



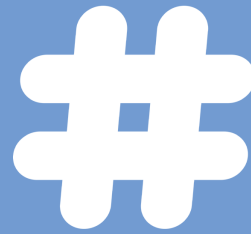
## VISUAL VERSE VOLLEY



Divide students into partners and provide the class with a topic, theme, or concept. One partner writes a brief poem on the topic while the other draws an illustration or takes a photo of the topic.

Then, the two partners exchange their work. The poet writes a poem inspired by the received image, while the artist illustrates the received poem. Repeat for three cycles, then students swap roles.

## HASHTAG MUSEUM



Challenge students to add unique hashtag labels to various objects in the classroom based on their experiences with those objects.

For example, a marker board might be labeled #TemporaryIdeas while a clock might be labeled #ClassroomAuthority. Some labels may be used multiple times in the room while others are unique.

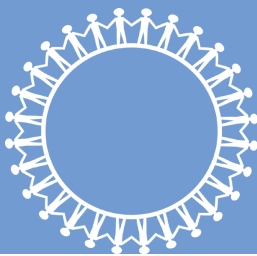
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## HUMAN MAGNETIC POETRY



Assign each student in your class a word. Be sure to assign different parts of speech so there will be variety. Have each student clearly write their assigned word on an index card.

Students then circulate the room with their words on display and seek partners to make poetic phrases and rhymes. They combine and recombine partnerships until a complete poem emerges.

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## POTENT QUOTABLES



Provide students with a selection of quotations that relate to a recent topic or current event. Then direct students to take photographs or find online photos that would serve as effective illustrations for those quotations.

Use digital tools or drawing tools to add quotations to the images. Use color, typography, size, and placement to add emphasis and meaning.

2



## HASHTAG MUSEUM

**Ask students:**

- What do you notice about the vocabulary others used to create their hashtags?
- How might you transform a single-word hashtag into a three-word phrase that uses a verb?
- How might you use hashtags to organize your notes and remember important ideas to use later?

1



## VISUAL VERSE VOLLEY

**Ask students:**

- What did you notice when looking at the other illustrations and reading the other poems?
- How does it feel to collaborate with someone else to create a poem?
- What other forms of art might make interesting collaborations?

1 POINT



3 POINTS



4



## POTENT QUOTABLES

**Ask students:**

- What pictures or images does this quote make you think of?
- Why does this quote have meaning for you?
- How might this quote be interpreted by someone else?

3



## HUMAN MAGNETIC POETRY

**Ask students:**

- What challenges did you notice as you created poetry with others? How did you overcome those challenges?
- In what ways does moving your words around change how you think about writing?
- How might you use movement exercises to help your writing process?

2 POINTS

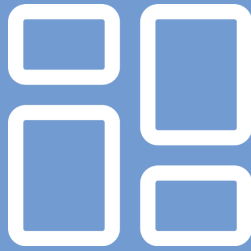


2 POINTS





## THE SHAPE OF A STORY



Read a poem, short story, or article to the class. As you read, direct students to draw lines, shapes, and symbols that could represent what they heard in the reading. Challenge students to use colors, placement, size, and patterns to convey meaning.

Read the piece aloud once more and allow students time to revise their art based on new insights.



## PLAYLIST A LIFE



First, students brainstorm significant moments from their immediate, recent, and distant pasts. They then select one moment from each of those time frames. Direct students to identify songs that represent each of those moments and write a brief justification for each choice.

Share the playlists as a class and look for connections across the shared songs and memories.

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## SCORE THE NEWS



Provide students with a brief news article about a recent topic or current event. Then direct students to use a digital music generator, a musical instrument, or their own voices to compose a brief instrumental song that could accompany the article.

Challenge students to use melody, rhythm, and tempo to add meaning and emphasis to different moments in the reading.



## DANCING DIALOGUES



Brainstorm a list of dance moves and styles with students. Discuss the variety of physical movements involved in each. Then direct students to create dance moves that represent an important concept or current event.

Encourage students to transform and remix the dances from the brainstorm in addition to using original ideas.

