

The Profiler

“The Profiler”

Using Learning Preference to Harness Student Learning at both Entry and Exit Points

What is “The Profiler”?

Theory Behind “The Profiler”

Howard Gardner – Intelligence Types and Entry Points

- ◆ Suggests 8 different types of intelligence preferences or strengths (visual-spatial; logical-mathematical; verbal-linguistic; musical-rhythmic; bodily-kinesthetic; interpersonal; intrapersonal; naturalistic)
- ◆ Asserts that these strengths affect how children take in information, solve problems, and express learning (children with different strengths do so in different ways)
- ◆ Believes that using these intelligence preferences as “entry points” (or even exit points) can allow children to tap into their strengths, interests, and prior experiences, thus enhancing “motivation, success, and understanding”

From Tomlinson (1999), *The Differentiated Classroom*

Theory Behind “The Profiler”

The Parallel Curriculum

Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002

“A well designed product assignment produces tangible evidence of student learning. ...Exemplary products are closely aligned to content goals, authentic (i.e., represent ways in which a professional in a domain would work), efficient, equitable, and diagnostic. *They provide an opportunity for students to link their own interests and talents with content goals or to extend their range on interests and abilities*” (p. 61, *emphasis added*).

Theory Behind “The Profiler”

How People Learn (2000) The National Research Council

“Ideas are best introduced when students see a need or a reason for their use—this helps them see relevant uses of knowledge to make sense of what they are learning. Problem situations used to engage students may include ... the relationship of that domain to other domains, or the uses of ideas in that domain” (p. 139).

How to Create a “Profiler” Assignment

The teacher...

- ◆ ...selects the knowledge, skills, and essential understandings that s/he would like students to either 1) begin to explore, or 2) synthesize and demonstrate mastery of.
- ◆ ...looks at these K-U-Ds and finds learning modes through which students could demonstrate this learning.
- ◆ ... selects jobs/occupations that are associated with the different learning styles....

How to Create a “Profiler” Assignment *(cont'd)*

Examples of intelligence preferences and associated jobs/occupations

- Visual-Spatial – *Artist, Cartoonist, Magazine layout editor*
- Logical-Mathematical – *Architect, Engineer, Mathematician*
- Interpersonal – *Counselor, Tour Guide, Teacher*
- Musical/Rhythmic – *Songwriter, Performing Artist*
- Verbal-Linguistic – *Writer, Commentator, Announcer*
- Bodily-Kinesthetic – *Actor, Builder*
- Intrapersonal – *Poet, Songwriter*
- Naturalistic – *Forest Ranger, Botanist*

How to Create a “Profiler” Assignment *(cont'd)*

Remember that...

- ◆ ... many intelligence preferences overlap with one another, and
- ◆ ...most children have more than one preference;...

...therefore, it is not necessary to use them all! Simply select those that are most conducive to the demonstration of your learning goals.

How to Create a “Profiler” Assignment (*cont'd*)

- ◆ Create several product assignment options in which students assume the role of a professional in order to demonstrate the learning outcomes you’ve targeted.
- ◆ Survey students to determine their “professional” preference.
- ◆ Assign product assignments accordingly.





“Profiler” Assignment Adaptations

- ◆ Survey your students first and determine their professional preferences; then, you can make up assignment options that best reflect the interests of the class.
- ◆ Every assignment option can cover the same K-U-D’s (see *Tom Sawyer* example, enclosed) –OR–
- ◆ You can use the options as part of a “Jig Saw” assignment and structure different products to target different skills and knowledge. Students would then share and be held responsible for other students’ information (see “Astronomy” example, enclosed).

Other ways to Differentiate “The Profiler”

- ◆ **Group Orientation:** Students can work individually, in groups, or be given the choice. Some preferences are more conducive to group work than others; you may want to alert students to this when they are selecting their preferences (see lesson plan for the “Astronomy” example, enclosed).
- ◆ **Readiness Level:** You can make two versions of each “profession” you choose to target – one for on or below grade level, and one for on or above grade level. Students still receive their choice of “profession,” but you assign them the product option that matches their readiness level. You can explain the differing assignments by emphasizing the need for “variety” in the classroom; just make sure the tasks are equally engaging and respectful (see next slide).

