Students will discuss what they thought of chapter five of World Class Learners.
11. Break

12. *Students will go to the computer lab and look up ideas on how to incorporate vocabulary into the lesson.*
13. *Students sitting in the same row will discuss their findings and come up with at least ten vocabulary lessons or activities.*
14. *Students will share their list of vocabulary lessons.*
15. *The teacher will create a master list of vocabulary activities.*
16. *The teacher will inform the students that "Next week is your final presentations. Make sure to bring all resources that you will need, a copy of worksheets and LESSON for each student, and a set of everything for me. Remember, just because you did your lesson doesn't mean it can't be tweaked."*

Assessment:
Students will...
-read information about Common Core standards.
-make the Common Core standards more readable.
-read the content understandings.
-go on computers and find vocabulary lessons.

Closure: *"Next week , you are the teacher."*

Common Core Standards

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

http://www.corestandards.org/ELA-Literacy

Key Ideas and Details
CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

http://www.corestandards.org/ELA-Literacy/RI/6

Text Types and Purposes
CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.1e Provide a concluding statement or section that follows from the argument presented.

http://www.corestandards.org/ELA-Literacy/W/6

6th Grade Content Understandings

Grade 6: The Eastern Hemisphere

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada, and Latin America.

The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework. The focus should be on major turning points that seque into the 7th-grade social history of the United States.

Each district has a responsibility for extending the student's content examples from cultures other than the student's own, and from a variety of geographic, socioeconomic, ethnic, and racial groups.

Grade 6—Content Understandings
History of Eastern Hemisphere nations

-Time can be measured in years, decades, centuries, and millennia.

-Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.

-Different peoples may view the same event or issue from different perspectives. The Neolithic Revolution was a technological development that radically changed the nature of human society.

-As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew. (Focus on two of these.)

-Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.

-Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

Grade 6—Content Understandings

-Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.

-The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.

-From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.

-Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.

-Slavery has existed across eras and regions in the Eastern Hemisphere. Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

-During the late Middle Ages and Renaissance periods, new long distance trade routes

emerged, linking the peoples of Africa, Asia, and Europe.
-In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.
-The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.

Geography of Eastern Hemisphere nations
-The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.
-Special purpose maps can be used to show various geographic aspects of Earth's surface as seen in the Eastern Hemisphere.
-The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models. (Taken from: *National Geography Standards*, 1994).
-The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.
-A region is an area which is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
-Civilizations developed where geographic conditions were most favorable.
-Geographic features and climatic conditions in the Eastern Hemisphere influence land use.
-The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.
-The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.
Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.
-Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.
-The environment is affected by people as they interact with it.
The effects of geographic conditions are moderated by technology.

Grade 6—Content Understandings
Economies of Eastern Hemisphere nations
-The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
-The ways resources are used impact the economic, political, and historic aspects of life throughout the world.
-People have unlimited needs and wants which they must meet with limited resources.
A nation with limited natural resources must interact with other nations to secure its resource needs.
-In many areas of the world, improvement in life expectancy and health care have contributed to rapid population growth.
-Throughout the Eastern Hemisphere, there is great diversity in the standard of living.
Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.
-The economic systems of the world have become an interdependent network.
-Different economic systems have evolved to deal with economic decision making.
-In traditional economies, decision making and problem solving are guided by the past.

-In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.

-In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.

-In many countries "mixed" economies have evolved to deal with economic decision making.

-Nations have joined with one another in organizations which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.

-As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.

-Some of the nations of the Eastern Hemisphere play leadership roles in the global economy. Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

Governments of Eastern Hemisphere nations

-Family, clan, and tribal groups act to maintain law and order.

-As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.

-Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.

-Governments change over time and place to meet the changing needs and wants of their people.

-Present systems of government have their origins in the past.

-The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.

-The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.

-In modern political states, formalized governmental structures play a major role in maintaining social order and control.

Grade 6—Content Understandings

-Political boundaries change over time and place.

-The extent to which human rights are protected becomes a key issue in totalitarian societies.