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6



## PLAYLIST A LIFE

### Ask students:

- After looking at other students' playlists, which song would you add to your own playlist?
- What are some patterns you can identify across your song choices?
- How might a playlist communicate the values of your community to students from other cultures?

5



## THE SHAPE OF A STORY

### Ask students:

- What does it feel like to communicate using only shapes, lines, and colors?
- When you look at other students' illustrations, what do you notice?
- How might you use lines, shapes, and colors to help you take notes in class?

3 POINTS



2 POINTS



8



## DANCING DIALOGUES

### Ask students:

- How might your dance change if you had to use a certain style? Hip-hop? Ballet? Tap?
- How might you use dance to tell a story about your family?
- Why do you think so many traditional dances have survived for generations?

7



## SCORE THE NEWS

### Ask students:

- Which instruments seem to work best for sad stories and which seem to work best for joyful stories?
- How might listening to music affect the way we receive information?
- How might the score you created change if you used a different instrument to make the sounds rather than the one you chose?

2 POINTS



3 POINTS





## ONE-PHRASE CAMPAIGN



Brainstorm a list of well-known slogans or catchphrases used to advertise products or brands. Analyze the advertisers' use of repetition, rhyme, alliteration, and word choice. Then, direct students to create new slogans or catchphrases to promote an important concept or understanding from class.

Challenge students to make slogans related to current events or community values.



## LINE AND CARET



Challenge students to change the meaning of a negative word to its more positive opposite by changing just a few letters. Letters might be crossed out or replaced. For example, "doubt" becomes "do."

Sometimes letters might just be added. For example, "war" becomes "warmth."

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## DATA-VIZ TABLEAU

```
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1001
1010
```

Divide the class into small groups of roughly five students each. Provide each group with a simple set of data or statistics related to a recent topic or current event. Then direct students to arrange themselves into a physical representation of that data. Challenge students to use body positioning, facial expressions, and props or costumes to convey meaning.



## SONG CATCHING



Generate a list of emotions, themes, or concepts as a class. Direct students to select one item from that list. Students interview several classmates, community members, or family members and ask them to identify songs they associate with that emotion, theme, or concept. If possible, have them capture a recording of the interview subject singing. As a class, make connections and share discoveries.

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## LINE AND CARET

### Ask students:

- Which of the word changes do you find the most clever, interesting, or thoughtful? Why?
- Why might a word seem negative to one person but seem positive to another?
- How might you turn your Line and Caret exercises into inspirational signs or posters?

9



## ONE-PHRASE CAMPAIGN

### Ask students:

- What have you learned about the power of words during this activity?
- What characteristics make a slogan memorable for you?
- How might you turn your slogan into a t-shirt, poster, or phone case?

2 POINTS



2 POINTS



12



## SONG CATCHING

### Ask students:

- What are some patterns you noticed in the songs you collected?
- Why do you think people responded the way they did to your song catching?
- How might you remix or mash up the lyrics from two or more of the songs collected into a new song about the same topic?

11



## DATA-VIZ TABLEAU

### Ask students:

- What would the world be like if more data was presented this way instead of in tables and charts?
- How might you remix another group's tableau to present the same data in a different way?
- What other visual communication might you use to share important data with others who may not speak your language?

3 POINTS



3 POINTS





## FRAGRANT FLASHBACK



Direct students to brainstorm a list of vivid early memories. Then challenge students to identify three, four, or five significant scents from their past, inspired by those memories.

Instruct them to select one memory and describe it in vivid detail, with an emphasis on describing those scents.



## MEANING IN THE LINES



Provide students with pieces of scrap paper. Then direct students to crumple the paper into balls and exchange them with partners. Instruct them to unravel the balls. Students use writing utensils or art supplies to trace the wrinkles and folds until an illustration of a vocabulary term emerges. Direct students to write the vocabulary term and definition below the illustration. Display the illustrations and discuss as a class.

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## MULTI-SENSORY JOURNALING

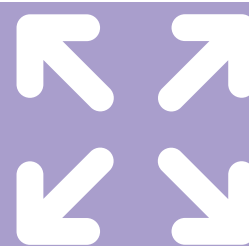


Direct students to section a piece of paper into five columns. Label each column with one of the five senses: What I Hear, What I Smell, What I Taste, What I Feel, What I See. Take students on an exploratory walk in the community. Direct them to record sensory observations of their surroundings. Challenge students to use precise vocabulary to describe their environment.

