

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE

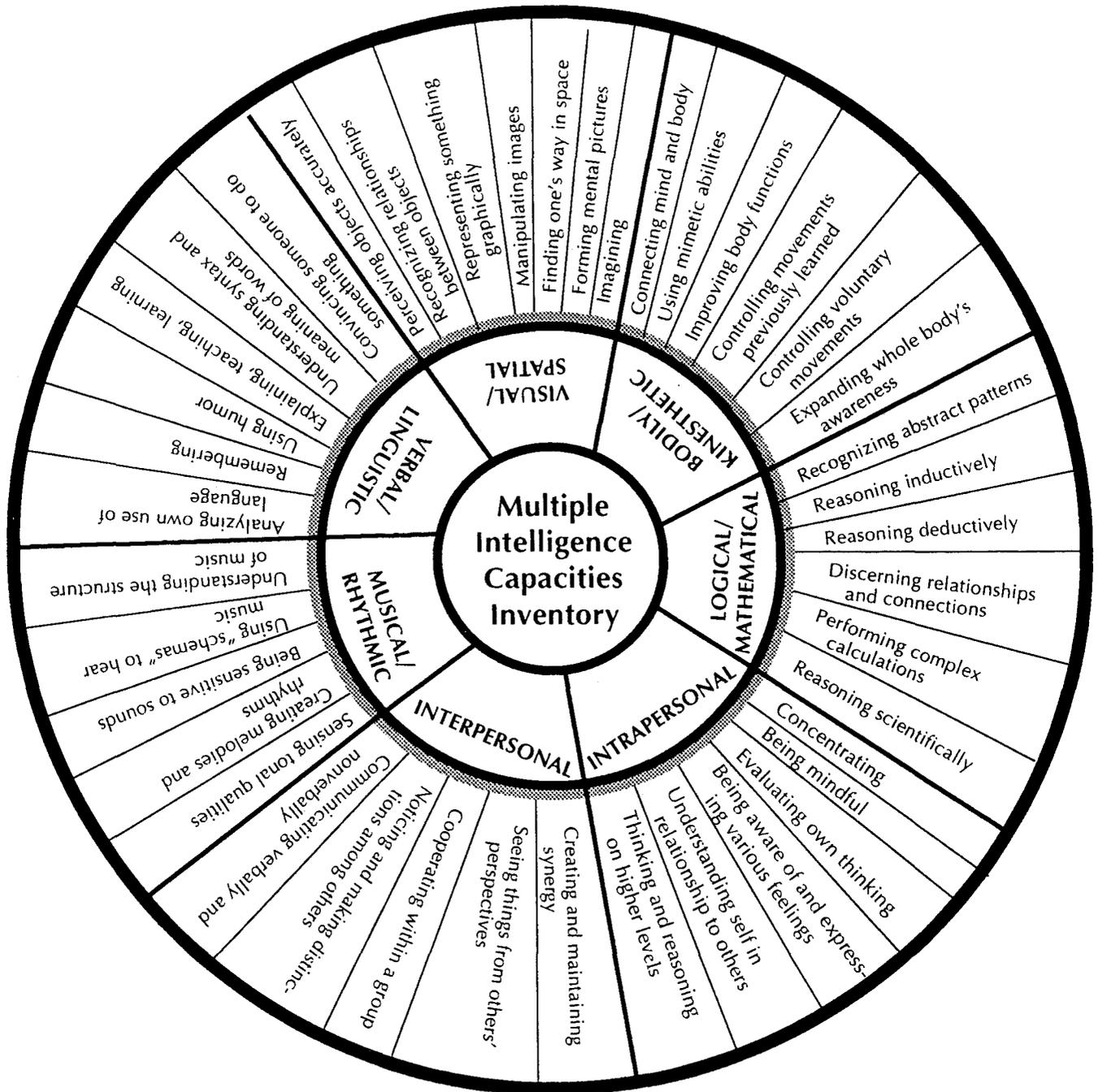
MULTIPLE INTELLIGENCES

Howard Gardner's research on multiple intelligences has added a new approaches to working with diverse learners.

Review these and brainstorm activities with your cooperating teacher that would demonstrate ways your students could express their learning through their own "intelligences."

<i>Intelligence</i>	<i>Possible Activities for Demonstrating Learning in the Classroom</i>
Bodily/Kinesthetic —processing through touch, movement, drama	Learning centers, models, etc.,
Intra-personal —processing personally through reflection	Journals, goal setting, etc.,
Inter-personal —processing by sharing	Cooperative groups, teaching another student, etc.
Verbal/Linguistic —processing through reading, writing, speaking, listening	Discussions, etc.
Musical/Rhythmic —processing through rhythm, moods, melodies, sounds	Choral readings, lyrics, etc.
Logical/Mathematical —processing through numbers, patterns	Logic, story problems, etc.
Visual/Spatial —processing through images and visualizing	Charts, posters, video, etc.
Naturalist	Nature walks, knowing names of trees, seasons, weather, etc.
Existentialist	Philosophy—Big questions: "Who am I?" "Why am I here?"—religion, etc.

Figure 1. Multiple Intelligence Capacities Inventory*



* Adapted from David Lazear's *Seven Ways of Knowing: Understanding Multiple Intelligences* (Palatine, Ill.: Skylight, 1991).

Bloom's Taxonomy

Using Questions to Teach

Bloom's Taxonomy of thinking is listed from most complex to less complex.

Level	Taxonomy	Example of Strategy
6	Evaluation. Examine all parts of a concept to evaluate or assess the significance.	Read a passage and evaluate the author's message and present it.
5	Synthesis. Combine a new concept with what you already know to construct new knowledge.	Use the information given with your own ideas to pose an argument.
4	Analysis. Separate a new concept into its parts and understand the relationships.	Compare and contrast.
3	Application. Solve a problem by applying the knowledge learned.	Use the words in sentences, and make a chart to show what you learned.
2	Comprehension. Explain or restate the ideas.	Summarize in your own words.
1	Knowledge. Recognize and recall facts.	Memorize or recite.

Use the taxonomy to note the types of questions you are using in your lessons. Also note the types of questions your students are asking in class. Are your students asking questions during your lessons? Why or why not? Copy this chart and collect some data related to your use of questions.

Questions YOU Use in a Given Lesson	How Many at Levels 4-6?	Questions YOUR STUDENTS Ask in a Lesson	How Many at Levels 4-6?
Examples		Examples	

Strive to use higher levels of the Taxonomy in your lessons!

Note: Open-ended questions allow students to expand their thinking on a particular topic. They require more than a yes-or-no answer; they require the students to think about the issue in a more complex way. These questions would relate to the higher levels of Bloom's taxonomy.

You may ask open-ended questions as part of your introduction to a teaching unit and explain that students will be learning about this topic in such a way that this question will be answered.

Use the basic questions Who, What, Where, When, How, and Why to develop open-ended questions to bring your students to higher levels of thinking.

EXAMPLES OF OPEN-ENDED QUESTIONS

Note: Open-ended questions can be part of your motivator to grab the students' attention and also be part of the assessment process at the end of the unit.

Review your textbooks and teacher's edition for examples of open-ended questions. Are questions categorized in your texts? Are questions at the rote knowledge/comprehension level or at higher levels?

Use KWL as a strategy to find out what students Know about the topic, what they Want to know, and what they Learned (at the end of the unit).