-International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

-Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

http://www.p12.nysed.gov/ciai/socst/pub/sscore1.pdf

Day Fourteen Lesson

Lesson Focus: Lesson presentations.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-judge the pros and cons of other's lessons.
-apply what you have learned all semester into your lesson presentations.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>.

The students will need: Pens or pencils, notebook, teaching journals, <u>Lesson Plans,</u> Lesson plan resources.

Performance Tasks:
Anticipatory set: *"Please take out your lesson plans and resources if you are presenting today."*

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the power point to "Please take out your lesson plans and resources if you are presenting today."*
4. *The teacher will ask which student would like to present.*
5. *Students will present a 25 minute lesson to the class.*
6. *Students who are watching the lesson will make a list of pros and cons of the lesson.*
7. *There will be a break midway through the class.*
8. *The teacher will try to get through 5-6 lessons.*
9. *Student will take suggestions from the class to further improve their lessons.*
10. *The teacher will let students know "To please turn in your final lesson with resources one week after your presentations.*

Assessment:
Students will...
-present their final lessons.
-write down pros and cons of presented lessons.

Closure: *"You lessons look great. Remember if you were teaching this as part of a unit, the next year you would start the process over again an adapt and change as new ideas come up and you learn more."*

Day Fifteen Lesson

Lesson Focus: Lesson presentations.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-judge the pros and cons of the lesson.
-apply what you have learned all semester into your lesson presentations.

Materials:
The teacher will need: Projector, <u>Class Procedures Power Point</u>.

The students will need: Pens or pencils, notebook, teaching journals, <u>Lesson Plans,</u> Lesson plan resources.

Performance Tasks:
Anticipatory set: "*Please take out your lesson plans and resources if you are presenting today.*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the power point to "Please take out your lesson plans and resources if you are presenting today."*
4. *The teacher will ask which student would like to present.*
5. *Students will present a 25 min lesson to the class.*
6. *Students who are watching the lesson will make a list of pros and cons of the lesson.*
7. *There will be a break midway through the class.*
8. *The teacher will try to get through 5-6 lessons.*
9. *Student will take suggestions from the class to further improve their lessons.*
10. *The teacher will let students know "To please turn in your final lesson with resources one week after your presentations and I will also like to look at your lesson journals."*

Assessment:
Students will...
-present their final lessons.
-write down pros and cons of presented lessons.

Closure: "*You lessons look great. Remember if you were teaching this as part of a unit, the next year you would start the process over again an adapt and change as new ideas come up and you learn more.*"

Day Sixteen Lesson

Lesson Focus: Lesson presentations.

Curriculum: Creativity in Social Studies Education and Lesson Planning- SSE 399

Objectives:
Students will be able to...
-judge the pros and cons of the lesson.
-apply what you have learned all semester into your lesson presentations.

Materials:
The teacher will need: Projector, Class Procedures Power Point.

The students will need: Pens or pencils, notebook, teaching journals, Lesson Plans, Lesson plan resources.

Performance Tasks:
Anticipatory set: "*Please take out your lesson plans and resources if you are presenting today.*"

Procedure:
1. *The students enter the room and sit down at the seat of their choice.*
2. *Students will follow directions on the Power Point screen to take out a notebook.*
3. *Students will be instructed by the power point to "Please take out your lesson plans and resources if you are presenting today."*
4. *The students will hand in their lesson journals to the teacher.*
5. *The teacher will ask which student would like to present.*
6. *Students will present a 25 min lesson to the class.*
7. *Students who are watching the lesson will make a list of pros and cons of the lesson.*
8. *There will be a break midway through the class.*
9. *The teacher will try to get through 5-6 lessons.*
10. *Student will take suggestions from the class to further improve their lessons.*
11. *The teacher will look through the students lesson journals.*
12. *The teacher will let students know "To please turn in your final lesson with resources one week after your presentations.*

Assessment:
Students will...
-present their final lessons.
-write down pros and cons of presented lessons.

Closure: "*You lessons look great. Remember if you were teaching this as part of a unit, the next year you would start the process over again an adapt and change as new ideas come up and you learn more.*"