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## SAY IT IN 4 WAYS



Provide students with a quotation from a movie, song, poem, or story. Direct students to read that quotation as if they were experiencing one of the four core emotions: fear, anger, joy, or grief.

Students then practice delivering each version and choose one to perform. Direct learners to identify which emotion was performed and discuss how this was conveyed.

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## MEANING IN THE LINES

### Ask students:

- Which of the other images reminds you most of your own? Why?
- How might you sort these images into vocabulary categories?
- How might you tell a story using at least three of your classmates' images as illustrations?

13



## FRAGRANT FLASHBACK

### Ask students:

- What makes the sense of smell so powerful when recalling memories?
- How might the sense of smell help you find similarities between cultures?
- How might you use your sense of smell to describe the food you eat or to request a particular meal?

1 POINT



2 POINTS



16



## SAY IT IN 4 WAYS

### Ask students:

- What were some interesting similarities or unique differences you noticed as others presented?
- How might you change the tone if you were speaking to a famous person you admire or a family member you haven't seen in a long time?
- What makes changing your tone of voice challenging?

15



## MULTI-SENSORY JOURNALING

### Ask students:

- Which of your senses seems strongest? What evidence leads you to this conclusion?
- If you could use only two senses to make observations, which would you choose? Why?
- How might you describe your community using details based on only one sense?

3 POINTS



2 POINTS







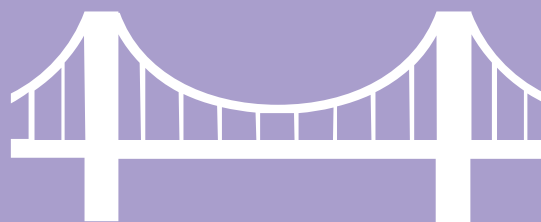
## Q-LISIONS



Students generate a number of open-ended questions about current events in their community, nation, or world. Direct students to choose one question and ask at least five people their responses. They should record or write down the exact responses. Use the responses in a mash-up video, song remix, or piece of art to reveal insights and understanding.



## BUILD A BRIDGE



Direct students to brainstorm a list of current events happening in their communities or recent personal experiences. Now, introduce a new concept or topic in a brief lecture while students take notes. Finally, direct students to identify connections, comparisons, or relationships between any of the items from their lists and the new concept. Students then explain their connections to a partner.

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## PARODY LYRICS



Provide students with the lyrics to two well-known songs. Play the original songs so all learners can familiarize themselves with the tunes, rhythms, and melodies.

Then direct students to create alternative lyrics that make the songs relate to a current event or topic of study. Encourage students to use humor and rhyme in their lyrics. Conclude with a performance.

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## TAG WALL



Provide learners with three categories that could describe current events happening in their local community, their nation, or the world. Use sets of adjectives such as “weird, wonderful, and worrisome” or “typical, terrific, and terrible.” Then direct students to brainstorm and sort events into these categories. Students write brief arguments to support their reasoning.

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**BUILD A BRIDGE****Ask students:**

- How is what you are learning now like something you have learned about in the past?
- How might you make connections between your learning and what is going on in the world or your community?
- How might this learning connect to an experience in your own life?

17

**Q-LISIONS****Ask students:**

- What qualities separate a powerful question from an ordinary one?
- Which questions prompted the most interesting responses? Why do you think that is?
- If you could ask anyone these questions, who might you interview and why?

3 POINTS



3 POINTS



20

**TAG WALL****Ask students:**

- What did you notice about the process of sorting the three lists?
- What category would you add to the wall and why?
- What might you and/or other students be able to do to make one of the worrisome items more wonderful?

19

**PARODY LYRICS****Ask students:**

- How might you use songwriting to share the culture of your community with others?
- Which part of your song did you find most challenging to create and why?
- How might you use rhyming words and other word patterns to remember important information?