Note: Don't forget to *ask the students* what their questions are before, during, and at the end of lessons and units. They can write them on index cards and leave them in a "Question Box" for you to answer at a later time. If you are receiving the same questions, you may want to clarify one of your objectives. Formulating good questions is challenging and an important skill for students to learn!

What types of questions are students asking in the classes you observe or teach?

Bloom's Revised Taxonomy

BLOOM CREATED A LEARNING TAXONOMY IN 1956, and since that time we have learned more about the way that children learn. Teachers have also revised the way that they plan and implement instruction in the classroom. To keep the importance of Bloom's work relative to today's theories, Anderson and Krathwohl (2001) revised Bloom's original taxonomy by combining both the cognitive process, and knowledge dimensions. This new expanded taxonomy can help instructional designers and teachers to write and revise learning objectives.

How can the new table help instructional designers and teachers?

The revised taxonomy (Anderson and Krathwohl, 2001) incorporates both the kind of knowledge to be learned (knowledge dimension) and the process used to learn (cognitive process), allowing for the instructional designer to efficiently align objectives to assessment techniques. Both dimensions are illustrated in the following table that can be used to help write clear, focused objectives.

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

Table 1: The Revised Taxonomy Table

For teachers, the objectives for an entire unit can be plotted out on the taxonomy table, ensuring that all levels of the cognitive process are used and that students learn different types of knowledge. For example, if a math teacher were planning a comprehensive unit, he or she could use the taxonomy table to make sure that students not only learned different mathematical procedures, but also learned how to think (meta-cognition) about the best way to solve math problems.

Teachers may also use the new taxonomy dimensions to

examine current objectives in units, and to revise the objectives so that they will align with one another, and with assessments. Using the revised taxonomy by referring to the charted dimensions may give teachers a place to start when revising units to better align with new standards-based requirements as well.

Anderson and Krathwohl also list specific verbs that can be used when writing objectives for each column of the cognitive process dimension.

Remember: Recognizing, Recalling

Understand: Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining

Apply: Executing, implementing

Analyze: Differentiating, organizing, attributing

Evaluate: checking, critiquing

Create: generating, planning, producing

Because the purpose of writing objectives is to define what the instructor wants the student to learn, using detailed objectives will help students to better understand the purpose of each activity by clarifying the student's activity. Verbs such as "know", "appreciate", "internalizing", and "valuing" do not define an explicit performance to be carried out by the learner. (Magér, 1997)

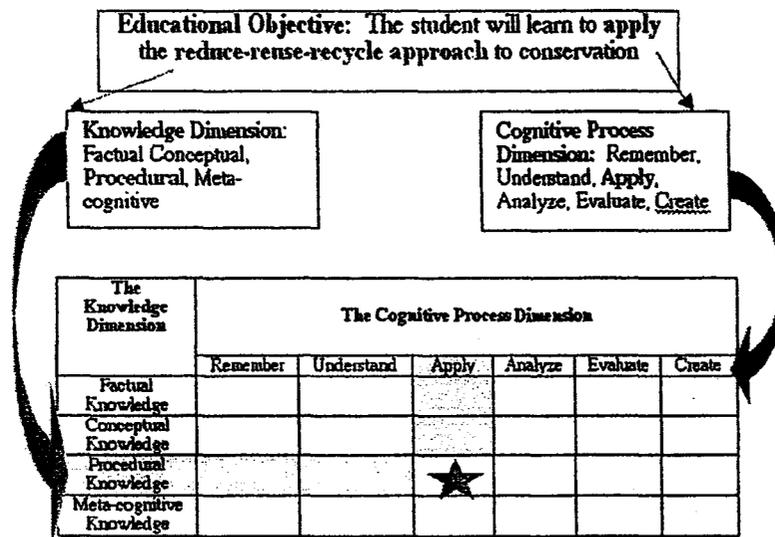
Unclear Objectives	Revised Objectives
Students will know the dates of important events in U.S. History.	Each student will <i>recall</i> the 10 major events of the Civil War.
Students will know described cases of mental disorders.	Each student will <i>classify</i> observed or described cases of mental disorders.
Students will understand the relevent and irrelevant numbers in a mathematical word problem.	Each student will <i>distinguish</i> between relevant and irrelevant numbers in a mathematical word problem.
Students will know the best way to solve the word problem.	Each student will <i>judge</i> which of the two methods is the best way to solve the word problem.

//////////Figure 2: Examples of unclear and revised objectives

How to use the revised table

Learning objectives must fall under one of the four categories

under the knowledge dimension, and under one of the six categories of the cognitive process dimension. Use the noun in the objective to determine what is being learned: factual, conceptual, procedural, or meta-cognitive knowledge. The verb used in the learning objective will determine which cognitive process dimension column the objective falls under: remember, understand, apply, analyze, evaluate, and create. Where the knowledge and cognitive process dimension intersect, is where the objective stands on the revised taxonomy table.



.....Figure 3: Classifying objectives with the revised taxonomy table

Use this technique to analyze objectives. If an objective has a vague learning procedure for students to complete, such as "to know", the objective cannot be placed on the table: a clue that the old objective needs to be revised.

The more teachers learn about the way students learn, the more instructional techniques will improve by incorporating new findings into currently existing methods.

Related Articles

[Bloom's Taxonomy](#)

[Bloom's Learning Domains](#)

[More on Bloom's Learning Domains](#)

<http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm>

Sentence starters for developing activities based on Bloom's Taxonomy

Note that some of these starters fit into more than one category; these are just suggestions.



LEVEL I – KNOWLEDGE (RECALL):

1. What is the definition for ...?
2. Trace the pattern....
3. Recall the facts....
4. Name the characteristics of
5. List the steps for....

LEVEL II – COMPREHENSION:

1. Tell why these ideas are similar.
2. In your own words retell the story of....
3. Classify these concepts. (could also be analysis)
4. Provide some examples.
5. Construct a model of....
6. Draw a picture to...or role-play what happened.

LEVEL III – APPLICATION:

Note: (applying without understanding is not effective application)

1. Graph the data.
2. Demonstrate the way to....
3. Practise....
4. Act out the way a person would....
5. Calculate the....

LEVEL IV – ANALYSIS:

1. What are the components of...?
2. Which steps are important in the process of...?
3. If ... then....
4. What other conclusions can you reach about ... that have not been mentioned?
5. The difference between the fact and the hypothesis is...?
6. The solution would be to....
7. What is the relationship between ... and...?
8. What is the pattern of...?
9. How would you make a...?

LEVEL V – SYNTHESIS:

1. Create a model that shows you new ideas.
2. Devise an original plan or experiment for....
3. Finish the incomplete story so that....
4. Make a hypothesis about....
5. Change ... so that it will....
6. Prescribe a new way to....

LEVEL VI – EVALUATION:

1. In your opinion....
2. Appraise the chances for....
3. Grade or rank the....
4. What solution do you favour and why?
5. Which systems are best? worst?
6. Rate the relative value of these ideas to....

Verbs Often Used to Promote Higher Level Thinking

Level of Thinking	Typical Verbs Used	Examples of Teacher Questions
Knowledge	define draw repeat record identify label list name	<i>Name the author of the book.</i>
Comprehension	classify compare contrast translate explain summarize give examples	<i>Compare the weather today with the weather yesterday.</i>
Application	apply calculate complete demonstrate illustrate practice solve use predict show	<i>Complete the sentence using a vocabulary word from the lesson.</i>
Analysis	analyze classify discuss divide explain infer inspect	<i>Explain why it is important to have classroom rules.</i>
Synthesis	arrange combine construct create design develop generalize organize plan predict categorize rearrange	<i>Predict what would happen if a law was passed which made commercials on TV illegal.</i>
Evaluation	assess critique estimate evaluate judge rank rate recommend test value justify	<i>What requirements for hiring a new teacher would you recommend to the principal?</i>

The True Story of The Three Little Pigs

By: Jon Scieszka

LEVEL I – KNOWLEDGE:

What arguments was the Wolf using to claim his innocence?