An Example of “The Profiler”

Learning Preference:	<u>Level 1 – On or below grade level</u>	<u>Level 2 – On or above grade level</u>
Artist: 	The Writing's on the Wall You ARE Tom Sawyer. You will create a “Growth Mural” of yourself to give to Becky in order to show her how much you’ve matured.	Life is Like a Box of Chocolates Illustrate Tom’s growth or maturation through the use of an extended metaphor or simile that compares Tom’s growth process to _____.
Announcer: 	Hannibal on a Wire Create an audio recording of the scene that you feel was the most important to Tom’s growth.	Tommy Goes to Hollywood Create and produce an NPR (National Public Radio) segment in which the hosts of the show interview Steven Spielberg about his upcoming film adaptation of <i>The Adventures of Tom Sawyer</i> .
Writer: 	Growth Report Card You are a psychologist hired by Aunt Polly to examine Tom’s behavior and assess his growth.	Investigative Report Develop a Private investigator’s Report about Tom’s emotional and mental growth and well-being.
Actor: 	Lights, Camera, Action! Choose an important scene that demonstrates Tom’s growth of character, and act it out using props, costumes, etc.	Live with Dr. Phil! Act out an episode of the Dr. Phil show in which characters from the book will discuss whether or not they believe that Tom has grown or changed and how.

See enclosed lesson plan for further details on this assignment.

Intelligence preferences and associated jobs/occupations

Visual-Spatial	<i>Artist, Cartoonist, Magazine layout editor</i>
Logical-Mathematical	<i>Architect, Engineer, Mathematician</i>
Interpersonal	<i>Counselor, Tour Guide, Teacher</i>
Musical/Rhythmic	<i>Songwriter, Performing Artist</i>
Verbal-Linguistic	<i>Writer, Commentator, Announcer</i>
Bodily-Kinesthetic	<i>Actor, Builder</i>
Intrapersonal	<i>Poet, Songwriter</i>
Naturalistic	<i>Forest Ranger, Botanist</i>

LESSON TITLE: Astronomy: Eclipses

Curriculum Area(s): Science	Author: Jaime Dressler / Kristi Doubet
Grade Level: Seventh	Author Contact: kjd7u@virginia.edu
Time Required: 90-130 minutes	Instructional Grouping: Groups are formed according to students' selection of their learning-style preference.
Standards: <i>Rockwood School District Board of Education</i> <u>Seventh Grade Science – Selected Content and Skills:</u> By the end of grade 7, all students should know: <ol style="list-style-type: none">1. Technological tools have allowed us to increase our knowledge of the solar system.2. Moon phases, lunar eclipses, and solar eclipses result from the angle from which we view the moon. By the end of grade 7, all students should be able to: <ol style="list-style-type: none">1. Explain why eclipses occur less frequently than new or full moons.	
Materials: <ul style="list-style-type: none">• Index cards• Styrofoam balls• Pencils• Modeling clay or Play Dough• Pipe cleaners• Aluminum foil• Garbage bags (3)• Chart paper and markers• Texts and classroom computers• Flashlight and/or overhead projector• Writing prompt (attached)• Notes (attached)• Group Task sheets (attached)	
Overview: <p>This lesson will introduce eclipses and allow students to research eclipses in more detail using a variety of sources; they will also present their findings using a variety of reporting modes.</p>	

As a result of this lesson students should:

know. . .

- Moon phases, lunar eclipses, and solar eclipses result from the angle from which we view the moon.
- Eclipse: the shadow cast by one body (such as the Earth or the Moon) upon another.
- A lunar eclipse is when the Moon passes through the shadow cast by the Earth.
- A solar eclipse is when the Moon shadows the light of the Sun as seen from Earth.

understand. . .

- Systems (such as solar systems) have cycles.
- Humans are affected by the phenomena created by the cycles of our solar system.

be able to do. . .

- Explain why eclipses occur less frequently than new or full moons.
- Explain why and how eclipses occur
- Discuss the safety issues and aesthetic pleasures associated with eclipses.

