

“I’m Done, Now What Can I Do?”

Grade Level or Special Area: Talented & Gifted, 4th grade (China, Africa, American History)

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Length of Unit: Lessons will vary in length.

I. ABSTRACT

“I’m done, now what can I do?” is a typical response of talented and gifted students who “get” learning concepts quickly. Rather than doing more of the same or waiting patiently while others finish, they are anxious to explore concepts in greater depth. This unit will provide a framework, resources, and assessments to develop TAG enrichment kits connected to the Core Knowledge content. Students pick from a menu of extension options, get necessary materials, and dive in. Kits include: interest surveys; learning log and goal-setting sheets; share the learning plans; self-assessments; and scoring guides.

II. OVERVIEW

A. Concept Objectives

1. Students will use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes. (Oregon Writing Standard)
2. Students will develop skills needed to be a self-directed learner and quality producer. (Corvallis School District Standard)
3. Students will understand and relate events in world and American history to past and present developments. (Oregon History Standard)
4. Students will create, present/perform a work using experiences, imagination, artistic, and technical skills. (Oregon Arts Standard)
5. Students will gain an understanding of Fair Use and Copyright.

B. Content from the *Core Knowledge Sequence*

1. Produce a variety of types of writing with a coherent structure or story line
2. Know how to gather information from different sources
3. Early and Medieval African Kingdoms
4. China: Dynasties & Conquerors
5. American History: Revolution, Constitution & Early Presidents.

C. Skill Objectives

1. The student will select activities from extension menus and utilize independent learning skills to work beyond regular content.
2. The student will write, produce, and present a play based on Core Knowledge content.
3. The student will produce a class newspaper using Publisher program.
4. The student will work both individually and collaboratively on projects.
5. The student will complete interest survey, learning log & goal setting sheet, self-evaluation, and feedback forms.
6. The student will share the learning with classmates and others.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Familiarity with characteristics of talented and gifted students, Bloom’s Taxonomy, and differentiated instruction
2. Core Knowledge history and geography content areas

3. Basic computer skills and vocabulary including ability to use Microsoft Publisher program
 4. Copyright and fair use guidelines
- B. For Students
1. Core Knowledge content (taught in class prior to or in conjunction with) on ancient China, Africa, American History
 2. Basic computer skills and vocabulary
 3. Some keyboarding skills

IV. RESOURCES

- A. For Teachers
1. Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom*. Minneapolis, MN: free spirit, 2001. ISBN: 1-57542-089-9
 2. Computer with Microsoft Publisher and internet access
 3. Levin, Mark. *Kids in Print*. Torrance, CA: Good Apple, 1997. 1-56417-661-4.
 4. www.nagc.org
 5. <http://fairuse.Stanford.edu>
- B. For Students
1. Core Knowledge History and Geography books
 2. Ability to scan photographs, insert photos and clipart.

V. LESSONS

Room Arrangement: Prior to introducing materials to students, it is necessary to set up an area to be used as an Extensions Center. Because the extension activities will be done in conjunction with whole class instruction, many resource materials will already be available. Collect and display all materials for the unit being taught (Africa, China, etc.). Have these books, posters, photographs available to all students. Designate an Extensions Center for materials specifically needed for the TAG enrichment kits. They can be placed on a shelf, table, or stored in interlocking/stacking boxes, but must be readily available for checkout and return. Depending on the activity, special art supplies, access to computer/internet, etc. may be needed.

Enrichment Kit Materials: Prepare a folder (horizontal pockets with three fasteners) for each activity choice listed on Extensions Menu. Each activity should be self-contained with clear directions, list of materials needed, samples if appropriate, and print or electronic resources. These can be stored in stacking/interlocking boxes or drawers. See Appendices: E, Africa Extensions Menu; F, China; G, China at Home; H, American Revolution; I, Constitution & Early Presidents and Bibliography for specific materials. Remember that more than one student may pick an activity, so prepare duplicates.

Student Materials: Prepare a Work in Progress folder for each student (horizontal pockets with fasteners). Include interest survey, learning log & goal sheet, and learning contract. Label outside of folder with student name. Store folders upright in a file box for easy access. Students should be able to locate what they need without distracting others. Students will continue to use skills of self-directed learner and quality producer.

Teacher Materials: Use a 3 ring binder to store student TAG information and documentation of learning. Include a teacher conference sheet, parent feedback forms and copies of scoring rubrics and assessments.

Lesson One: Setting the Stage for Students (Introductory lesson to provide overview of enrichment opportunities—Not directly related to Core Knowledge)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop and use skills of self-directed learner and quality producer.
2. Lesson Content
 - a. Organization of materials
 - b. Expectations and procedures
3. Skill Objective(s)
 - a. The student will become familiar with learning log, goal and contract sheets.
 - b. The student will complete an interest survey.

B. *Materials*

1. Folder with horizontal pocket and 3 fasteners for each student
2. Pencils
3. Appendix A, Learning Log, Goal & Self-Evaluation Sheet
4. Appendix B, Learning Contract
5. Appendix C, Interest Survey
6. Appendix D, Parent Letter
7. Large 3 ring binder

C. *Key Vocabulary*

1. Bloom's Taxonomy – six levels of thinking going from least to most complex
2. Self-directed learner –one who makes goals, sets priorities and constructs plans; assess, evaluates and manages opportunities to be successful in school
3. Quality producer –one whose finished product has degree of excellence
4. Learning log –daily record of work accomplishments
5. Contract –identifies working conditions for a particular student and activity
6. Goal – purpose or aim; an end one tries to reach; goal can be short or long term
7. Extension Menu Options –list of learning choices that go beyond regular content

D. *Procedures/Activities*

1. Meet with identified TAG students in small groups (recess, silent reading)
2. Explain learning opportunities through Enrichment Activities and how kits connect with what is being studied in class.
3. Make it clear that students are expected to maintain quality and accuracy on regular class work before doing any enrichment activities.
4. Pass out Work in Progress folder to each student.
5. Demonstrate how to fill in learning log (each time used).
6. Discuss learning contract and working conditions guidelines.
7. Brainstorm with students what “self-directed learner” means; brainstorm what “quality producer” projects would look like.
8. Students copy traits for independent learner and quality producer from brainstorm list. Be sure to include your expectations.
9. Share Bloom's Taxonomy with examples of different levels of thinking. Allow time for student questions.
10. Have students fill out interest survey, Appendix C.

11. Send home Parent letter, Appendix D to share information, expectations, and to solicit feedback.
- E. *Assessment/Evaluation*
1. Student feedback on interest survey
 2. Parent feedback from letter
 3. Student tracking in Work in Progress folder.
 4. Teacher review of student and parent feedback that is kept in binder.

Lesson Two: Extensions Menu

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop skills needed to be a self-directed learner and quality producer.
 - b. Students will understand and relate events in world and American history to past and present developments.
 - c. Students will create, present/perform a work using experiences, imagination, artistic & technical skills.
2. Lesson Content
 - a. Early and Medieval African Kingdoms
 - b. China: Dynasties & Conquerors
 - c. American History: Revolution, Constitution, Early Presidents
 - d. Know how to gather information from different sources.
3. Skill Objective(s)
 - a. The student will select activities from specified Extensions Menu and work beyond the regular content.
 - b. The student will complete learning log & goal sheet, checklists and project assessments.
 - c. The student will work individually and collaboratively on projects.
 - d. The student will share the learning with others.