Have you ever had to defend yourself for something someone said you did?

LEVEL II – COMPREHENSION:

Explain your thinking about the wolf's argument that eating the pig was the same as not wasting a hamburger if it was just lying there.

Do you believe the wolf's explanation of why he was visiting the first pig's house? Why?

LEVEL III – APPLICATION:

How is this adaptation of the story more like what happens in courtrooms today?

How have you argued your innocence when someone blamed you for something you did?

LEVEL IV – ANALYSIS:

How is this approach to The Three Little Pigs different from the original story?

Why is the wolf always seen as the villain in so many stories? Is this perspective justified?

LEVEL V – SYNTHESIS:

What do you think the pigs would do if the wolf was found to be innocent?

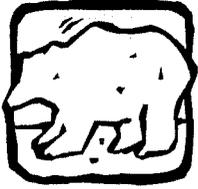
When the wolf gets out of prison after his sentence, do you think he will have learned from his mistake or will he seek revenge?

LEVEL VI – EVALUATION:

Is this version of the wolf's innocence more interesting than the original? Why?

If you were the judge, what sentence would you have given the wolf?





**THE FOLLOWING ARE SAMPLE QUESTIONS OR REQUESTS
FROM STORIES BASED ON BLOOM'S TAXONOMY**

(If these stories are not part of your or your students' cultures, think of other stories and identify similar questions.)

Goldilocks and the Three Bears

LEVEL I – KNOWLEDGE:

- List the characters in the story.
- Whose bed was Goldilocks in when the bears found her?

LEVEL II – COMPREHENSION:

- Retell the events of the story in your own words.
- Why were the bears upset with Goldilocks?

LEVEL III – APPLICATION:

- Tell what might have happened if Goldilocks had also made a mess.
- Retell the story from the point of view of breaking and entering.
- Using the information from the story, draw a sketch of the bears' house.

LEVEL IV – ANALYSIS:

- How was Goldilocks's experience different from that of Little Red Riding Hood?
- Identify parts of the story that could have happened to you.
- Make a list of all the events in the story that indicate it is not true.

LEVEL V – SYNTHESIS:

- Suppose that Goldilocks had found the home of the Three Skunks. What might have happened?
- What if Goldilocks had come home and three bears were sleeping in her bed? What would she do?

LEVEL VI – EVALUATION:

- Judge whether or not Goldilocks made a good decision by running away from the bears. Explain.
- Evaluate Goldilocks's behaviour as a guest in the bears' home.
- Pretend that Goldilocks was on trial for "breaking and entering". Decide whether or not you would find her guilty. Justify your decision.

Title: Language Arts: Comprehension Using Bloom's Taxonomy

SUBJECT AREA: Comprehension

GRADE: 3

KEY CA CONTENT STANDARDS ADDRESSED:

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

ELD STANDARDS AND LEVEL: EO and ELD levels 4-5

TEACHING OBJECTIVE: Teacher will assess comprehension of the main character of a piece of literature by asking questions and developing activities using different levels of Bloom's Taxonomy.

LEARNER OBJECTIVE: The learner will demonstrate understanding of the main character by correctly answering questions, and developing a new ending to the story appropriate to the characteristics of the main character.

MATERIALS: Do Not Open By: Brinton Turkle, prediction poster, questions to assess comprehension, bottle with a message in it, papers with different possibilities of what is in the bottle, paper for writing stories, paper for drawing pictures

MODIFICATIONS FOR SPECIAL NEEDS: The teacher will also keep a post-it on A's desk on which she will make a tally mark each time he speaks out. This is to discourage him from speaking out during lessons.

PROCEDURE

(2 mins) INITIATING ACTIVITY: Have students think about the story Do Not Open, which was read the day before. Have them write on a piece of paper what kind of person they think Miss Moody is. Then have them look for support when reading aloud. (This is an example of evaluation on Bloom's taxonomy. Students are deciding and supporting the personality of the main character).

(20 mins) MODELING/GUIDED PRACTICE: Read Do Not Open with students and ask questions throughout to assess for comprehension.

1. (P.1) Is Captain Kidd grateful that Miss Moody saved him? How can you tell?

(Comprehension→Explain and describe)

Remember that you are trying to find facts that support what kind of person you think Miss Moody is. She rescued Captain Kidd, so what does that tell you about what kind of person she is?

2. (P.2) Why does Miss Moody like storms? (Knowledge→tell) What does this tell you about her personality?
3. (P.4) If you were Miss Moody, how would you feel as the storm came? (Analysis→relating main characters feelings to their own feelings.)
4. (P.9) How do you think Miss Moody opens the bottle? How would you feel if you were going on a treasure hunt? (Comprehension→explain and describe; Analysis→relate to yourself).
5. (P.15) We know that Miss Moody opens the bottle. What would you do if you had a bottle and didn't know what was in it? Let's find out.
-Call students up and give them the bottle with a note inside. Let them know that it could be something good or bad. Have them decide if they want to take the chance by opening it or not. Ask them how they feel, and why they chose to open the bottle (or not). (Application→dramatize)
6. Miss Moody chose to open it. Why did she choose to open it? How does that support what kind of person she is? (Considerate, kind, caring, etc.)
7. Why does Miss Moody say that she is only afraid of mice? (Knowledge→tell)

(15 mins) INDEPENDENT PRACTICE: Remind students about the judgment they made about Miss Moody, and all the support they collected while reading the story. Tell them if they want to add anything to their judgment they can.

-“Now I want to write a new ending to the story. Knowing what kind of person Miss Moody is, how would she react if something different came out of the bottle? Everyone is going to get a paper saying what is going to come out of the bottle when Miss Moody opens it. Knowing what kind of person Miss Moody is, YOU must decide how she will react, and what she will do when she finds out what is in the bottle. (Synthesis→design/invent new ending).

1. Start with “The smoke cleared away and Miss Moody was staring at...”
2. Tell what is in the bottle.
3. How does Miss Moody react? (Remember what kind of person Miss Moody is when you decide what she would do).

(5 mins) CLOSURE: Have students share stories.

ASSESSMENT: Ask questions during reading to check for understanding. Students will design their own ending to demonstrate understanding of the main character.

LOGICAL FOLLOW-UP: Students will draw a picture to go along with the new ending they have created. Pages will be bound together to form a class book to sit next to the original book in the class library.

DO NOT OPEN

by _____

1. "The smoke cleared away and Miss Moody was staring at . . ."
2. Tell what is in the bottle.
3. How does Miss Moody react? (Remember what kind of person Miss Moody is when you decide what she would do).

**QUESTIONS TO HELP STUDENTS DEVELOP
NUMBER SENSE AND CLARIFY THINKING**

Tell how you did that?

What went on in your mind when _____?

When have you done something like this before?

What would be your criteria for _____?

What do others think about what _____ said?

Do you agree? Disagree? Why or why not?

Does that make sense? Why or why not?

Does that always work? Why or why not?

Is that always true? Explain.