Pre-Assessment:

Prior to the beginning of this lesson (ideally at the end of the previous lesson), give each student an index card. The student's name should go on one side of the card, and on the other his/her answer to the following question: **"Which 'job' would you rather have: an actor, an artist, a builder, a musician, or a writer?"** Make sure the job titles are listed on the board, along with the instructions for students to list and label their first and second choices. Use these cards to form five groups -- one for each "job." Make an effort to give each student his/her first choice, but use second choices if necessary to balance the numbers in groups.

These groups will form a "Jig Saw;" each group will research a different aspect of the subject of eclipses, and will share their findings with their classmates.

Steps in Lesson:

1. Ask students how people in ancient times kept track of the days? Of the time of day? Draw attention to how much more people in ancient time paid attention to the moon and the Sun than people do today.

2. Ask students to have a piece of paper and pencil out and ready; then, read them the following scenario (handout version attached):

You are living in the year 800 B.C., and are from an agricultural background. Your family uses the sun and the moon phases to govern its planting, harvesting, etc. One day you are working in the fields, and notice that the sunlight is growing dim -- which is strange because the sun is at its midday height, and there's not a cloud in the sky! You start to look up, but your wise grandfather warns you to avoid this, and leads you to a nearby pond. He tells you to use the pond as a mirror to watch the events in the sky unfold. You look at the sun's reflection and see that it looks as if someone has taken a bite out of it! Slowly, the "bite" grows in size, and as it does, the world grows dark. A cold wind picks up, but that is the only sound you hear, for you notice that the birds have all stopped singing, and that even the bees (and other insects) are nowhere to be found! Flowers and leaves curl up as if it is night fall, and you notice strange lights playing on the horizon. And then, suddenly -- darkness! Looking back into the pond, you see that the sun is completely blacked-out, but surrounded by a halo of beautiful shimmering lights. You turn to your grandfather in fear, and wonder at his calm demeanor. "WHAT IS GOING ON?" your mind screams!

Writing prompt: "If you were alive in 800 B.C. and had just experienced this phenomenon, what would you think was happening to your world? Write a paragraph about what your thoughts, feelings, and hypotheses about this strange event would have been."

3. Share students' responses, and tie this into the lesson by explaining that modern-day technology allows us to understand what's happening during this phenomenon -- a solar eclipse!

4. Give notes on definition, order and results of both lunar and solar eclipses (attached). Demonstrate using technique as described at <http://solar-center.Stanford.edu/eclipse/model.html> (also attached). Be sure to focus on the portion of the activity dealing with why eclipses occur less frequently than do new or full moons.

5. Show pictures of eclipses (from Internet) on monitor (see websites below).

6. Divide students into the five teams as determined by the learning style Pre-Assessment (see above). Give students their group activity sheets and ask them to create presentations on the following topics:

Actors: Create and perform a children's television program (e.g. "Blue's Clues") episode about what happens during a solar eclipse

Artists: Create a poster for those who are unable to read, illustrating how to safely view a solar eclipse

Builders: Build a model of a lunar eclipse for museum

Musicians: Write and perform a song about the experience of observing solar and lunar eclipses

Writers: Write an article for *USA Today* telling folks how and when to observe the next lunar eclipse, as well as what they can expect to see.

**More thorough activity sheets outlining the students' tasks and objectives are attached.

What is differentiated and how?

Students' responses to the "Job" question indicate their preferred learning styles. These learning styles are accommodated in the culminating activity (Step 6).

Sharing/Closure Activity:

Students share and discuss presentations in "Jig Saw" fashion.

Student Post-Assessment:

Assess accuracy of presentations to determine students' grasp of content. Clarify misconceptions observed in presentations. A worksheet reviewing this content will be given at the conclusion of the following class period (which will feature a high-interest review activity).

Practical Hints for Implementation:

Step 2 -- Although a handout of the writing prompt is provided, the scenario should still be read aloud to accommodate the auditory learners.

*Related Web Sites:

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Leprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

***Attachments:**

Writing prompt/scenario
Notes (from original transparency)

Group Assignment sheets

***Supplemental Resources:**

Supplies (as listed in "Materials" section above) are for simulation in Step 4 and for group activity in Step 6.