B. *Materials*

1. Appendix E, Africa Extension Menu
2. Appendix F, China Extension Menu
3. Appendix G, China At Home Extension Menu
4. Appendix H, American Revolution Extension Menu
5. Appendix I, Making a Constitution and Early Presidents Menu
6. See bibliography for specific resources to accompany each Menu activity
7. Appendix J, Cooperative Learning Checklist
8. Appendix K. Design A Game Guidelines and Checklist
9. Appendix L, Design A Game Evaluation
10. Appendix M, Teacher Conference form

C. *Key Vocabulary*

1. Bloom's Taxonomy – six levels of thinking going from least to most complex
2. Knowledge—simple recall orally or in writing (tell, find, locate)
3. Comprehension—show basic understanding of concepts (Say in own words, retell story, give main idea, explain, translate, summarize)
4. Application—transfer knowledge learned in one situation to another (build, model, use guides, demonstrate)

5. Analysis—understand how parts relate to whole (investigate, classify, compare, contrast, solve)
 6. Evaluation—judge value of something using criteria and give adequate support (give opinion, viewpoint, recommend, critique)
 7. Synthesis—re-form individual parts to make new whole; combine bits and pieces from different sources for original idea (compose, design, create, hypothesize, forecast, imagine, construct)
- D. *Procedures/Activities*
1. Meet with identified TAG students in small groups to share Extension Menu procedures.
 2. Provide overview of each activity on Menu and show Enrichment Activities folders with needed materials, directions, and samples.
 3. Review learning contract and agreed upon working conditions.
 4. Encourage students to select one activity to start with. Help them get appropriate materials and folder.
 5. Have students record information on daily log and goal setting sheet. Discuss short term versus long term goals; how meeting short term goals will accomplish long term goal.
 6. Return Enrichment folder and materials to designated Extensions Center.
 7. Return Work in Progress folders to designated area.
 8. As time allows, students follow above procedures to work on menu options and record information on logs.
 9. At completion of each activity, students do assessment forms and decide on a share the learning plan.
 10. Students conference with teacher.
- E. *Assessment/Evaluation*
1. Daily learning log entries
 2. Appendix A, Learning log, Goals and Self-Evaluation Sheet
 3. Appendix M, Teacher Conference form
 4. Appendix J, Cooperative Learning Checklist (if needed)
 5. Appendix L, Design a Game Evaluation

Lesson Three: Writing a Dramatic Scene

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.
 - b. Students will create, present/perform a work using experiences, imagination, artistic & technical skills.
 2. Lesson Content
 - a. Produce variety of types of writing with coherent structure or story line
 - b. Early and Medieval African Kingdoms
 - c. China: Dynasties & Conquerors
 - d. American Revolution
 - e. Making a Constitutional Government & Early Presidents
 3. Skill Objective(s)
 - a. The student will read various commercial short plays.
 - b. The student will identify key components of these plays.

- c. The student will write a short play based on Core Knowledge content.
 - d. The student will work collaboratively.
 - e. The student will evaluate project.
 - f. The student will perform play for an audience.
- B. *Materials*
- 1. Variety of published play scripts at appropriate reading levels.
 - 2. Core Knowledge History & Geography Books
 - 3. Appendix N, Dramatic Scene Vocabulary
 - 4. Appendix O, Writing a Dramatic Scene Guidelines & Checklist
 - 5. Appendix J, Cooperative Learning Checklist
 - 6. Appendix P, Feedback Form
 - 7. Appendix Q, Writing Dramatic Scene Scoring Rubric
 - 8. Resource books and websites listed in bibliography
- C. *Key Vocabulary*
- 1. See Appendix N, Dramatic Scene Vocabulary
- D. *Procedures/Activities*
- 1. With students, read through a variety of commercial play scripts.
 - 2. Match vocabulary words/definitions to scripts; look at format for writing a script.
 - 3. Brainstorm a list of possible scenes from current History & Geography content.
 - 4. Select a topic (Signing of Declaration, Boston Tea Party, Traveling Silk Road).
 - 5. Teacher reviews Appendix O, Dramatic Scene Guidelines & Checklist with students.

Assessment/Evaluation

- 1. Appendix R, Writing a Dramatic Scene Self-Evaluation
- 2. Appendix J, Cooperative Learning Checklist
- 3. Appendix P, Feedback Form
- 4. Appendix Q, Writing Dramatic Scene Scoring Rubric

Lesson Four: Fair Use and Copyright (This lesson is not directly related to Core Knowledge, but necessary for the unit. It is a good lesson to use with all of the students.)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will gain an understanding of Fair Use and Copyright.
 - 2. Lesson Content
 - a. When and where to cite sources
 - 1. Skill Objective(s)
 - a. How to cite print and electronic sources
- B. *Materials*
- 1. Appendix S, Work Cited Reference and Vocabulary sheet
 - 2. Core Knowledge History and Geography books
 - 3. Previously viewed web sites related to history or geography content
- C. *Key Vocabulary*
- 1. See Appendix S
- D. *Procedures/Activities*
- 1. Review Appendix S with whole class
 - a. Discuss fair use and copyright on top portion
 - 2. Discuss citing images
 - a. Examples from print

- b. Examples from electronic sources
 - 3. Students practice finding and citing sources
 - a. Textbooks
 - b. Internet sites
 - 4. Continue to review how and when to cite throughout the year.
- E. *Assessment/Evaluation*
 - 1. Assessment comes after Lesson Six

Lesson Five: Writing a Biographical Sketch, Publisher (Introductory lesson that works well at the beginning of the year with all students.)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.
 - b. Students will gain an understanding of Microsoft Publisher.
 - 2. Lesson Content
 - a. Produce variety of types of writing with a coherent structure or story line
 - b. Learn interview skills and technique
 - c. Learn inverted pyramid format for writing
 - d. Learn to use Microsoft Publisher, Newspaper
 - 3. Skill Objective(s)
 - a. Students will work in pairs to interview each other.
 - b. Students will write one article in inverted pyramid format from interview notes. Headline and byline will be included.
 - c. Students will type article into Microsoft Publisher program.
- B. *Materials*
 - 1. Levin, Mark. *Kids in Print*. Torrance, CA: Good Apple, 1997. 1-56417-661-4.
 - 2. Appendix U, Interview Guidelines/Evaluation Sheet
 - 3. Appendix T, Vocabulary Sheet
 - 4. Appendix V, Scoring Rubric Newspaper
 - 5. Copies of newspaper articles that have the 5 W's (who, what, when, where, why)
 - 6. Pencils, highlighters, clipboards, glue, scissors
 - 7. Community newspaper front page--1 per team
 - 8. Computer access with Publisher program
- C. *Key Vocabulary*
 - 1. See Appendix T, Newspaper Vocabulary
- D. *Procedures/Activities*
 - 1. Teacher provides overview of project from beginning to end
 - 2. Assign partners
 - a. Hand out Appendix T, Vocabulary Sheet and copy of community newspaper to each pair.
 - b. Students look through newspapers to find, cut, glue, and label examples of each word on list.
 - 3. Show examples of inverted pyramid articles and discuss 5 W's
 - 4. On overhead, model color-coding technique to identify each W. (Who red, etc.)
 - 5. Pairs of students color code pre-selected articles; then discuss as class.
 - 6. Brainstorm list of good interview questions (12-15). Students write down 8-10 that they wish to use with partner.

7. Teacher interviews one student in front of class to model interview technique. Take notes on overhead so that students see what you are doing.
8. Hand out Appendix U, Interview Guideline & Evaluation Sheet
9. Students follow steps through interview.
10. Teacher models how to use interview notes to write an inverted pyramid article. Article includes headline and byline.
11. Students work independently to write article following Appendix U steps-- through After Interview section.
12. Teacher demonstrates features of Publisher program; selecting newspaper template, saving to file, etc. Class decides on newspaper format. Set style standards for font, size, headlines and bylines to be used throughout newspaper. Post by computer.
13. Teacher types in interview article with headlines and byline as students watch.
14. Working in pairs, students follow Appendix U to completion. They input articles into Microsoft Publisher including headline and byline.
15. Adult does final proof/editing of newspaper before sending to print.
16. Digital photos or clipart are optional.