Do you see a pattern? Explain

Can you predict the next one? What about the last one?

How did your prediction compare with your results?

How can you find out?

How did you know _____?

What might you do next?

What's another way you might approach this?

How might you be able to use this in other situations?

What do you think would happen if _____?

What would it look like if?

How does this relate to _____?

Have we ever solved a problem like this one before?

What is alike and/or different about the solutions?

Questions

By Katie, 10

Santa Lucia School, Templeton

The world is full of questions. Questions and questions and questions. There are more questions than you would ever think to ask. More questions than hairs on your head (and even more if you are bald). There are questions like, "Have you seen my shoe?" or "Where's my coat?" and there are questions like, "Want to go to the movies?" or "Can you come to my party?" There is "What is 5×8 ?" and "What's the best thing since sliced bread?" There is even "Why is 'abbreviation' such a long word?" But then there is always, "Have you ever thought what a world would be like without questions?"

Critical thinking is critical

By Jeff Lantos

I'M BEGINNING my 20th year of teaching in the Los Angeles Unified School District, and if I've learned anything, it is that good teaching cannot be measured quantitatively.

Every year, we hear administrators crowing or politicians moaning over student test scores as if these numbers were indisputable indicators of teaching excellence, mediocrity or failure.

In fact, test scores (on the annual standardized state test) are like the closing prices on the stock exchange. They fluctuate for any number of reasons. A bad breakfast, a case of the jitters or skipping a line and filling in the wrong bubbles can wreak as much havoc as not knowing the difference between "abjure" and "adjure."

Likewise, teaching to the test can inflate scores but, given no context, all this random information is seldom retained. As a result, evaluating a teacher based solely on student test scores is like evaluating a corporation based solely on just one day's stock price.

If you really want to evaluate a teacher, you have to walk into a classroom, sit down and listen. I'm convinced that when you're listening to good teaching, you hear a familiar refrain. It

goes like this: What is the connection between ... and ... ? So much of good teaching is about taking strands of information and looking for connections and broadening the context.

Endless test preparation has the opposite effect. It shrinks the context. It reduces inquiry. It mitigates against Socratic dialogue and can drain much of the passion from teaching and learning.

If we can get beyond the notion of schools as testing factories, then teachers will have the freedom to strive for a higher standard of excellence. Part of that higher standard would include the teaching of critical thinking. How does a teacher do that? By creating an academic environment in which students can sift through the mass of facts being hurled at them and begin to perceive pathways of interconnectedness.

The irony is that young students begin by making connections. They're taught to check their subtraction by adding. They can see that a rectangle can be divided into two triangles. They know there's some link between the Pledge of Allegiance and the flag hanging from the wall. They connect classroom behavior with a specific code of conduct.

The challenge for teachers is to build on that foundation, to encourage students to seek connections between,

say, fractions and percentages, or between lobbying and legislation, or between Copernicus and Darwin, or between the main characters in two different novels.

I like to ask my students why the food in India, Africa and Mexico is so much spicier than the food in Ireland, Iceland and Finland. Typically, lots of theories are advanced and eventually (and perhaps with some guidance) students use their knowledge of geography, chemistry, botany and economics to make the connections that will lead to an explanation. We teachers call this "thinking across the curriculum."

Once students start seeing how and why seemingly disparate topics are related, and more important, once *they* start looking for and making those connections, then the teacher will have performed that special kind of classroom alchemy — turning passive receivers of knowledge into active participants in the learning process.

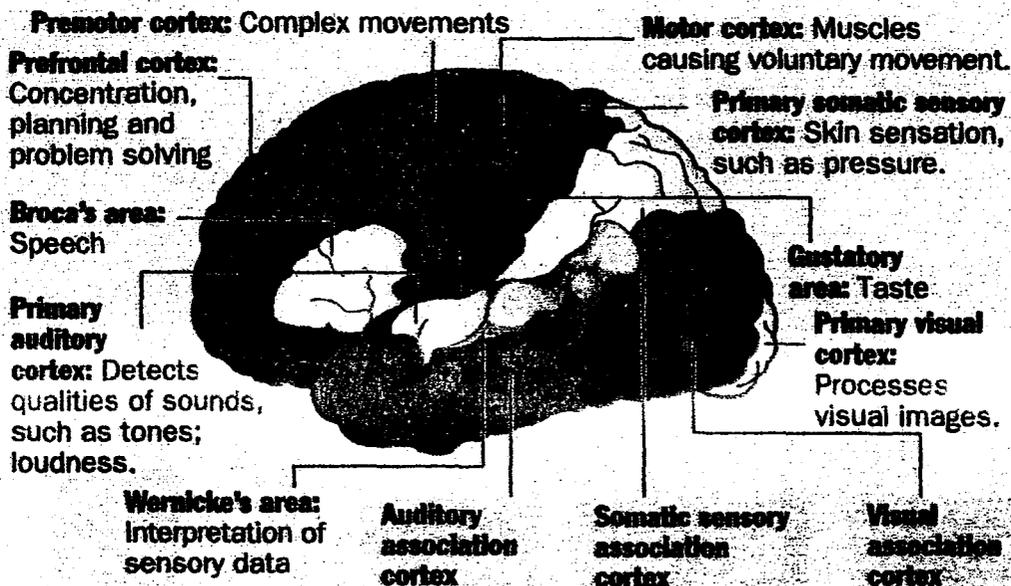
The answer to the spice question: First, spices grow in equatorial regions; and, second, in hotter climates, food rots more quickly, so spices were needed to preserve the food and, later, to mask the rancid smell.

JEFF LANTOS teaches at Marquez Charter Elementary School in Los Angeles.

THE BRAIN: HOW IT WORKS AND DEVELOPS

New discoveries are changing old concepts of how the brain develops and works. Two of the most surprising discoveries indicate that the brain uses the outside world to shape itself, and that it goes through critical periods in which brain cells require specific types of stimulation to develop such powers as vision, language, smell, muscle control, and reasoning. A related discovery is that the brain has the ability to change rapidly as it physically reshapes itself into a kind of biological map of the outside world. Researchers now believe that genes establish the framework of the brain, but the external environment provides the customized finishing touches.

Mapping the cerebrum Areas and their known functions



THE GROWING BRAIN

Major structural developments

- **Fetal development:** Billions of brain cells are formed in the first months of fetal life. Half of them die as hormones and other stimuli eliminate and organize them to form the brain's basic scaffolding, e.g. male or female.
- **After birth:** Trillions of brain cell connections are established and form the brain's physical "maps" that govern such things as vision, language, and hearing.
- **Age 4 to 10:** New learning reorganizes and reinforces connections between brain cells. New connections are formed as new things are learned.
- **After age 10:** Still able to undergo physical changes, the brain learns and remembers throughout life.

ASSOCIATION AREAS:

Areas that further interpret information received by primary areas.

Example: The primary auditory cortex detects simple sounds such as pitch and volume, while the auditory association cortex analyzes that information and enables recognition of whole sounds, such as spoken words.

Sources: *ABC's of the Human Body*, American Medical Association, *The Human Body*.