1 POINT



3 POINTS





## LETTER DETECTIVE

## IMAGIPHOR



Take students on an exploratory walk around the school or community. Challenge them to find the shapes of letters in local architecture and physical features. For example, bridges might include Vs or Xs, while grates may have Es, Ms, or Fs. Students doodle or photograph these discoveries. Next, direct students to find enough letters to spell out key vocabulary terms.

Direct students to look at the photo galleries on their personal devices. You may provide them with a gallery of photos you have taken instead.

Challenge students to choose one photo that metaphorically explains the topic or concept currently studied in class. Set a brief time limit. Students then justify their choices with a partner.

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## TABLEAU

## THREE OF ME



Organize the class into small groups. Assign each group a scene from a book, film, documentary, or historical event they have been studying. Direct students to arrange themselves into a "frozen" reenactment of that scene. Students may use props and costumes, but may not move or speak.

As each group presents, students guess which scene is represented and explain their reasoning.

Direct students to doodle three scenes that represent three stages of their lives: where they have been, where they are now, and where they are going. Students then write explanations for each of their doodles. Finally, students deliver those image explanations as an autobiographical presentation.

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## IMAGIPHOR

### Ask students:

- Compare your photo choices against your partner's. How are they similar and different?
- What assumptions are you making by looking at your partner's photos?
- How might you create a photo gallery of several imagiphors to show your understanding?

21



## LETTER DETECTIVE

### Ask students:

- Where did you find most of your letters?
- What was one of the most surprising places you discovered a letter?
- How might you use the letters and locations you found to write a story?

1 POINT



2 POINTS



24



## THREE OF ME

### Ask students:

- Why did you include these three moments from your life?
- What are some important moments from your life that you decided not to include?
- How might you turn your images into a complete comic book?

23



## TABLEAU

### Ask students:

- What criteria can you use to rate this tableau?
- If you had been given an additional class session to work on this, what would you have done differently?
- How might you arrange a series of tableaux to tell a story with a beginning, a middle, and an end?

2 POINTS



3 POINTS





## FOUND-TYPE POETRY



Guide students on an exploration of their school or community. Challenge learners to identify signs, labels, and advertisements that feature English words. They should capture these words in photos or quick doodles.

After the exploration, direct students to create poems by arranging the photos or drawings into meaningful lines and phrases.

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## BOOK COVER MAKEOVER



After reading a textbook, comic book, or novel, direct students to design a better cover for that text.

The new cover may include elements of the original one or be completely unique. Challenge students to choose fonts, colors, and images that represent the big ideas of the text.

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## COLOR PALETTE



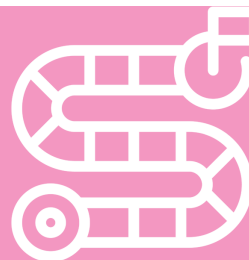
Provide students with paint chips, art supplies, or a digital color picker app. Direct them to create a color palette based on a recent reading or research topic.

Students then invent a unique name for each color that connects the color to an important detail or concept from the reading or research.

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## BOARD GAME REMIX



Provide students with a variety of recycled materials they may use for game pieces, playing cards, and game boards. Brainstorm a number of tabletop games they enjoy playing.

Then, challenge students to combine two or more of those games into a new game about a topic or concept studied in class. Direct them to write sets of rules for their new games.

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## BOOK COVER MAKEOVER

## Ask students:

- What are some similarities and differences between your book cover and the original?
- Why did you choose the font you used for your book cover?
- How might you transform the new book cover into an advertisement to convince others to read the book?

25



## FOUND-TYPE POETRY

## Ask students:

- Where did you find your most interesting words?
- What would our communities be like if we found poetry as often as we found slogans and advertisements?
- How might you create a collection of found poetry that shows what you value most?

2 POINTS



2 POINTS



28



## BOARD GAME REMIX

## Ask students:

- What is the most important thing players need to know when playing your game?
- How would you improve the playability of your game?
- What would happen if nobody was allowed to speak while playing your game?

27



## COLOR PALETTE

## Ask students:

- What other colors does the reading make you think of? Why?
- Why are colors so important to understanding the world around us?
- How might you share a person's life story using colors?