Assessment/Evaluation

1. Appendix U, Self-Evaluation Checklist
2. Appendix V, Scoring Rubric Interview

Lesson Six: Class Newspaper using Publisher

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.
 - b. Students will develop skills needed to be a self-directed learner and quality producer.
 - c. Students will create, present/perform a work using experiences, imagination, artistic & technical skills.
2. Lesson Content
 - a. Produce variety of types of writing with coherent structure or story line
 - b. Know how to gather information from variety of sources
3. Skill Objective(s)
 - a. The student will produce a class newspaper using Microsoft Publisher program.
 - b. The student will work both individually and collaboratively on projects.

B. *Materials*

1. Levin, Mark. *Kids in Print*. Torrance, CA: Good Apple, 1997. 1-56417-661-4.
2. Levin, Mark. *Real-World Publishing for Kids*. Torrance, CA. Good Apple, 2001. 0-7682-0623-5
3. Levin, Mark. *The Reporter's Notebook*. Columbus, NC. Mind-Stretch Publishing, 2000. 0-9676409-0-3
4. National Elementary Press Association (NESPA) www.newspa.org
5. Appendix S, Work Cited Reference
6. Appendix W, Newspaper Guideline and Checklist
7. Appendix X, Scoring Rubric Newspaper
8. Pencils, highlighters, clipboards, paper

9. Copies of earlier class newspapers or community newspaper
 10. Access to computer with Publisher program
 11. Reference materials: dictionary, thesaurus, Core Knowledge books
 12. Digital camera, scanner (optional).
 13. Section Editors' folders & specific guide sheets (how to do editorial)
- C. *Key Vocabulary*
1. Angle—how you approach the story
 2. Edit—to make changes to a story; may need to cut or add information
 3. Editorial—a story that expresses an opinion
 4. Feature—a story that has human interest angle; “soft news”
 5. Hard news—a story that reports just the facts
 6. Libel—damaging someone’s reputation by what you print.
 7. Proofing—process of going through a story word by word looking for mistakes in spelling, sentences, punctuation, capitalization
 8. Stylebook or style sheet—rules for newspaper that include font size and type, margins, headline sizes.
 9. Co-Editors in Chief—oversee entire newspaper; make final decisions
 10. News Editor—in charge of hard news from school and community; assigns articles to reporters and gives deadlines. Edits articles.
 11. Feature Editor—in charge of soft news like social events and interviews; assigns articles and gives deadlines. Edits articles.
 12. Sports Editor—writes and edits sports news.
 13. Entertainment Editor—writes and edits book, video & movie reviews, advice columns, hobby hints.
 14. Editorial Staff—in charge of stories that give opinions on topics of interest to students or editorial cartoons.
 15. Reporters—writers assigned to certain sections of paper to do stories
- D. *Procedures/Activities*
1. Meet with students interested in being an editor. Share copies of newspapers done by other classes. Discuss vocabulary and different editor positions.
 2. Review the 5 W’s, headlines and bylines, inverted pyramid from lesson five.
 3. Review Appendix S, Work Cited Reference related to graphics used in paper.
 4. Allow time for students to ask questions.
 5. Teacher reviews Appendix W. Students follow steps.
- E. *Assessment/Evaluation*
1. Appendix X, Scoring Rubric Publisher Newspaper
 2. Appendix J, Cooperative Learning Checklist
 3. Appendix R, Feedback Form

VI. CULMINATING ACTIVITY

Each TAG enrichment activity will have a share the learning plan. Complexity of projects and time constraints will determine to what degree this is done. Some possibilities include: Plays performed for other fourth grade classes, younger grades, and parents. Student written Core Knowledge plays performed at school wide assemblies or Open House/Curriculum Nights. The class newspaper will be published with copies for all fourth graders, school staff, and key school district staff.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A, Learning log, Goal & Self-Evaluation
- B. Appendix B, Learning Contract
- C. Appendix C, Interest Survey
- D. Appendix D, Parent Letter
- E. Appendix E, Africa Extensions Menu
- F. Appendix F, China Extensions Menu
- G. Appendix G, China At Home Extensions Menu
- H. Appendix H, American Revolution Extensions Menu
- I. Appendix I, Constitution & Early Presidents Menu
- J. Appendix J, Cooperative Learning Checklist
- K. Appendix K, Design A Game Guidelines & Checklist
- L. Appendix L, Design A Game Evaluation
- M. Appendix M, Teacher Conference Form
- N. Appendix N, Dramatic Scene Vocabulary
- O. Appendix O, Writing Dramatic Scene Guidelines & Checklist
- P. Appendix P, Feedback Form
- Q. Appendix Q, Writing Dramatic Scene Scoring Rubric
- R. Appendix R, Writing Dramatic Scene Self-Evaluation
- S. Appendix S, Work Cited Reference Sheet
- T. Appendix T, Newspaper Vocabulary
- U. Appendix U, Newspaper Interview Guidelines & Evaluation
- V. Appendix V, Scoring Rubric Interview
- W. Appendix W, Publisher Newspaper Guidelines & Checklist
- X. Appendix X, Scoring Rubric Publisher Newspaper

VIII. BIBLIOGRAPHY

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3. www.nagc.org National Association for Gifted Children
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Core Knowledge Books

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2. Hirsch, Jr. E.D, ed. *Pearson Learning Core Knowledge History and Geography (4th grade)* USA: Pearson Learning, 2002. ISBN: 0-7690-5025-5
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Newspaper

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2. Levin, M. "NESPA" www.nespa.org
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5. MacDonald, F. *Marco Polo a Journey Through China*. Danbury, CT: Franklin Watts, 1998, ISBN 0-531-15340-1
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14. www.silk-road.com/toc/index.html
15. www.askasia.org (teacher resource)

Clipart

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9. <http://www.house.gov/Constitution/Constitution.html>
10. <http://www.constitutionfacts.com/>
11. <http://gi.grolier.com/presidents/ea/prescont.html>
12. <http://memory.loc.gov>
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Appendix B: "I'm Done, Now What Can I Do?"—

Learning Contract

Name _____ Date _____

Learning Conditions

- ___ I will keep a daily log of my progress.
- ___ I will complete required forms and keep them at school.
- ___ I will select Options that are of personal interest and put consistent effort into them.
- ___ I will spend the necessary time for projects to be completed with accuracy and quality.
- ___ I will return materials in good condition so that others can use them.
- ___ I will share project with teacher and class.

Working Conditions

- ___ I will not bother anyone or call attention to the fact that I am doing something different.
- ___ I will stay on task at all times.
- ___ I will use a soft voice when talking to others working on project.
- ___ I will work on projects only after finishing regular assignments or with teacher permission.
- ___ I will not interrupt the teacher if she is teaching.
- ___ I will leave project and participate in class activities when asked to –without complaining.

Self-Directed Learner Traits:

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

Quality Producer Traits:

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

I understand that I can keep working on my Extension Projects, newspaper, or script writing activities as long as I meet these Learning and Working Conditions.