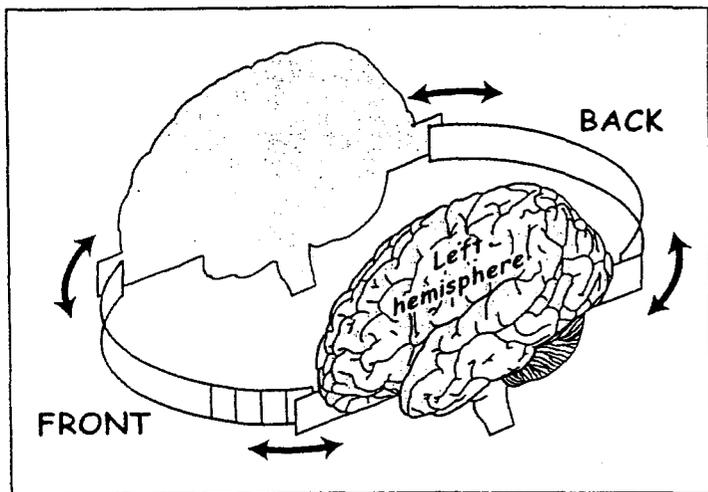
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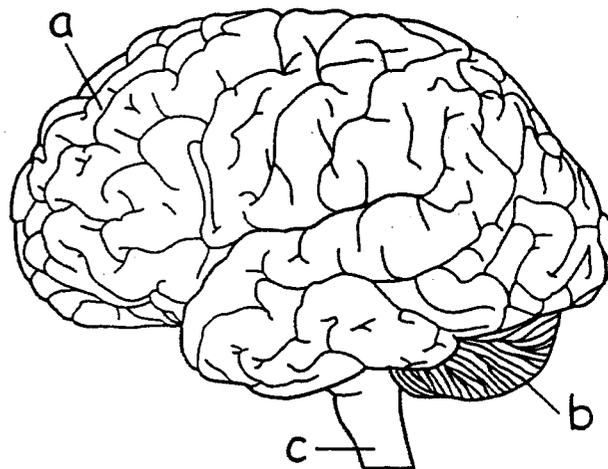
Wear's Your Brain? Page 1

Let everyone know that you're using your noodle with the BrainConnection Brain Hat! The very latest in fashion, this Brain Hat is close to the actual size of the average adult brain. Here's how to make your own:

1. Cut out the two Brain Bands below.
2. Color in the parts of the brain on Page 2 using colored pencils, crayons, or markers.
3. Cut out the brain drawings on Page 2.
4. Have a friend or your teacher help you fit the brain drawings and Brain Bands to your head, and use glue or tape to fix the parts of the Brain Hat in place. (see the diagram below)



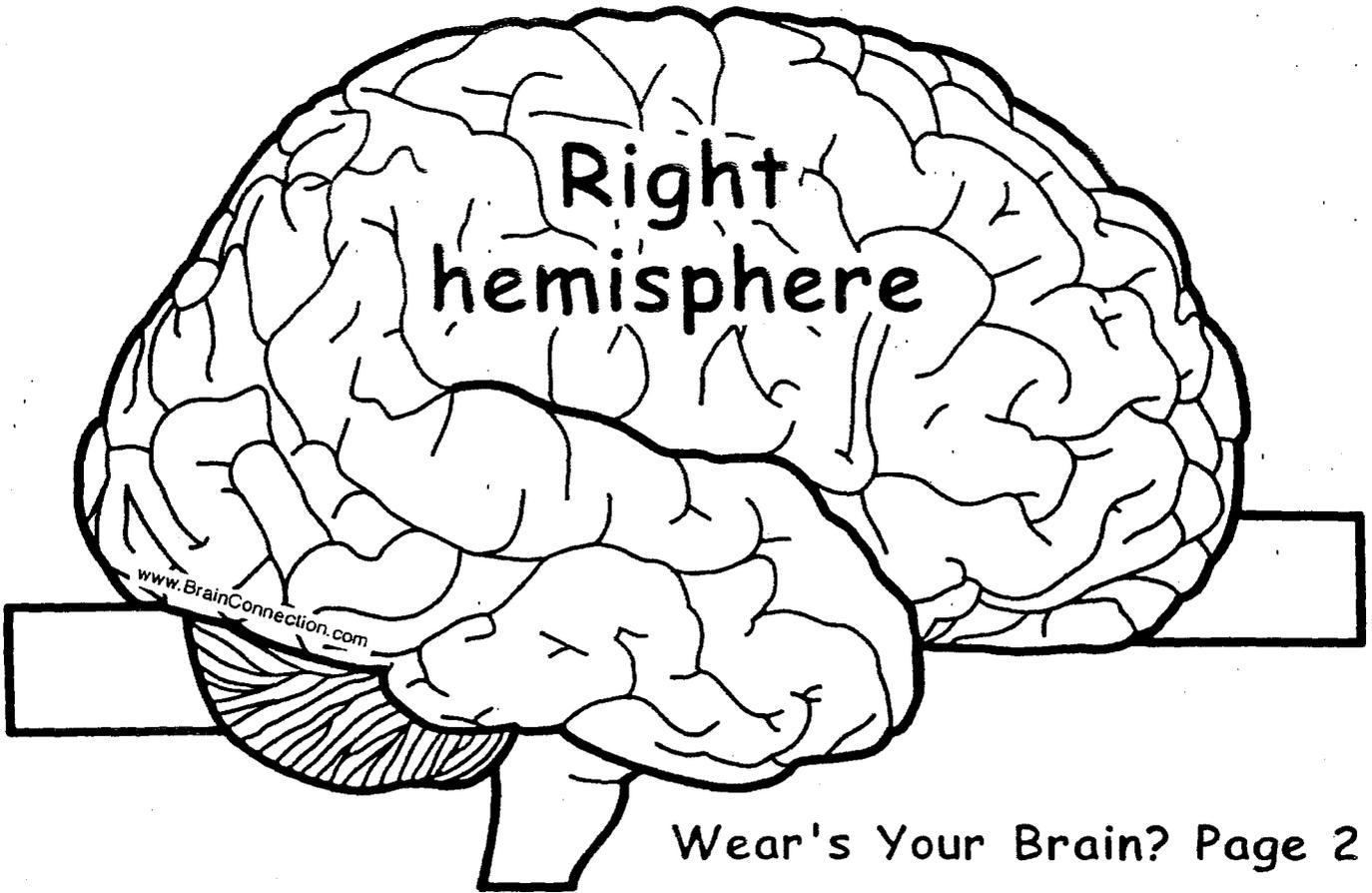
Outside surface of the Brain



- a. Cerebrum--A wrinkled sheet of tissue that helps you talk, think, and plan.
- b. Cerebellum--Maintains your balance and coordination, helps you walk and move around.
- c. Brain stem--Regulates vital functions like breathing, eating, and your heartbeat.