***Additional Comments:**

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<file:///E:/Strategies%20Materials%20for%20Participants/The%20Profiler/Lesson%20Four%20Eclipses.htm>

Astronomy Musicians

Your mission is to write and perform a song (any style of music) about the **experience of observing** solar and lunar eclipses. You can make up a new tune or write new lyrics that fit with an existing melody.

- ❖ You should have at least one verse about each type of eclipse.
- ❖ Include a chorus about both types of eclipses/eclipses in general.
- ❖ Make it personal and fun.

You must perform the song. Choreography is optional. Feel free to add percussion and sound effects. If you work efficiently, you may be able to record the song and play the recording for the class, rather than performing the song live. In any case, your classmates need access to your lyrics (transparency, LCD, handout, etc).

Although your song can be fun, IT MUST REFLECT ACCURATE CONTENT! Remember, you're focusing on what it's like to observe these events. Consult your text (Chapter 20) and/or the websites listed below to gather the appropriate information. One group member should type up the lyrics on my computer so we can display them while you perform.

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Leprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

Astronomy Writers

Your task is to write an article for *USA Today* telling folks when and how to observe the next lunar eclipse, as well as what they can expect to see. You should include the following information:

- ❖ The actual date and duration of the next three lunar eclipses that will be visible from North America (use the internet and the second website listed below for this.)
- ❖ What people can expect to see in a lunar eclipse
- ❖ Tips for lunar-eclipse gazers
- ❖ Graphics (if desired)

Use your textbook (Chapter 20) and the websites listed below to gather your information. In addition, one of you may want to visit the library or *USA Today* on-line to get a feel for the paper's "style." Their audience is adults, but not those who are especially scientific, so make your article understandable.

Make sure you type up the article and develop a way of sharing it with the class (oral reading, transparency, LCD, etc.).

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Lprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

Astronomy Builders

Your group has been commissioned to build a model of a total lunar eclipse for a local museum. Your model must accurately reflect the scale and geometry of this phenomenon.

You can build a small model using Play Dough, pipe cleaners, aluminum foil, a flashlight, etc., or you may build a larger model using garbage bags, and anything else you can creatively devise.

If you're feeling too cramped, you may split into smaller groups and build three models representing the three basic types of lunar eclipses (see the second website listed below).

You are free to use other objects in the room you're your teacher's permission. Be creative, but do not be destructive.

For more information, consult your text (Chapter 20) and/or the websites listed below.

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Lprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

Astronomy Actors

Your job is to create and perform an episode of a children's television program (e.g. "Blue's Clues"). This episode should be all about what happens during a solar eclipse.

Be sure to include the following information:

- ❖ What a solar eclipse is.
- ❖ What happens on earth during an eclipse
- ❖ What happens in the sky during a solar eclipse.

Remember - Your audience is CHILDREN so keep it simple and fun! Choose one person to be your director, and everyone else in the group should be involved as either an actor or a prop! It can be silly, but it should be accurate and clearly portrayed.

Before you begin you should write up a quick script of what will occur during your episode. You can use your book (Chapter 20) or the following websites to help gather information:

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Leprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

Astronomy Artists

Create a poster - or series of posters - that clearly illustrates the procedure for safely viewing a solar eclipse. Your poster(s) will be designed for those who are unable to read, so it/they must communicate clearly through pictures and graphics, and should not rely heavily on captions.

Your posters should depict what people should do and what they should not do if they are attempting to closely observe a solar eclipse. You can use your text (Chapter 20), and the websites listed below for your information. In addition, you may want to try a "Google" search. Poster paper, markers and other materials are available; let your teacher know what else you need.