Student Signature _____

Teacher Signature _____

**Appendix C: “I’m Done, Now What Can I Do?”—
Interest Survey**

Name _____ **Date** _____

1. What is your favorite way to learn? Alone With a friend Small group Whole class

2. Where do you learn best? In class with others By myself In study area

3. How do you learn best? Reading about it Looking at maps, charts, demonstrations
 Listening & Talking Doing things hands-on

4. When you have a big project, do you: Work on it over time Wait until the end to do it

5. What are your favorite subjects? Why?

6. What subjects are most difficult for you? Why?

7. What type of activities or projects do you enjoy the most?

8. What hobbies and activities do you enjoy outside of school?

9. What is the most important thing about school for you?

10. Pick three words to best describe yourself: _____

11. Would you be interested in being co-editor or section editor of the class newspaper? Why?

12. What are you looking forward to as a fourth grader?

Appendix D: “I’m Done, Now What Can I Do?”--Parent Letter

September 2003

Dear Parents,

The state of Oregon passed the Talented and Gifted Education Act in 1987. Based on nationally standardized achievement tests, mental ability tests, and demonstrated potential, students can be identified as: Intellectually gifted, academically talented in Math and/or academically talented in Reading. Your child has qualified as gifted in _____.

Within the classroom, I will provide opportunities for accelerated pace with more in depth investigations; flexible groupings within skill and interest areas; and differentiation of reading, spelling and math levels. Also students can explore Core Knowledge content through TAG Enrichment Kits I have developed. And along the way, they’ll develop skills needed to be a self-directed learner and quality producer.

The projects, chosen from an Extension Menu, will tie in with Core Knowledge content being taught to the whole class. So if we are studying Africa, there will be various activities related to Africa. (Please see attached Africa Extensions Menu as an example). When class work is completed or during special study times, students can work on TAG projects. Sometimes they’ll work independently and other times with peers.

In addition to the history and geography Extension Menus, students will have other choices like: co-editor or section editor of our classroom newspaper (quarterly editions); write and perform plays based on Core Knowledge content, etc.

I would appreciate feedback regarding your child’s learning strengths, response to these enrichment opportunities and goals you have for your child.

Sincerely,

Jennifer England

Parent comments and suggestions

Appendix E: “I’m Done, Now What Can I Do?”—Africa Extensions Menu

Africa Extensions Menu

Name _____

Date _____

<p>Investigate</p> <p>Pyramids with David Macaulay. Read his book to learn about the structure and function of these amazing constructions. Then have fun with hieroglyphics and learn about mummies.</p>	<p>Make a Timeline</p> <p>Of ancient and medieval African civilizations. Include important people, places, and events. Use words and pictures to add interest and variety.</p>	<p>Compare & Contrast</p> <p>Folk tales of Africa with those from other continents. Use Venn diagrams and other organizers to show similarities and differences. Perhaps you’ll even write a folk tale of your own!</p>
<p>Write a Cliffhanger.....</p> <p>Use a story starter and develop the plot for the characters in: <i>Caravan; Sold; Unexpected; The Sahara; or Forever Changed.</i> Type and illustrate your story. Then read aloud.</p>	<p>Write a Dramatic Scene</p> <p>Pick a favorite event or person from our study. Write an original scene that can be performed for classmates. Recruit some friends to play the parts. Then make scenery and props.</p>	<p>Learn & Demonstrate</p> <p>African games <i>such as Ohoro, Jarabadach, Kuwakha Nchuwa, or Nnunsa or Mancala.</i></p> <p>After you know how to play, teach someone else.</p>
<p>Dramatize</p> <p>The Folk Tale Play, <i>The Sultan’s Wife</i> from Eastern Africa. Pick a part, learn your lines, make props & costume. Perform for classmates and other classes.</p>	<p>Design a Game to Travel through Ancient Africa</p> <p>Write your rules, design the board and game pieces. As challengers travel the trade routes, they will learn about the Kingdoms of Kush, Axsum, Ghana, Mali, and Songhai.</p>	<p>Prepare a Photo Safari</p> <p>of the wild animals of Africa. Then research endangered animals and game reserves of Africa. Sketch and describe in your photo journal.</p>

Appendix F: “I’m Done, Now What Can I Do?”—China Extensions Menu

Ancient China Extensions Menu

Name _____ Date _____

<p>Investigate Powerful Constructions</p> <p>Learn about ancient Chinese architecture. Then design, construct and evaluate a project on The Great Wall; The Grand Canal; Bridges; or The Walled City and Palace.</p>	<p>Make A Chinese Dictionary</p> <p>Design a cover; bind your pages (right-hand bound, of course); create a personal Chinese-English dictionary of numbers, common words, pronunciation guide, and ideographs.</p>	<p>Compare</p> <p>Different methods of recording history—then record a piece of personal history using Oracle Bones, Wooden Sticks, Silk Scrolls, and Paper. Be sure to write your history vertically.</p>
<p>Story or Dramatic Scene</p> <p>Choose your main characters and a storyline. Will you be working on the Great Wall, traveling along the Silk Road, or the Emperor building his tomb? Type & illustrate the story. Practice & perform play.</p>	<p>Travel with Marco Polo</p> <p>To visit the great Kublai Khan. Use maps and books to gather information. Then pretend to be Marco Polo. Write your adventures in a journal that you design. Who knows, maybe you’ll be famous someday!</p>	<p>Learn & Demonstrate</p> <p>Chinese games like <i>Weigi</i> or <i>Go</i>, <i>Tangrams</i>, or <i>Kick the Bag</i>. Teach someone else how to play. Find out what daily life was like for children. What did they eat, wear, believe?</p>
<p>Dramatize</p> <p>Folk Tale Play, <i>The Golden Pipe</i> from China or <i>The Monkey and the Crocodile</i> from India. Pick a part, learn your lines, make props and costumes. Then perform for the class.</p>	<p>Design a Brochure</p> <p>Advertise the Silk Road—East to West. Collect facts about silk-making. Then pack your bags for an exciting but dangerous trip from Chang’an to Byzantium marketplaces. As you travel, watch for bandits!</p>	<p>Make a Map</p> <p>China has been called the land of superlatives. Use poster board, paper mache and your imagination to show why this is so. Include rivers, mountains, deserts, plateaus and bordering countries.</p>

Appendix G: “I’m Done, Now What Can I Do?”—China At Home Menu

Ancient China--At Home Projects Menu

Name _____

Date _____

<p>Make a Bronze Vessel</p> <p>The Chinese made elaborate food and drink containers to use in ceremonies. Even today, offerings are made in these vessels at home. Make your own bronze vessel and decorate with mythological creatures</p>	<p>Make a Paper Lantern</p> <p>In China, paper lanterns are made for festivals. They come in many shapes, colors and sizes. Use common materials to make a lantern. Then stencil some good luck symbols on before you hang it.</p>	<p>Paint a Landscape</p> <p>Landscape painting is considered a high art form in China and mountains are considered magical places. Using brush and watercolors, paint a landscape with unicorns and other magical creatures. Write a poem next to it.</p>
<p>Embroider a Book Cover</p> <p>Silk has always been considered valuable. It was traded along the Silk Road as far away as Rome and Greece. The most prized silks were embroidered with symbols of good fortune. In ancient China, beautiful book covers were made with embroidered silk.</p>	<p>Make a Lion Mask</p> <p>The most important festival in China is the New Year’s Celebration. It always ends with the masked Lion Dance. Using household items, you can make your own mask to chase away the bad spirits.</p>	<p>Design a Lacquer Ware Decorative Box</p> <p>Lacquer was first used in the Han Dynasty to decorate wooden objects and military equipment. Many layers of lacquer were applied making the item durable. Use a variation of this technique to decorate a box, bowl, plate, or tray.</p>
<p>Create a Festival Book</p> <p>Pick the most important or interesting celebrations. Research their origin and meanings. Using both drawings and words explain the festivals. Share book with 2nd 4th and 8th graders at our New Year’s event.</p>	<p>Design a Game</p> <p>Design a game to teach new information or review what we’ve studied. You could consider making a board game, jeopardy game, or bingo game. Categories might include dynasties, inventions, famous people.</p>	<p>Cook Chinese Food</p> <p>Research foods and their meanings—which foods will bring you good luck or longevity? Prepare Chinese recipes that we can sample at school. Teach us how to use chopsticks and about Chinese eating etiquette.</p>