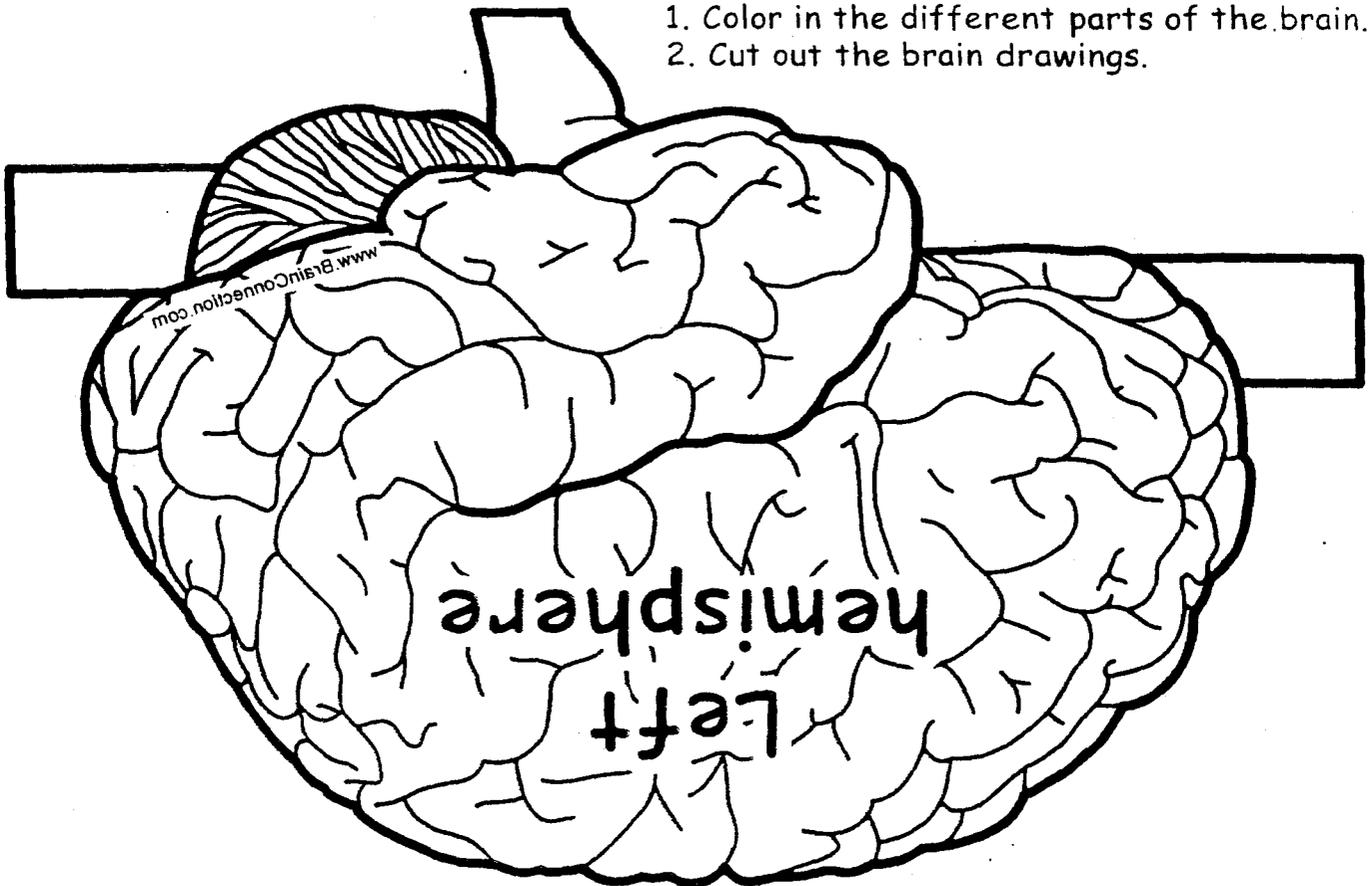
Head bands:





Wear's Your Brain? Page 2

1. Color in the different parts of the brain.
2. Cut out the brain drawings.



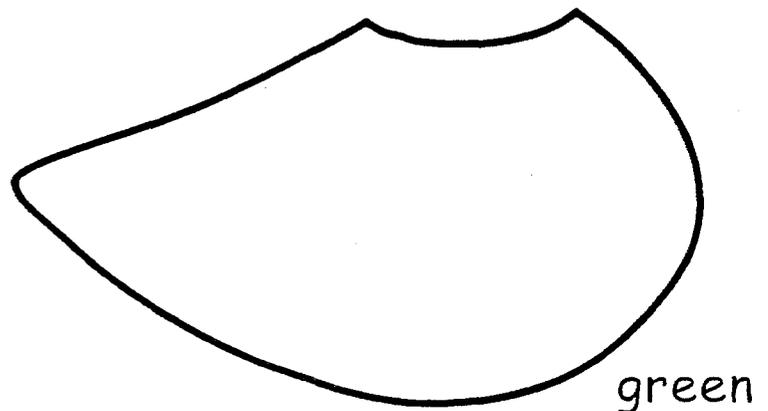
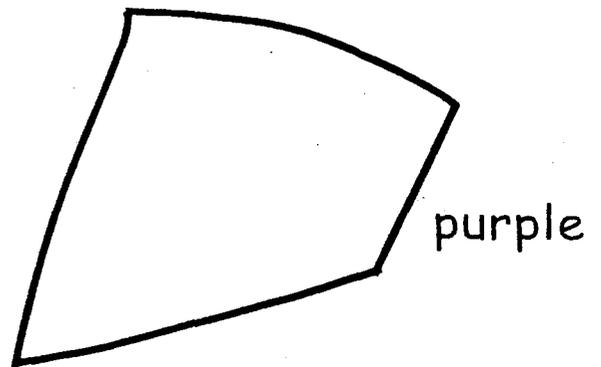
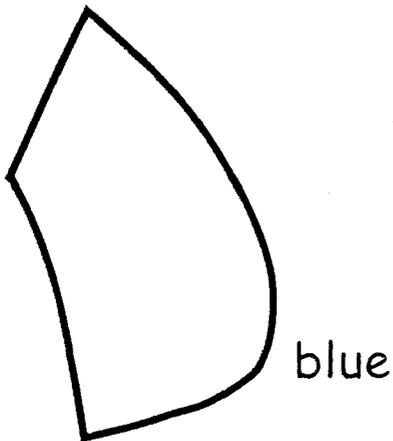
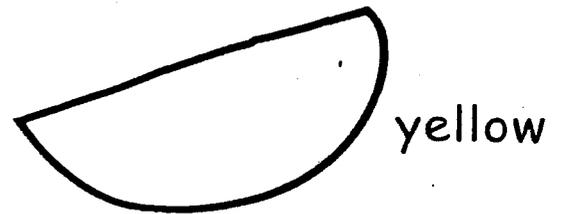
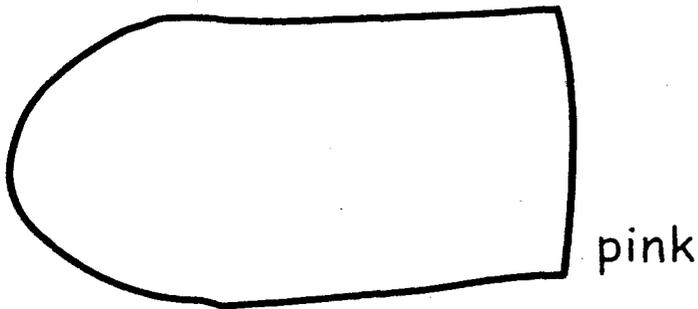
Name: _____

Date: _____

Build Your Own Brain, page 1

Your brain has a lot of different parts that work together to make you happy, to help you learn, and to let you dream. Find out more about the parts of the brain by building one of your own!

1. Color in the brain parts using crayons, colored pencils, or colored markers.
2. Cut out the parts and use the map on page 2 to Build Your Brain!