<http://solar-center.Stanford.edu/eclipse/model.html>

www.mreclipse.com/Special/Leprimer.html

www.mreclipse.com/Special/Seprimer.html

www.windows.ucar.edu

www.earthview.com/tutorial/effects.htm

www.wdc.rl.ac.uk/ionosondes/eclipse/

<http://education.jpl.nasa.gov/educators/eclipse.html>

UNIT TITLE: *The Adventures of Tom Sawyer*

LESSON TITLE: Final Product Assignment: The Maturation of Tom Sawyer

Curriculum Area(s): English/Literature	Author: Kristina Doubet and Marla Capper
Grade Level: 7 th Grade	Author Contact: doubet@virginia.edu and mec4y@virginia.edu
Time Required: 2 days to one week – use your discretion to decide how long you would like to spend on this project.	Instructional Grouping: Student assignments are determined by both... <ul style="list-style-type: none">• Student interest/learning profile• Student readiness
Materials: <ul style="list-style-type: none">• Index cards• Novel – <i>The Adventures of Tom Sawyer</i>• Computers with Internet access• Master chart of assignment topics (for teacher use only)*• “Maturation” transparencies (2)*• Student assignment sheets (8 total – 2 levels of each: Visual, Oral, Written, Kinesthetic)*• Project scoring rubric*• Materials for different groups:<ul style="list-style-type: none">○ <u>Artistic</u>: Poster paper and drawing/sketching utensils○ <u>Oral</u>: tape recorder with blank audio tapes; student-supplied props as needed○ <u>Written</u>: Paper and word-processors (if desired)○ <u>Dramatic</u>: Video camera and blank tapes (if desired); student supplied props, costumes, and scenery, as needed <p>* = Attached</p>	
Overview: <p>Students have finished the novel and have been examining Tom’s character in depth. They have examined his growth and maturation through the eyes of other characters, debated his motivation and character, and evaluated him as a hero. They are now going to synthesize this knowledge and draw a final conclusion as to whether or not Tom has matured throughout the course of the story. This is the major theme of the novel, and has been addressed throughout the unit; however, a final determination of Tom’s growth cannot be drawn until the story’s conclusion.</p>	
As a result of this lesson students should:	
know. . .	
<ul style="list-style-type: none">• the definition of “maturation” to be <i>coming to full development; becoming</i>	

mature; demonstrating growth and evolution.

understand...

1. ...that characters may mature or regress as the novel progresses.
2. ...that characters may mature or regress as the novel progresses.
3. ...that the pace and degree of maturation can be affected by many factors

be able to do. . .

- ...form an opinion about the growth and maturation of Tom Sawyer
- ...use details from the novel to support and defend this opinion
- ...trace the development of a character throughout the course of the novel
- ...synthesize and communicate ideas clearly, thoroughly and effectively via their choice of modality
- ..develop and create a product that meets the following criteria:
 - uses key details from the novel
 - makes a complete case
 - considers supporting characters' viewpoints
 - is appropriate/useful for its target audience
 - gives evidence of revision and quality in content and presentation
 - is thought-provoking, rather than predictable

Pre-Assessment:

1. Prior to the beginning of this lesson, distribute an index card to each student.
Write the following on the board:

Artistic – Products rely on the ability to capture and portray important ideas via the use of illustrations, color, texture, etc.

Oral – Products rely on the spoken word, power of the voice (inflection, volume, expression, etc.), other sound effects, and cooperation to present a message

Written – Products rely on the written word, power of the writer's voice (perspective, tone, insight, etc.), and the ability to assume a "role" to present a message.

Dramatic – Products rely on body language, vocal expression, movement, use of proxemics and objects, and cooperation to present a message clearly and effectively.

2. Ask students to write their names and their top two choices of modalities (numbered_– "1" is first choice, and "2" is second choice) on their index cards

and return them to you. You may also want to point out that the “Oral” and “Dramatic” modalities will definitely involve group work, while the other two may not necessarily.

3. After receiving these index cards, and prior to beginning this lesson, do the following:
 - Sort student cards into their preferred modalities. Make an effort to give each student his/her first choice, but the second choice will provide you with some flexibility if you want to keep your numbers even.
 - Next, assess your students’ readiness levels to determine whether they should complete the “Level 1” activity or the “Level 2” activity. You can refer to your two preliminary readiness-level groups (formed according to the results of the pre-assessment), and then take into consideration the growth you have seen in your students as demonstrated in their journals, packet questions, and class discussions; revise your assessments of their abilities as necessary. Assign product levels according to the following criteria:
 - i. **Level ONE** assignments require a smaller leap because they are less complex and more straightforward. They ask students to complete a single-faceted task, with more structure and scaffolding. They are ideal for students who understand the novel at a more basic level, or who are struggling readers/writers.
 - ii. **Level TWO** assignments require greater leaps because they ask students to synthesize different portions of the text and transfer them to a completely new application. As these assignments are multi-faceted and more open-ended, they are best suited for students who can work at a higher degree of independence. These students are ready to tackle the novel at a more abstract level, and are able to read and write on or above grade level, as well as conceptualize the novel.