Appendix H: “I’m Done, Now What Can I Do?”—American Revolution Menu

American Revolution Extensions Menu

Name _____

Date _____

<p>Design a War Memorial</p> <p>To the soldiers who died on the battlefield. Think about symbols such as American flag that might be used. Include names of men and women who fought for freedom.</p>	<p>Write a Letter</p> <p>Pretend to be a colonist and write a letter to relatives still in England. Explain to them how you feel about the British taxes, soldiers, and laws. How do these affect your life and job?</p>	<p>Investigate Uniforms and Weapons</p> <p>What did the soldiers on both sides wear? Did officers dress differently? What kinds of guns and weapons did they use? Write a report or make a display.</p>
<p>Stay or Go--Valley Forge</p> <p>Imagine being barefoot in the snow with no food or blankets. Should you stay with General Washington or run away to your family? Write a script between two soldiers. One wants to desert, but his friends wants him to stay. Be persuasive in your dialogue.</p>	<p>Create Character Cards</p> <p>Select 10 famous men and women. On the front of one card, sketch a picture and print the name. On the front of another card, list important facts without mentioning any name. Play a concentration game—try to match picture to clues.</p>	<p>Write a Dramatic Scene</p> <p>Pick a favorite event or person from our study. Write an original scene that can be performed for classmates. Recruit some friends to play the parts. Then make scenery and props.</p>
<p>Create a Travel Brochure</p> <p>Pick the most important battles. Research their location, dates, leaders, and outcomes. Using drawings and words, advertise these historical attractions in an interesting way. Make a map and plan a tour.</p>	<p>Design a Game</p> <p>Design a game to teach new information or review what we’ve studied. For example make a board game, jeopardy game, or bingo game. Include famous quotes, important battles, people and places.</p>	<p>Cook Colonial Food</p> <p>Research colonial foods and their preparation. Write up recipes into a cookbook and make some samples to taste at school. Teach us table manners and etiquette for colonial times.</p>

Constitution & Early Presidents Extensions Menu

Name _____

Date _____

<p>Presidential Poster</p> <p>Research a famous person or President. Design a campaign poster to his describe background and qualifications. Think about accomplishments and leadership. Then sketch a picture and come up with a slogan.</p>	<p>Souvenir Shop</p> <p>Create 4 souvenirs that represent the Constitutional Convention. Review the key events, people, and documents. How might you represent these with objects? After you make or draw items, write a paragraph to explain importance of each. Display them in a gift shop.</p>	<p>Identify a Hero</p> <p>Identify a hero from the War of 1812. Write a letter to President Madison explaining why your hero should be recognized. Design a stamp for your hero.</p>
<p>A Day in the Life</p> <p>Choose three important events from the life of a hero or heroine. Write a one page diary entry from that point of view for each event. Try to use language of the time and include feelings. Design a cover; then bind pages.</p>	<p>Write a Dramatic Scene</p> <p>Choose your main characters and story line. Write an original scene that can be performed for classmates. Recruit others to play the parts. Make scenery and props.</p>	<p>Electronic Field Trip</p> <p>Take a tour of Presidential homes. Visit Thomas Jefferson's Monticello, James Madison's Montpelier, or James Monroe's Ash Lawn-Highland. Make a display or drawing to share.</p>
<p>Design a Mobile</p> <p>Use your imagination and everyday objects to represent the three branches of government and "balance of power". Label as appropriate. Make mobile colorful and visually interesting.</p>	<p>Design a Game</p> <p>Design a game to teach new information or review what we've studied. You could consider making a board game, jeopardy game, or bingo game. Categories might include dynasties, inventions, famous people.</p>	<p>Presidents' Game</p> <p>Write the name of first 7 Presidents on one set of index cards. Write two achievements for each President on separate cards (21 cards). Shuffle cards and play matching game (Other subjects--Bill of Rights, Famous quotes, etc.)</p>

Appendix J--“I’m Done, Now What Can I Do?”—Cooperative Learning Checklist

Name _____ Date _____

Title of Project _____

Members _____

On your own, rate how your group worked. (1 = poor 5 = excellent)

- 1. Listened to each other 1.....3.....5
- 2. Took turns as leader 1.....3.....5
- 3. Encouraged participation and ideas 1..... 3.....5
- 4. Talked through decisions and compromised 1..... 3.....5
- 5. Used time wisely 1..... 3.....5
- 6. Everyone did their share 1..... 3.....5

One thing the group could do better is _____

Cooperative Learning Checklist

Name _____ Date _____

Title of Project _____

Members _____

On your own, rate how your group worked. (1 = poor 5 = excellent)

- 1. Listened to each other 1.....3.....5
- 2. Took turns as leader 1.....3.....5
- 3. Encouraged participation and ideas 1..... 3.....5
- 4. Talked through decisions and compromised 1..... 3.....5
- 5. Used time wisely 1..... 3.....5
- 6. Everyone did their share 1..... 3.....5

One thing the group could do better is _____

**Appendix K: “I’m Done, Now What Can I Do?”—
Design A Game Guidelines & Checklist**

Name _____ Date _____

To create an effective board game, you have two main parts--the **plot or storyline** and the **design or layout** of the board. As you brainstorm your board game, think about “store bought” games you have played. What makes a game fun to play? How can you use factual information to design a game that teaches new information or reviews what you have studied? What designs or layouts would work best for you?

Storyline Plan

- Step 1: Choose your subject.
 - ❖ Review the content we are studying in history and geography.
 1. Brainstorm a list of possible topics
 2. Select a topic (Battles of the Revolution, Boston Tea Party, Trade Routes in Africa, The Travels of Marco Polo)
 3. Write your choice _____
 - ❖ Your game should be based on facts and include information about the people, setting, and events. You can include other background information to add interest.
- Step 2: Decide on the characters and write a brief description for each. You will need a marker for each character.

- Step 3: Describe the setting
 - ❖ Where _____
 - ❖ When _____
- Step 4: What is the purpose of the game? Why are people playing it? _____
- Step 5: List major facts you want to include in the game.

- Step 6: Briefly describe the obstacles or problems.

- Step 7: How are these solved?

Appendix K, cont: Design A Game Guidelines & Checklist

Design Plan

- ❑ Step 1: What “store bought” game is yours like? _____
- ❑ Step 2: On another piece of paper, sketch the layout of your game. Show the way characters will move around the board, squares that will have chance, go ahead, question cards, etc. Think about how to use your history information.
- ❑ Step 3: Keep it simple! This will make it easier to write clear directions.
- ❑ Step 4: Make a list of materials you will need: Poster board, cards, spinner, dice, timer?

-
- ❑ Step 5: How is the game played?
 - ❖ How do you start the game? Who goes first?

 - ❖ Is there a time limit? How do you know when time is up?

 - ❖ How does someone win? When is the game over?

 - ❖ How will markers move around the board? (spinner, dice, cards) Can 2 be on same space? Will you keep score? How?

-
- ❑ Step 6: Write our your rules. Be clear so that directions are easy to follow. Keep it simple!
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Make Board and Playing Pieces—Make board colorful, neat, and be creative. Make or pick a marker for each character. Make or get dice, spinner, timer. Make your question cards, chance cards, go ahead cards—whatever you need to play the game. Include setting, events, people, problems and solution in the board design or on your cards.