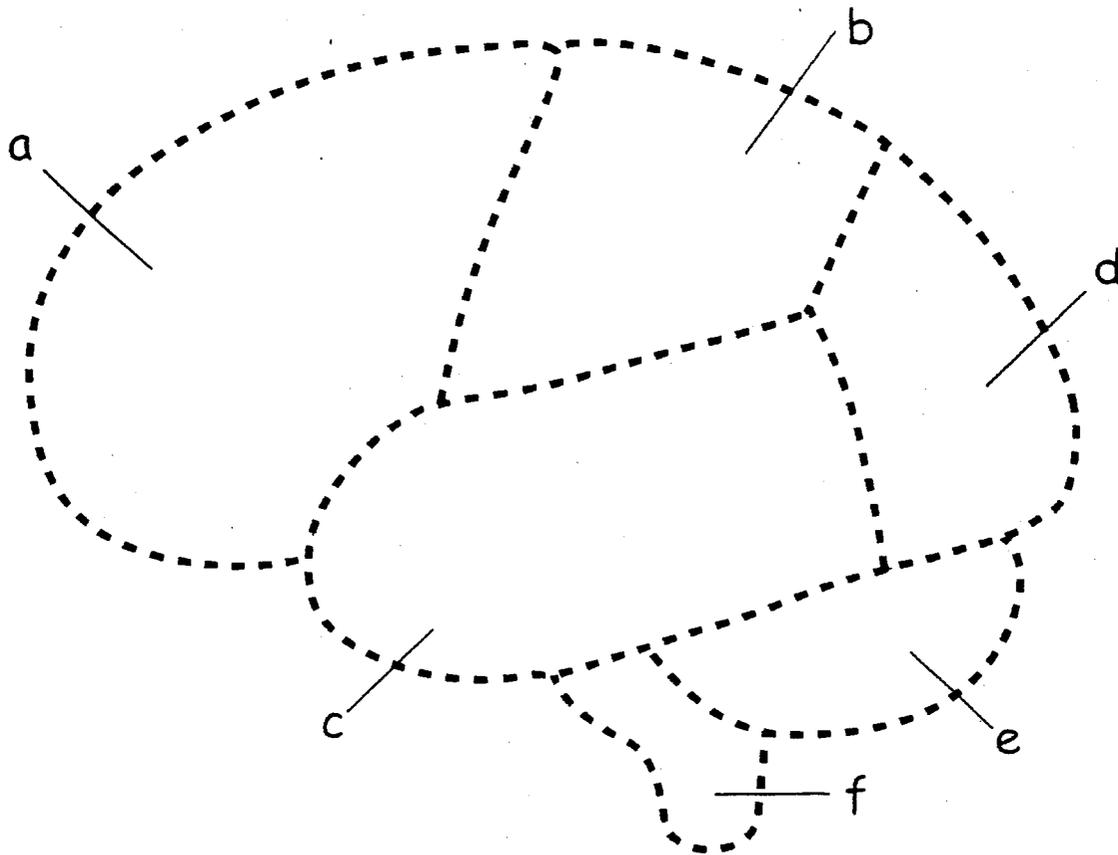


Name: _____

Date: _____

Build Your Own Brain, page 2

Match the brain parts from page 1 with this Brain Map. Glue the pieces onto the map to Build Your Own Brain!



- a. Frontal lobe--Setting goals, planning, feeling emotions.
- b. Parietal lobe--Feeling softness or hardness, feeling temperature and pressure, and activating your muscles.
- c. Temporal lobe--Recognizing faces, objects, and sounds; also important for making memories.
- d. Occipital lobe--Interprets everything you see.
- e. Cerebellum--Maintains your balance and coordination, helps you walk and move around.
- f. Brain stem--Regulates vital functions like breathing, eating, and your heartbeat.

THE ANIMAL SCHOOL

By: G. H. Reavis

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world." So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all the animals took all the subjects.,

The duck was excellent in swimming, in fact better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about the duck.

The rabbit started at the top of his class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed "charlie horses" from over-exertion and then got a C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get up there.

At the end of the year an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of the school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

California Classroom

A Learning Link to the Performing Arts Center

Here is a story that can be told with American Indian sign language. Use the chart to find out which hand gesture to make at various parts in the story. Practice the gestures until you can do them smoothly as the story is being told.

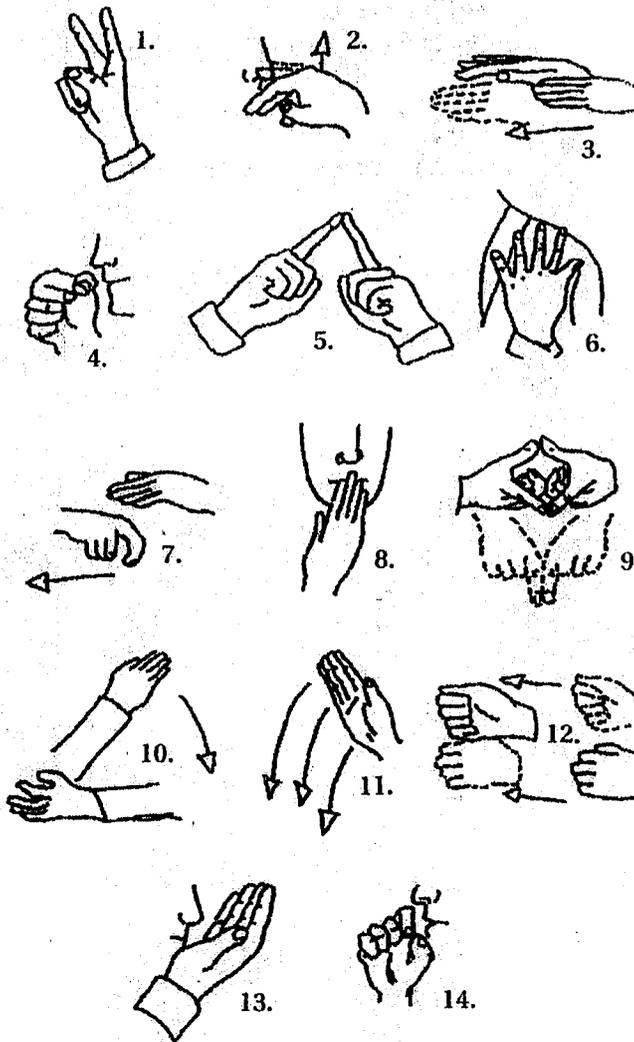
The Hungry Wolf

One cold winter's day, a young *wolf* (1) was roaming the countryside, searching for something to eat—anything. His stomach rumbled—he was hungry—very hungry.

All of a sudden he caught a *smell* (2) drifting along on the *wind* (3). It was meat, cooking over a fire. Ooooooh—he could just *taste* (4) it.

He knew where that *smell* (2) came from . . . the *tepee* (5) near the big pine tree (6). He trotted toward the *smell* (2), hoping he could *steal* (7) some of that delicious meat.

Outside the *tepee* (5) he lay hidden, *silent* (8), watching. He was afraid of humans. They used *traps* (9). And they also knew how to use the fearful *tomahawk* (10).



"I'll *wait* (11) here," the young wolf (1) told himself. "The men are all away, fighting a *war* (12). Soon the woman who lives here will come out and go and fetch some *water* (13)."

And sure enough, very soon, out came the woman. When she was out of sight, the *wolf* (1) dashed inside the *tepee* (5).

"Aaaaaah!" There was a man inside, holding a *tomahawk* (10)!

"Come inside, little *wolf* (1)," said the man. "You look hungry. *Taste* (14) this."

The *wolf* (1) could not resist. He gobbled the meat, "wolfing" it down.

And then he ate some more meat, and some more, and later on . . . more.

He never left.

He became quite tame. Now the people call him "dog."