3 POINTS



2 POINTS





## CUT-UP CREATIVITY

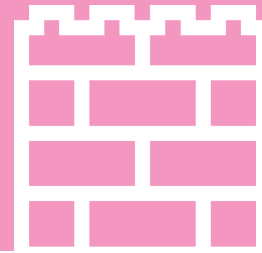


Provide students with a collection of discarded magazines, newspapers, books, or other English-language material.

Direct them to find interesting words, cut them out, and then arrange the words into poetic phrases or statements. Challenge students to add words and phrases of their own to complete a poem or narrative.



## CONSTRUCTING CONCEPTS



Assign students a brief article, short story, or poem. Then provide students with plastic or wooden building blocks and a brief time limit. Direct them to build a physical representation that summarizes the reading.

Students then explain the intention behind their constructions in short presentations.

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## SAY IT IN CLAY



Provide students with a small quantity of modeling clay and a short amount of time. Direct them to use the clay to represent their understanding of a concept, vocabulary term, or relationship.

Students then present their sculptures in an art gallery and explain the intention behind their creations.



## MUNDANE MARVELS



Direct students to create a spontaneous art piece by arranging everyday objects from their surroundings to represent an important concept or understanding from class.

Encourage students to think about stacking items and creating patterns. Students present their pieces and explain their intentions in a brief art show.

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## CONSTRUCTING CONCEPTS

### Ask students:

- How did this activity enhance your understanding of the subject?
- How could you have built your brick sculpture differently?
- Was your brick sculpture more realistic or more imaginative?

29



## CUT-UP CREATIVITY

### Ask students:

- Combine your phrase with another student's. How does this change the meaning of your phrase?
- What other forms of written expression could you create using cut-up words?
- How would you explain the reasons for choosing your poetic phrases?

1 POINT



2 POINTS



32



## MUNDANE MARVELS

### Ask students:

- What facts can you infer from your classmates' collections?
- What assumptions do you have based on observing your classmates' collections?
- What object do you have at home or elsewhere that would be a better fit for your collection here?

31



## SAY IT IN CLAY

### Ask students:

- What changes would you make to your sculpture if you had more time?
- How did you plan to make your sculpture? Was it what you pictured in your imagination? Why or why not?
- What else could you invent using modeling clay?

2 POINTS



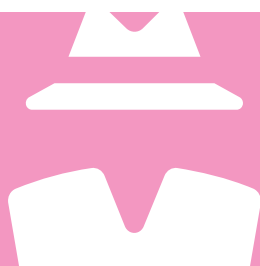
1 POINT







## METAPHORICAL FASHION

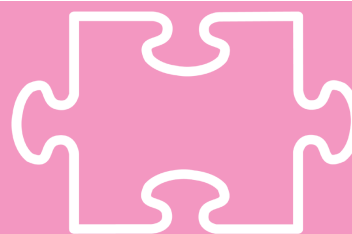


Direct students to design a fashion line based on a big idea or concept such as freedom of expression or access to education. Encourage learners to use color, texture, shape, and materials to express meaning.

Create prototypes of these fashions using whatever materials are available. Students then present their designs as a fashion show commentary.



## WORDS AND REMIXES



Provide students with a list of vocabulary terms. Direct them to experiment with combining and recombining parts of those words to invent new words based on the original meanings.

Ask students to define their new words and use them in sentences that make the meanings clear.

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## ARE YOU LISTENING?



Direct students to sit back-to-back with a partner with pencils and paper. One partner creates a geometric doodle using simple shapes. Then the artist describes the steps for recreating the doodle to their partner, who follows the directions. The partners compare the two doodles and assess their communication skills. Swap roles and repeat.

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## TWO IMAGES, ONE QUESTION



After students research or study a topic, direct them to draw, photograph, or find two images that represent the topic. Encourage students to use metaphorical images rather than literal ones.

Then students formulate a single open-ended question inspired by the topic and images. Students explain their images and pose their questions in brief presentations.

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## WORDS AND REMIXES

## Ask students:

- Devise a way to use your new word in a TV commercial. How would you “sell” it to consumers?
- What changes would you make to your word?
- How would you elaborate on the reason you made your word the way you did?