Steps in Lesson:

1. Ask the students how they would define “maturation.” Write key words on the board as students respond.
2. Display the attached transparency, which defines “maturation” as *coming to full development; becoming mature; demonstrating growth and evolution.*
3. Ask students if they can tell when people, plants, etc. mature. Write down their responses under the “observable” signs of physical maturation section of the transparency. At this point, you are looking for responses such as increase in size, graying hair, wrinkles, acquiring new skills, such as being able to walk, talk, etc.
4. Ask students what society expects from people who mature (at this point you are looking for responses such as demonstrating responsibility, behaving in

a “dignified” fashion, considering others’ feelings, etc.). Write these responses down on the “societal” section of the transparency.

5. Ask if all individuals mature at the same rate. Do all individuals, in fact, mature at all (at least according to society)
6. Explain that characters – like people – may mature or regress at different rates and in different ways, and that the pace and degree of maturation can be affected by many factors.
7. Explain that “maturation” is one of the major themes of *The Adventures of Tom Sawyer*, and that students will now have a chance to examine this theme in more detail. They will be developing and creating projects that will require them to:
 - Trace the development throughout the novel
 - Form an opinion about the growth and maturation of Tom Sawyer
 - Use key scenes and details, as well as their own reasoning and logic, to support and defend this opinion
 - Synthesize and communicate ideas clearly, thoroughly and effectively through their choice of modality.(See attached transparency.)
8. Tell students that you have assigned them projects based upon the responses they submitted on their index cards. They were all given either their first or second choices, but you wanted a variety of projects going on in the room (after all, you have four sections of this class!). Therefore, you have two different assignments to correspond to each modality (e.g. 2 written, 2 oral, 2 kinesthetic, and 2 visual), and will be distributing them to different students ensure variety.
9. Distribute the appropriate handout to each student. Discuss timelines and review rules for appropriate conduct during work periods. Allow groups to form as necessary, and let students begin working.

Sharing/Closure Activity:

Groups present projects. Use your discretion and knowledge of time availability and groups’ sizes to determine whether or not presentations should be made to full class or to smaller groups.

What is differentiated and how?

Product assignments are differentiated according to students’ learning profiles and readiness levels (as described in the pre-assessment section above).

Student Post-Assessment:

Evaluate student products according to criteria set forth in attached rubric.

Maturation Evaluation
The Adventures of Tom Sawyer

Student's Name: _____

Product Option: _____





Your product will be evaluated according to the following criteria:

	3	2	1
Statement of Opinion	You clearly and persuasively express your opinion of Tom's growth.	Your opinion of Tom's growth is clear.	It is unclear how you feel about Tom's growth.
Support for your Opinion	<ul style="list-style-type: none"> ▪ You defend your opinion with key events from the novel. ▪ These events provide a cohesive picture of Tom's character and motivation and demonstrate your keen understanding of the novel's content and theme of maturation. ▪ Selected references provide strong support for your opinion. You clearly delineate the connection between your selected events and how they support your opinion. 	<ul style="list-style-type: none"> ▪ You defend your opinion with key events from the novel. ▪ These events provide evidence of Tom's character and motivation and demonstrate a basic understanding of the novel's content and theme of maturation. ▪ Selected references provide support for your opinion. You make a connection between your selected events and how they support your opinion. 	<ul style="list-style-type: none"> ▪ You present too few events to make a strong case for Tom's growth (or lack thereof). ▪ It is not clear whether or not you possess an understanding of the novel's content, and theme of maturation. ▪ Your opinion is unsubstantiated with support from the novel.
Expression of Ideas and Product Quality	<ul style="list-style-type: none"> ▪ Your product communicates your ideas in a highly engaging, aesthetically appealing, and entertaining fashion. ▪ The high quality of your workmanship makes your product of exceptional caliber and fit for professional publication or performance. 	<ul style="list-style-type: none"> ▪ Your product communicates your ideas in a clear and interesting fashion. ▪ Your workmanship is solid. Your product is well designed and contains few errors or distractions to get in the way of your message. 	<ul style="list-style-type: none"> ▪ Your product lacks clarity and/or may lose the audience at times. ▪ Your product lacks workmanship in places; your errors tend to get in the way of your message.