- ❑ Write the title and your name on board.
- ❑ Try the game to make sure it works—change rules if you need to.
- ❑ Type the following information & attach it to the board. Check spelling & punctuation!
 - ❖ Purpose of Game:
 - ❖ Before you play or Game Set-up
 - ❖ Characters, with brief description and marker for each
 - ❖ Rules for play
 - ❖ Scoring instructions if needed
 - ❖ How game ends or how winner is determined

Appendix L: “I’m Done, Now What Can I Do?”—Design A Game Evaluation

Name of game _____ Designer _____

Players _____

After you play the game, please answer these questions.

1 = needs much improvement 5 = excellent

Design Plan

1. Is the title and designer’s name clearly written? 1.....3.....5
2. Is the board neat, colorful, and attractive? 1.....3.....5
3. How well do pieces represent characters? 1.....3.....5
4. How clear are the rules? 1.....3.....5
5. Is the game playable—does it work? 1.....3.....5

Storyline Plan

1. How well does the game review the history information? 1.....3.....5
2. How well do the pieces (questions, chance cards) show major events, problems, solutions? 1.....3.....5
3. Did you learn anything new from this game? Yes No
4. How much did you like playing the game? 1.....3.....5
5. How would you rate this game overall? 1.....3.....5

Other comments or suggestions?

Appendix N: “I’m Done, Now What Can I Do?”
Dramatic Scene Vocabulary

Name _____ Date _____

1. Script –copy of play used by those performing it
2. Scene –division of a play; usually a separate part of an act; certain event in a play
3. Character –a person in a story or play
4. Dialogue –the parts of a play that are conversation between characters
5. Setting –the time and place in which play is set
6. Narrator –the person who tells what is happening in the play
7. Stage Directions –describe actions, characters and setting; tell how characters move or speak; what prop and special effects are needed
8. Italicized –printed letters that slant upward and to the right (often used for stage directions)
9. Problem –the obstacles or conflict that characters face
10. Solution –how the problem is solved or explained

Other words:

Appendix O: “I’m Done, Now What Can I Do?”— Writing A Dramatic Scene Guidelines & Checklist

Name _____ Date _____

Assignment: Working alone or with others, write a dramatic scene with characters, setting, and plot using your Core Knowledge content. Use your vocabulary sheet to help you out.

A **scene** is a short play. It usually concerns a single event and happens in a single setting. A play can have more one scene. Sometimes plays have Acts with scenes.

The script of the play contains **dialogue**, or the conversation of characters. The characters’ names are capitalized and words spoken by that character follow the name.

Stage directions, or descriptions of actions, characters, and setting are also part of the script. These directions tell how the scene is to be performed. They give information about how the setting should look to the audience; how the characters move and speak; what props are needed; and what special effects should be used. Stage directions are *italicized* or underlined and put inside parentheses ().

The **plot** of the play contains a problem. As the characters try to solve this problem, the play builds to its highest point. The characters need to have believable personality traits and clear motivations for their actions. The audience learns about the characters through their dialogue and actions.

Prewriting

- 1. Find an idea from your history book (or classic we’ve read) for your dramatic scene. Your scene should be based on people or events we have studied.
- 2. List your top few ideas. Circle the one you pick.

- 3. Think about the characters. Make a chart on another piece of paper. Who are they? How do they look, sound, act? What is their age, job, personality?
- 4. Decide on your setting. What historical period is it? Where is it located? What season or time of the year is it? What type of furniture, props might you need? When and where does the action in each scene take place? What is the background scenery needed?
- 5. Think of the problem or conflict that the characters will face.
- 6. List possible problems on your brainstorm chart.

Dramatic Scene Outline

- 1. **Cast of characters:** List your characters in the order of appearance with some basic information for each (age, relationship to others, etc.)
- 2. **Setting the stage:** Describe the background scenery, furniture, and lighting. Tell which characters are on stage and what they are doing as the scene begins.
- 3. **Beginning:** Make it clear who your characters are and how they are related. Give background information that is important to the plot. Introduce the problem.
- 4. If your play will have more than one scene, decide where to put it. Label each scene in order. Scene 1: Midnight in Boston; Scene 2: The next day at Concord
- 5. **Middle:** Show the reactions of characters to the problem. Build toward the point of highest interest. Introduce minor characters and show their relationship to each other.
- 6. **Ending:** Reach the point of highest interest. Show the characters’ reactions. Show the final outcome.

Appendix O, cont. “I’m Done, Now What Can I Do?”

- ❑ 7. Refer back to your history content to make sure information is accurate.
- ❑ 8. When your outline is complete, practice writing the dialogue. Write at least one line for each character. Develop a conversation between the characters. You can use a narrator to help explain things too.
- ❑ 9. Choose a title for the dramatic scene. This can refer to an important event, object, character, setting or statement in the scene.

Writing Line By Line

- ❑ 1. On a new piece of paper, write your **Title**.
- ❑ 2. Underneath it, write your **Cast of Characters**.
- ❑ 3. List the characters in order of appearance.
- ❑ 4. Identify each character briefly.

- ❑ 5. On a new line, write the word **Scene 1**.
- ❑ 6. State the time and place. Describe the scenery, furniture and lighting.
- ❑ 7. Tell the characters who will be on stage.
- ❑ 8. Describe them briefly and tell what they are doing as this scene begins. These are your stage directions (type these in italics).

- ❑ 9. Write the name of the **first character to speak** on the next line. Capitalize the name and follow it with a colon (:).
- ❑ 10. Write what the character says.
- ❑ 11. Italicize all stage directions, descriptions of character’s movements & speech and put inside of ().
- ❑ 12. Begin a new line each time a different character speaks.

- ❑ 13. Follow your outline, use the dialogue and stage directions to introduce the problem.
- ❑ 14. Develop the sequence of events.
- ❑ 15. Whenever the **scene** changes, skip a line and write **Scene 2, 3, etc** and give the **setting**. Follow steps 5 – 12.

- ❑ 16. Build suspense through your **dialogue**.
- ❑ 17. Introduce additional characters as they appear through dialogue and stage directions.
- ❑ 18. Present the highest point and then show the solution.
- ❑ 19. Show the characters’ reaction to the solution.
- ❑ 20. Write the final stage directions that tell what characters are doing as the final scene ends.

Revising and Editing Checklist: Content

- ❑ The title points to something important and interesting.
- ❑ I have listed and identified the characters.
- ❑ I have described the scenery.
- ❑ I have told what the characters are doing at the beginning of each scene.
- ❑ Stage directions describe speech and actions of characters & list props needed.
- ❑ Dialogue and narrator (if used) give necessary background information.
- ❑ Dialogue explains problem, solution, and character reactions.
- ❑ Plot of story matches Core Knowledge content.

Appendix O, cont. “I’m Done, Now What Can I Do?”

Style

- ❑ I put colons (:) after character’s name before they speak.
- ❑ I have enclosed stage directions in ()

Grammar, usage, mechanics

- ❑ Each sentence is complete without run-on sentences. Any fragments are done on purpose.
- ❑ All words are spelled correctly.
- ❑ I have punctuated sentences correctly.

- ❑ **Show script to teacher; get feedback and suggestions.**

- ❑ **Make corrections.**

- ❑ **Type your final script on the computer.**
Make enough copies for all characters and narrator to have one.