33



## METAPHORICAL FASHION

## Ask students:

- How would you generate a plan to “launch” your fashion line?
- What would happen if you wore an item from your fashion line to school?
- What changes would you make to your fashion line?

1 POINT



3 POINTS



36



## TWO IMAGES, ONE QUESTION

## Ask students:

- What alternative would you suggest for your classmates’ images? Why?
- What facts can you gather about your subject using only images?
- How could image-only slideshows enhance your English speaking skills?

2 POINTS



35



## ARE YOU LISTENING?

## Ask students:

- After finishing this activity, how could your communication with your partner been made better?
- What did you learn about the challenge of providing clear directions?
- What might be a situation where you would need to give clear directions and hear clear directions?

2 POINTS





## ICON CHALLENGE

## BOOK SPINE POETRY



First, direct students to identify various icons used in signs, packaging, labels, maps, and similar items. Then provide them a brief reading such as a news article or folktale.

Direct students to translate the reading into only three or four icons arranged in order. Learners may draw their own icons or find open-licensed icons online to use.

Provide students with random books from a classroom or home library. Direct students to choose two books to stack on top of one another to create a two-line couplet for a poem.

Poems might be about the value of education or the power of art. Encourage learners to share, remix, and mash up their poems with others.

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## 5X5 IDEAS

## METAPHORICAL MENU



Direct students to compose a vertical list of five vocabulary words. Then, ask them to add the first word that comes to mind when they think of each vocabulary word. Repeat this process until there are five sets of five words.

Students then choose one of those sets as inspiration for a new invention that might solve a problem in their community. Instruct them to create advertisements for these inventions and then share.

Direct students to identify common local foods. Then help them compare characteristics of those foods to key details from their reading. Direct students to create restaurant menu items from their comparisons. For example:

Sticky rice holds together just like how the family in the article stuck together in difficult times.

Tough Times Sticky Rice. Holds together in any meal.

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## BOOK SPINE POETRY

## Ask students:

- What makes book spine poetry difficult to create?
- How might you remix one of your book spine poems by changing the placement of just two lines?
- How might you design and display a series of book spine poems that tell a story?

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## ICON CHALLENGE

## Ask students:

- How could you develop a story using only icons?
- How might you demonstrate your understanding of a recent class topic using these icons?
- What other icons could you use to tell your story?

2 POINTS



2 POINTS



40



## METAPHORICAL MENU

## Ask students:

- What are some foods that would be poor representations of the reading?
- What might you change about your menu if you could only use foods typically found in American culture?
- How might you design the menu for a restaurant that serves only foods inspired by your life?

39



## 5X5 IDEAS

## Ask students:

- What patterns do you notice when you look at all of the inventions your class created?
- Which words might you swap for other words and why?
- How might you create product reviews for one of your inventions to show even more of your language skills?

3 POINTS



3 POINTS





## WONDER WALK



Provide students with simple drawing materials and then guide them on a walk outside of the classroom. As they explore, direct students to look for objects and features that remind them of the concepts they are studying. Direct them to doodle this evidence or take a photo with their devices. Encourage students to look at their world from different angles and perspectives. Return to the classroom and share the discoveries.



## ONE WORD TO RULE THEM ALL



Have students reflect on something they have learned or experienced and try to express it using only one word. After writing the word, learners use creativity to express that word more meaningfully.

For example, the word “growth” could have letters that look like vines, branches, or measuring sticks. Students share the meaning of the word and how they designed its expression.

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## QUESTION STORM



Ask students to think of questions about a topic that they can later research or discuss. In the time given, learners should independently write down as many questions as they can.

Students share questions in groups and brainstorm even more questions to add. Keep combining groups, sharing questions, and adding questions until the whole class comes together.

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## EMOJI ROLE PLAY



Create or buy an emoji card deck, or plan to use your phone's emoji library. Learners should choose one emoji and act out a short, improvised story based on that feeling.

They should use facial expressions, body language, vocabulary, and a tone that shows the feeling. Other students try to guess what emotion is being shared.

AMERICAN  
**A E**  
ENGLISH



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## ONE WORD TO RULE THEM ALL

## Ask students:

- How did you choose your one word to represent the topic?
- Why did you choose to present your one word in the way that you did?
- In what ways did creating your one word improve your understanding of the topic?