The Maturation of Tom Sawyer

The Adventures of Tom Sawyer by Mark Twain

This culminating product assignment is designed to examine the character of Tom Sawyer in terms of his maturation in the novel. Below are multiple approaches to this examination. Students may choose the entry point that is most appealing to them; the teacher will then determine the level that is best suited for each student. Actual student handouts of assignment descriptions/instructions are attached.

Learning Preference:	<u>Level 1 – On or below grade level</u>	<u>Level 2 – On or above grade level</u>
Artist: 	The Writing’s on the Wall You ARE Tom Sawyer. You will create a “Growth Mural” of yourself to give to Becky in order to show her how much you’ve matured.	Life is Like a Box of Chocolates Illustrate Tom’s growth or maturation through the use of an extended metaphor or simile that compares Tom’s growth process to _____.
Announcer: 	Hannibal on a Wire Create an audio recording of the scene that you feel was the most important to Tom’s growth.	Tommy Goes to Hollywood Create and produce an NPR (National Public Radio) segment in which the hosts of the show interview Steven Spielberg about his upcoming film adaptation of <i>The Adventures of Tom Sawyer</i> .
Writer: 	Growth Report Card You are a psychologist hired by Aunt Polly to examine Tom’s behavior and assess his growth.	Investigative Report Develop a Private investigator’s Report about Tom’s emotional and mental growth and well-being.
Actor: 	Lights, Camera, Action! Choose an important scene that demonstrates Tom’s growth of character, and act it out using props, costumes, etc.	Live with Dr. Phil! Act out an episode of the Dr. Phil show in which characters from the book will discuss whether or not they believe that Tom has grown or changed and how.

The Writing's on the Wall

Artist:



You ARE Tom Sawyer. You will create a "Growth Mural" of yourself to give to Becky in order to show her how much you've matured.

Assignment:

You are Tom Sawyer, and as you are walking through Aunt Polly's house, you come across an interesting find on the back of the pantry door: pencil marks that indicate your growth throughout the recent past (in terms of height). You smile to yourself as you realize that you made the first mark right before you snuck the needle and thread (why did you choose the black thread!?) to sew your shirt after you had played hookey.

As you examine the chart more closely, you realize that all your marks of growth in height correspond closely to what you feel were your "benchmarks" of emotional and behavioral maturation. You decide that you want to recreate this chart, along with a picture of yourself beside it, to give to Becky. The most important part of this chart will be your inclusion of all the "benchmark" moments that have contributed to your maturation and growth in terms of emotions, behavior and responsibility. You can see this chart clearly in your head: a large picture of yourself standing beside the pencil marks for your changing height, but labeled instead with major events in your life that have caused you to grow, along with the lessons you learned from your events.

"This will really show Becky how much I've matured!" you say to yourself, as you sit down to plan your picture. "I must remember to include the following..."

- The benchmark events from my life that have taught me lessons and caused me to grow (good thing that Twain guy wrote a book about me! I can just check that!)
- What I learned from each of those events
- How I'm different now from how I was when I first began my growth chart that day in the pantry.

I'll bet my teacher will have some poster paper for me to use, so that when I show my picture to my friends [classmates] before I give it to Becky (to test it out first; I don't want to make a fool of myself), they'll be able to see it really well. I'm going to make sure this is the neatest, most well-drawn, and supported work of art ever!"

Life is Like a Box of Chocolates

Artist:



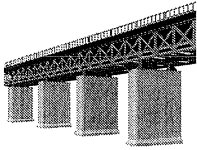
Illustrate Tom's growth or maturation through the use of an extended metaphor or simile that compares Tom's growth process to _____.