- ❑ **Recruit others to participate and assign character parts.**

- ❑ **Practice, practice, practice.**

- ❑ **Make simple scenery, collect or make props and costumes.**

- ❑ **Plan performance.**
 - ❖ When
 - ❖ Where
 - ❖ Who will be invited
 - ❖ Share information with teacher, principal, secretary, custodian, other special guests.
Get needed approval.
 - ❖ Make and send invitations

- ❑ **Complete self-evaluation and cooperative learning checklist.**

- ❑ **Select sampling of students, parents, or guests to give feedback after the performance.**

Appendix P: “I’m Done, Now what Can I Do?”—Feedback form

In the spaces below write your name (Evaluator) and the name of the person you are evaluating (Evaluatee). Make two positive comments about what you liked and one suggestion for improvement.

Title of Project _____

Evaluator: _____

Evaluatee: _____

Liked:

1 _____

2 _____

Suggestion for improvement:

In the spaces below write your name (Evaluator) and the name of the person you are evaluating (Evaluatee). Make two positive comments about what you liked and one suggestion for improvement.

Title of Project _____

Evaluator: _____

Evaluatee: _____

Liked:

1 _____

2 _____

Suggestion for improvement:

**Appendix Q: “I’m Done, Now What Can I Do?”—
Writing A Dramatic Scene Scoring Rubric**

Name _____

Date _____

Title of Project _____

	4	3	2	1
<i>Content</i>	The scene is well written and interesting. It is organized and easy to understand. It gives complete and accurate information.	The scene is interesting. It is organized and understandable. It gives complete and accurate information.	The scene is confusing at times. It gives accurate but only partial information.	The scene is confusing. It gives inaccurate or incomplete information.
<i>Format</i>	No corrections are needed.	Few corrections are needed.	Some corrections are needed.	Many corrections are needed.
<i>Performance</i>	All props, costumes, and scenery are creative. They greatly enhance the performance.	Props, costumes, and scenery are creative. They enhance the performance.	Some props, costumes, and scenery are used. They do little to enhance performance.	No appropriate props, costumes, or scenery are used.
<i>Delivery</i>	Effective eye contact. Speaks clearly with variations in rate, volume, tone and inflection. Fluent delivery. Strong use of facial expressions, gestures, body language.	Eye contact good. Speaks clearly with effective rate, volume, tone and inflection. Generally fluent delivery. Appropriate use of nonverbal techniques.	Some eye contact. Incorrect pronunciation with ineffective rate, volume, tone. Few appropriate non-verbal techniques used.	No eye contact. Poor pronunciation. Ineffective rate, volume, tone and inflection. Nonverbal techniques are distracting.
<i>Self-Directed Learner</i>	Student stays on task and follows directions; uses time well. Student works cooperatively.	Student stays on task and follows directions; minimal assistance needed to complete project. Student works cooperatively.	Student needs a lot of teacher direction to complete project. Student hinders group efforts.	Student does not complete project. Student hinders group efforts.

**Appendix R: “I’m Done, Now What Can I Do?”—
Writing a Dramatic Scene Self-Evaluation**

Name _____ Date _____

Project Title _____

1. Describe your favorite part of this project: _____

2. What was most difficult and why? _____

3. What would you change and why? _____

4. Rate the quality of your project: (1 = poor 5 = excellent)

Script	1	2	3	4	5
--------	---	---	---	---	---

Scenery	1	2	3	4	5
---------	---	---	---	---	---

Props & costumes	1	2	3	4	5
------------------	---	---	---	---	---

Overall Performance	1	2	3	4	5
---------------------	---	---	---	---	---

5. Rate your ownership on this project (consistent effort, responsibility, enthusiasm) 1 2 3 4 5

Explain _____

6. Rate your group on collaboration (working together, talking and compromising, sharing responsibilities)

1	2	3	4	5
---	---	---	---	---

Explain _____

Appendix S – “I’m Done, Now What Can I Do?” - Work Cited Reference Sheet

Name_____

Date_____

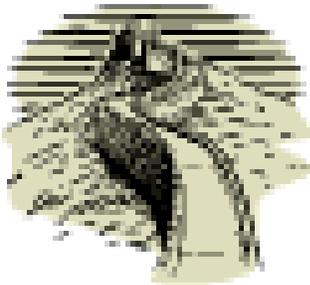
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Now open your textbook to Geography of Africa. Pick a photograph and write the citation below. Please add page number.

Locate one more graphic about Africa and write the citation and page number.

When using this skill in your project, you will make font size smaller and place citation under image.

**Appendix T: “I’m Done, Now What Can I Do?”—
Newspaper Vocabulary**

Name _____

Date _____

1. Byline –Write of article, usually printed under the headline
2. Caption –Explanation of photo, drawing, or graph
3. Column – The vertical sections of a newspaper
4. Copy – The text or words in the article
5. Edit – To make changes in an article
6. Graphics – Pictures, graphs, drawings
7. Interview –A meeting in person in which reporter asks questions to get information for a story
8. Inverted Pyramid Style – The practice of placing the most important news at the beginning of the article, moving to more detailed information
9. Lead Paragraph – First paragraph in an article, it sets the tone and invites reader to read on
10. Masthead –Title of newspaper and other publication facts
11. Putting the Paper to Bed –When paper is ready to go to print

Work with your partner to learn newspaper vocabulary. Then use a newspaper to find samples of as many of the vocabulary words as possible. Cut them out and glue them down to a large piece of paper. Write the vocabulary word next to each example.

Newspaper Vocabulary

Name _____

Date _____

1. Byline –Write of article, usually printed under the headline
2. Caption –Explanation of photo, drawing, or graph
3. Column – The vertical sections of a newspaper
4. Copy – The text or words in the article
5. Edit – To make changes in an article
6. Graphics – Pictures, graphs, drawings
7. Interview –A meeting in person in which reporter asks questions to get information for a story
8. Inverted Pyramid Style – The practice of placing the most important news at the beginning of the article, moving to more detailed information
9. Lead Paragraph – First paragraph in an article, it sets the tone and invites reader to read on
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11. Putting the Paper to Bed –When paper is ready to go to print

Work with your partner to learn newspaper vocabulary. Then use a newspaper to find samples of as many of the vocabulary words as possible. Cut them out and glue them down to a large piece of paper. Write the vocabulary word next to each example.

Appendix U: “I’m Done, Now What Can I Do?”— Interview Guidelines/Evaluation Sheet

Name _____ Date _____

Interviewing is an important way to obtain information. It is necessary to plan carefully, be prepared, and conduct the interview properly.

Before the Interview:

- Meet with your interview partner.
- Review the interview questions.
- Decide who will ask which questions first and if you might need a follow-up question. Avoid “yes” or “no” answers.

Day of the Interview:

- Arrive five minutes early.
- Take your interview questions, clipboard and two sharpened pencils (each person should have these).
- Introduce yourself. Explain the purpose of the interview.
- Be very polite and attentive.
- Speak clearly when you ask your questions. Do a follow-up question if more information is needed.
- Take careful notes. If you want to quote him/her, make sure you have the information word for word.
- Ask the person you are interviewing to spell any names you are not sure of.
- Offer to bring him/her a draft of the interview for approval before it is printed.
- Tell him/her that a group photograph might be taken later.
- Thank him/her for the interview time.

After the Interview:

- Think about your lead sentence and what you want to include.
- Write your lead sentence and lead paragraph. Remember to include at least 4 of the 5 W’s in this paragraph.
- Make your lead paragraph interesting but don’t include all the details.
- Complete your rough draft that is no more than three paragraphs long.
- Write a catchy headline that is three to five words long..
- Revise; edit punctuation, capitalization, spelling; check for accuracy of information.
- Take copy of revised article to person you interviewed for their approval.