—PAUL TRACEY

Excerpted from "The Little Theatre of the Deaf" unit from a guide to the performing arts, written for teachers of kindergarten through eighth grade. For information on purchasing this guide, call (213) 202-2277. You can visit the Performing Arts Center's Web site at <http://www.musiccenter.org>. This was provided courtesy of the Education Division of the Performing Arts Center of Los Angeles County.

Name _____

Sign language

Sign Language Alphabet



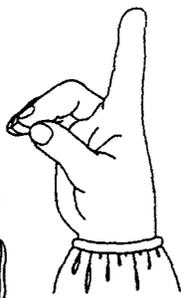
Aa



Bb



Cc



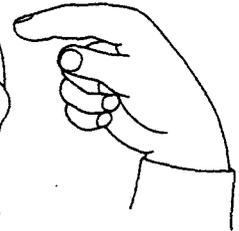
Dd



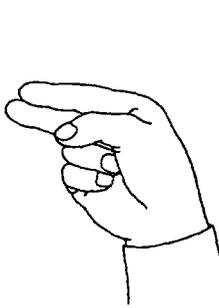
Ee



Ff



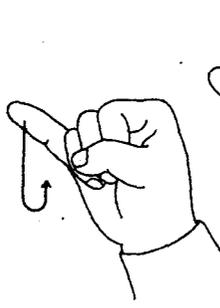
Gg



Hh



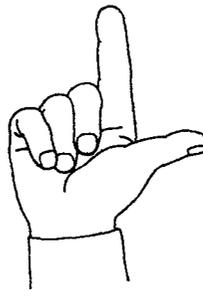
Ii



Jj



Kk



Ll



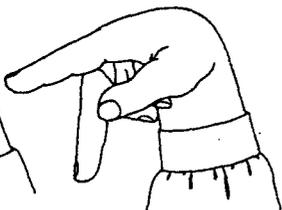
Mm



Nn



Oo



Pp



Qq



Rr



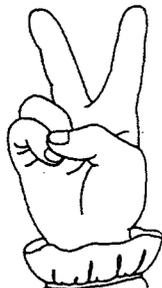
Ss



Tt



Uu



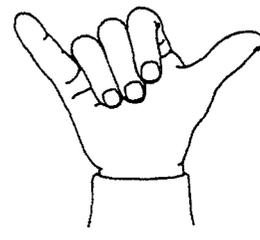
Vv



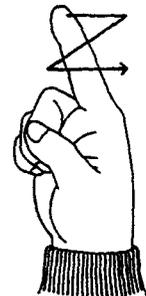
Ww



Xx



Yy



Zz

Teacher: American Sign Language (ASL) combines signing (making a sign with your hands for each word or idea) and fingerspelling (forming words letter by letter with the fingers of one hand). The alphabet on this chart is based on the American Manual Alphabet. It has 26 hand symbols, one for each letter of the alphabet.

AMERICAN SIGN LANGUAGE NUMBERS



1



2



3



4



5



6



7



8

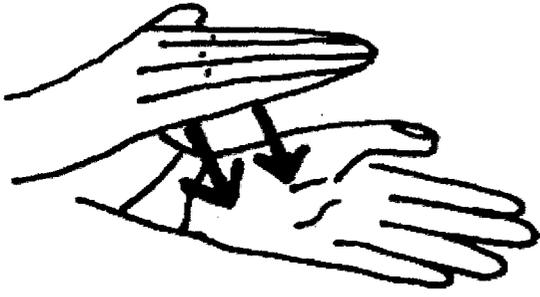


9

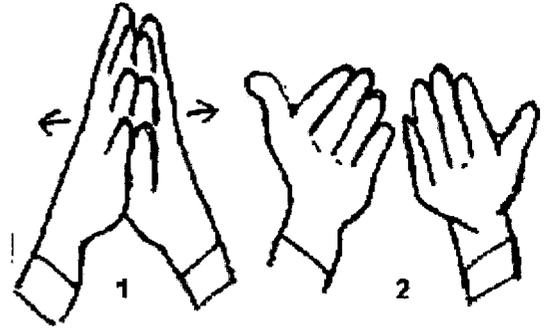


0

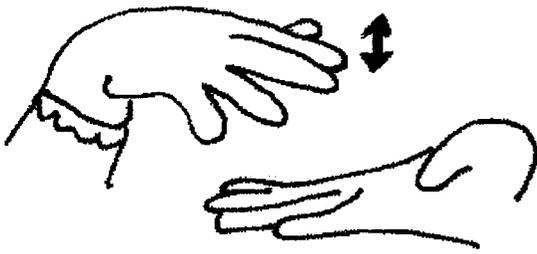
AMERICAN SIGN LANGUAGE FOR SCHOOL



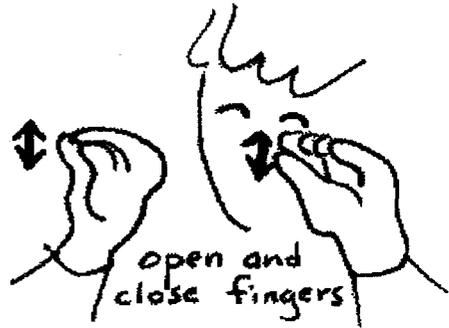
school



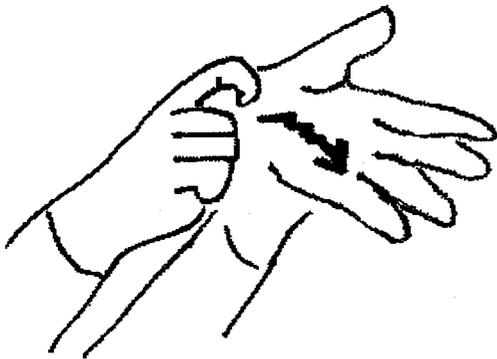
books



Study



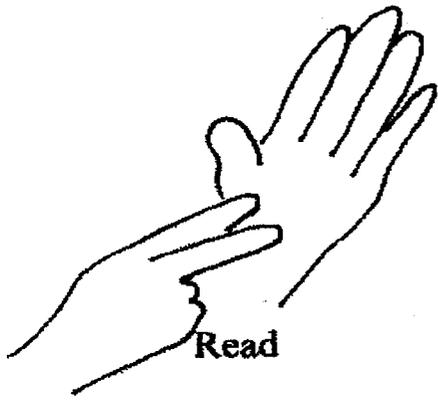
Teach



Write



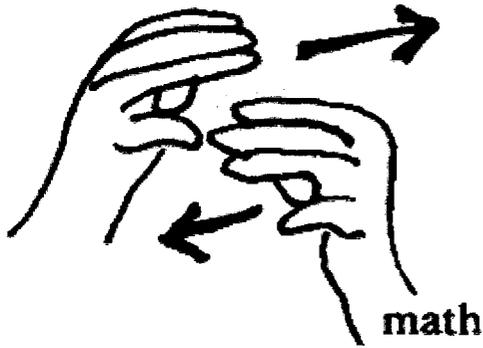
Learn



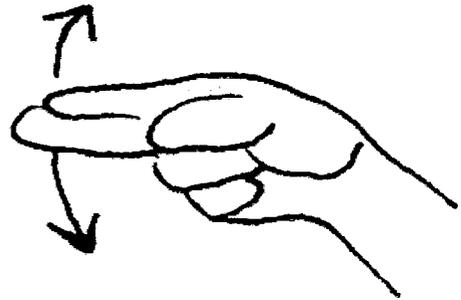
Read



English



math



History



new clothes



PETS