Assignment:

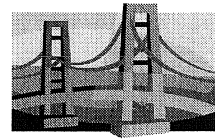
The University of Virginia's "Bayley Art Museum" is hosting a major art show in conjunction with the university's celebration of Twain's most famous works. You have been recommended to them as one of the country's premier young artists! They would like you to contribute a piece of your original artwork to their Twain display -- a piece of art that metaphorically represents Tom's maturation process in the novel, *The Adventures of Tom Sawyer*.

The university has enclosed the following suggestions and specifications for the creation of this work of art:

1. Think about if and how you see Tom maturing throughout the course of this novel (e.g. quickly or slowly, steadily or in spurts, because of his own thoughts or in reaction to others, etc.). Brainstorm your ideas and write them down.
2. Think of something in life, in nature, etc. that can represent the thoughts and ideas you developed in Step 1.
For example - Tom's maturation is like the ocean:
 - **Tom makes great leaps in maturation and then falls back into old habits, much like waves crash on the shore, and then go back out to sea.**
 - **Sometimes Tom's lapses in growth drag others down with him, much like the ocean's undertow can drag people out to see.**
 - **Etc.**
3. Find examples in the novel that support the comparisons you made above. Write these down, as well.
4. Now you're ready to begin illustrating your metaphor. Draw your metaphorical object or place, making sure to include all the points of comparison on your brainstorming list. You can do a rough sketch before you get the poster paper from your teacher.
5. Make your final illustration. This may be in color or in charcoal, black and white, etc. Include on this final product labels of each point of comparison, along with the citation from the text that supports it.
6. Be prepared to explain your comparison to the art dealers (your classmates) when you present it to them.



BRIDGES TO UNDERSTANDING



- The activities below are designed to introduce you to our next project in the manner that most appeals to you. Choose one of the topics below, research it, and write down notes and conclusions as indicated.
- You will be sharing your findings with your classmates in small groups. These groups will most likely be made up of students who chose a different topic than you, so you will have to do an especially good job of explaining!
- Make sure you clear your topic with your teacher before you begin, and pay attention to time lines!

- **MATHEMETICIAN**

“Go Figure!”

<http://glasssteelandstone.com/US/NY/NewYorkBrooklynBridge.html>

This site contains dimensions of the Brooklyn Bridge in New York. Look these up, write them down, and then compare these dimensions to structures that your classmates can relate to (bridges near your home town). Be prepared to explain these dimensions to your classmates so that they have a good picture of how large this bridge is.

- **STORYTELLER**

“Here’s the Story...”

<http://www.lib.washington.edu/specialcoll/tnb/>

Read the story of the *Tacoma Narrows Bridge* and look at the corresponding pictures. Be prepared to retell this story to your classmates. Be sure to include details about what happened to this bridge *and* why it happened. You can tell your story through words or pictures.

- **ARTIST**

“Aesthetic Supporter”

1. Find a bridge near your home and draw it; be sure to include in your illustration the structures that support the bridge. Be prepared to share your drawing with your classmates and explain how the bridge appears to be supported.

OR

2. Visit this site: http://www.3d-i.org/userControl?_class=Story&storyID=2110

Site description: ***“Beautiful Bridges – Miguel Rosales is an urban designer and bridge architect. He comes from Guatemala, and has helped design bridges in many different cities.”*** Click on the arrow above the picture to scroll through some of Miguel’s designs. Find the one that you think is the most interesting, recreate it through a drawing or painting, and be prepared to share your drawing with your classmates and explain the support structure.

- **JOURNALIST**

“The Inside Scoop”

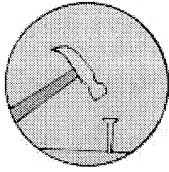
Conduct an interview with someone whose job involves constructing structures (not necessarily bridges, but homes, businesses, roadways, etc.). Interview them about how they build these structures in such a way that they will bear weight. Be prepared to share what you learned from this interview with your classmates.

Option Chosen: _____

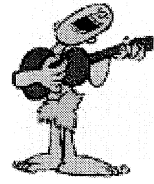
Your Signature: _____

Due Date: _____

Today’s Date: _____



The Profiler



Learning Preference Occupation	Activity: Below-to-On Grade Level	Activity: On-to-Above Grade Level