In the Computer Lab:

- Experiment with Publisher software.
- Have an adult help you with font size and placement of your article on existing pages.
- Type in your revised article and headline.
- Include your name in the byline.
- Use spell check and grammar check. Save changes.
- Have an adult help you import clipart or digital photographs into the newspaper.
- Save your work.

Appendix U: cont. Self-Evaluation Checklist

Name of reporter _____

Name of interview subject _____

Headline _____

- Headline has good choice of words
- Headline is in bold face and centered
- Byline includes reporter's name
- Byline is under headline but not in bold face
- Lead sentence is interesting to the reader.
- Lead paragraph includes at least 4 of the 5 W's
- Article is written using inverted pyramid style and answers 5 W's.
- Article has a good closing
- Article is accurate
- Article is interesting
- Article reads smoothly
- Person interviewed has read and approved article as written or has made corrections
- All editing corrections and revisions have been made and saved.

Name of reporter _____

Name of interview subject _____

Headline _____

- Headline has good choice of words
- Headline is in bold face and centered
- Byline includes reporter's name
- Byline is under headline but not in bold face
- Lead sentence is interesting to the reader.
- Lead paragraph includes at least 4 of the 5 W's
- Article is written using inverted pyramid style and answers 5 W's.
- Article has a good closing
- Article is accurate
- Article is interesting
- Article reads smoothly
- Person interviewed has read and approved article as written or has made corrections
- All editing corrections and revisions have been made and saved.

**Appendix V : “I’m Done, Now What Can I Do?”
Scoring Rubric Interview**

Name _____

Date _____

	4	3	2	1
<p><i>Content</i></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It gives complete and accurate information. No corrections are needed.</p>	<p>The content is mostly organized and understandable. It gives complete and accurate information. Few corrections are necessary.</p>	<p>The content is hard to follow and confusing at times. It gives accurate but only partial information. Some corrections are necessary.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. Many corrections are necessary.</p>
<p><i>Technology</i></p>	<p>Article includes a headline and byline appropriately placed. Appropriate formatting used. No corrections needed.</p>	<p>Article includes a headline and byline that are appropriately placed. Few corrections needed in formatting.</p>	<p>Article includes a headline or byline appropriately placed with many corrections needed.</p>	<p>Article does not have headline or byline. Many corrections are needed.</p>
<p><i>Self-Directed Learner</i></p>	<p>Student stays on task and follows directions; uses time well to meet due dates. Student works cooperatively in group.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time. Student works cooperatively in group.</p>	<p>Student needs a lot of teacher direction to complete project on time. Student hinders group efforts.</p>	<p>Student does not complete project or turn in on time. Student hinders group efforts.</p>

Appendix W—“I’m Done, Now What Can I Do?”- Publisher, Newspaper Guidelines & Checklist

Name _____ Date _____

Step 1: Decide if you want to be a Section Editor (sports, entertainment, news, features, editorials) or one of two Co-Editors. (Student reporters will turn in finished articles in to Section Editors; Section Editors will edit, revise, type and turn in to Co-Editors. Co-Editors will make final decisions about paper). You will be working as a team on this project.

Step 2: Divide into two groups according to interest--Co-editors and Section Editors. Talk with each other about your ideas and agree on the jobs. It is possible to have two news editors or sports editors, etc. if there is a lot of interest. But it is important to cover all sections.

Step 3: In your Section Editors group, look at materials inside your folders.

- ❖ Review the list of What to Write About from the NESPA
- ❖ Brainstorm the types of stories you want to be written for your section.
- ❖ Make a list of stories from most important to least important
- ❖ Be ready to explain your ideas to class.

Step 4: In your Co-Editors group, look at materials inside the folder

- ❖ Review the list of What to Write About from the NESPA
- ❖ Read and take notes from *The Reporter’s Notebook* and *Kid in Print*.
- ❖ Go to computer lab and check out the newspaper templates in Publisher. Decide on the template you want to use for the paper. Brainstorm possible names for the paper.
- ❖ Be ready to share these with Section Editors.
- ❖ Meet with teacher to decide style sheet requirements.

Step 5: Section Editors and Co-Editors meet and share information with each other.
Be ready to share newspaper plans with classmates.

Step 6: Share ideas with classmates.

List story ideas and due dates on poster.

Meet in small interest groups to discuss story ideas and have classmates sign up.

Step 7: Provide activity sheets for reporters. Review 5 W’s and inverted pyramid format.

- ❖ Answer the 5 W’s –who, what, where, when, why
- ❖ Do a rough draft from your notes.
- ❖ Get suggestions for improvement from others in your group.
- ❖ Meet deadlines and have all articles finished on time.

Appendix W, cont. –Publisher, Newspaper Guidelines & Checklist

Step 8: Turn in finished articles to Section Editors.

Editors proof, revise and type articles into Publisher.

- ❖ Type in articles-put a headline and byline for each article.
- ❖ Use the spell and grammar checks.
- ❖ Insert the graphics you have selected (scanned photos, electronic graphics, or scanned drawings, maps, etc.)
- ❖ Correctly cite each of your graphics.
- ❖ Save your work!
- ❖ Have another person in your group read the article for accuracy and any suggestions.
- ❖ Make needed changes and save again.

Step 9: Co-editors keep track of deadlines and oversee typing of articles on the computer.

Select the color and other effects. Decide which articles and which pictures will go on each page

Make sure typing follows style sheet.

Evaluation Checklist

- Headline has good choice of words
- Headline is in bold face and centered
- Byline includes name(s)
- Byline is under heading but not in bold face
- Lead paragraphs are interesting to the reader
- Article is written following inverted pyramid style and answers the 5 W's
- Article has a good closing
- Article is accurate
- Article is interesting
- Article reads smoothly
- All editing corrections have been made
- Graphics help explain the information in the articles
- All graphics are properly cited

Step 10: Print out copy of paper for teacher or adult to proofread.

Step 11: Make all revisions; print again; proof again!

Step 12. Paper is ready to be put to bed!

**Appendix X: “I’m Done, Now What Can I Do?”—
Scoring Rubric Publisher, Class Newspaper**

	4	3	2	1
<p><i>Content</i></p> <p>A score of 5 will be given to exceptional work</p>	<p>The content is organized and easy to understand. It gives complete and accurate information. Articles include headlines and bylines appropriately placed. No corrections are needed.</p>	<p>The content is mostly organized and understandable. It gives complete and accurate information. Articles include headline and byline appropriately placed. Few corrections are necessary.</p>	<p>The content is hard to follow and confusing at times. It gives accurate but only partial information. Articles include some headlines and bylines. Some corrections are necessary.</p>	<p>The content is confusing and disorganized. It gives inaccurate or incomplete information. No headlines or bylines are used. Many corrections are necessary.</p>
<p><i>Technology</i></p>	<p>Newspaper includes at least four appropriate graphics that enhance publication and help explain content. All graphics are cited correctly. Color and design add interest. Style sheet is followed.</p>	<p>Newspaper has fewer than four graphics or graphics are not representative of content. Most graphics are cited correctly. Color and design are fine. Style sheet is followed.</p>	<p>Few graphics are used and they do little to explain content. Graphics are not cited. Color and design are satisfactory. Style sheet is partially followed</p>	<p>No graphics or effects are used. Design is not interesting. Style sheet not followed.</p>
<p><i>Self-Directed Learner</i></p>	<p>Student stays on task and follows directions; uses time well to meet due dates. Students works cooperatively in group.</p>	<p>Student stays on task and follows directions; minimal assistance needed to complete project on time. Students works cooperatively in group.</p>	<p>Student needs a lot of teacher direction to complete project on time. Student hinders group efforts.</p>	<p>Student does not complete project or turn in on time. Student hinders group efforts.</p>