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## WONDER WALK

## Ask students:

- What did you find that interested you most?
- How might your walk change if you went at a different time of day?
- How might you make a tour guide of your walk so others might discover the same things you did?

1 POINT



2 POINTS



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## EMOJI ROLE PLAY

## Ask students:

- Why did you choose the emoji you selected?
- Which of the emojis seem most challenging to portray?
- How might you write a play script using only emojis?

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## QUESTION STORM

## Ask students:

- How might you organize the questions your class brainstormed?
- Which of the questions your class brainstormed interests you most?
- How might the questions we ask also show how much we know about a topic?

2 POINTS



1 POINT





## SAME INGREDIENTS, DIFFERENT DISH



Each student or group creates a project using the same creative “ingredients,” such as vocabulary terms or cultural information. Assign each student or group a unique emotion, setting, or genre. One group might create a murder mystery, while another makes a fairy tale.

As projects are presented, direct classmates to listen carefully and identify the target “ingredients” in each production.



## BINARY VOTING



Ask learners to think of a question they would like to ask others. The question should have only two answer choices, such as agree/disagree, yes/no, or like/dislike.

Set up voting stations. Use physical objects as voting tools—beans in a jar, stones in a vase, candy in a bowl, etc. Put the stations in a common area and set a time period for learners to vote anonymously.

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AMERICAN  
**A E**  
ENGLISH



## IN OTHER WORDS...



Assign a quote or a passage from a selected text, or allow students to choose one. Tell students to think carefully about what the quote or passage means. Then, ask students to imagine they need to reword the quote or passage for different audiences or purposes.

For example, how would they say it to a small child or an older relative? How would they share it in text messages to a friend or a presentation to a teacher?

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ENGLISH



## THINK LIKE A...



In this activity, students pretend they are different people and think about how those people would change an idea (a story/text, product, process, etc.).

For example, think like a:

**Kindergartner:** How might we make this more playful?

**Entrepreneur:** How might we make money with this?

**Designer:** How might we make this more useful?

**DJ:** How might we mix this topic with another?

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## BINARY VOTING

## Ask students:

- What is a question you'd like to ask others?
- What do you think the response will be?
- What actions can you take as a result of the response?

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## SAME INGREDIENTS, DIFFERENT DISH

## Ask students:

- What do you find interesting about how other students used the ingredients?
- What are some additional ingredients you would have liked for your project?
- If you were going to create a challenge for your classmates, which ingredients might you include?

1 POINT



3 POINTS



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## THINK LIKE A...

## Ask students:

- Why might it be difficult for some people to see a problem from a different point of view?
- When would it be helpful to think about a problem from a different point of view?
- How might you better learn how to see the world from a different point of view?

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## IN OTHER WORDS...

## Ask students:

- What are some situations where it would be helpful to be able to adjust your words for different audiences?
- What did you notice about how your words changed when you changed your purpose and audience?
- How should others adjust their language to communicate best with members of your family?

2 POINTS



2 POINTS







## THREE OBJECTS, ONE QUESTION



Provide students a choice of topics to research. Tell students to identify three key concepts or details about the topic. Challenge students to identify and present three physical objects to represent this information.

At the end of the presentation, students ask one open-ended question to inspire the audience to think or to be used to lead a discussion.

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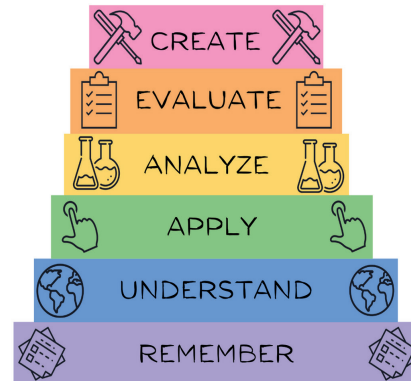


## ICON KEY

Here you'll see the icons and color-coding used for each card.

LANGUAGE SKILLS	KNOWLEDGE DIMENSIONS
READING WRITING SPEAKING LISTENING	FACTUAL CONCEPTUAL PROCEDURAL METACOGNITIVE

### COLOR CODING FOR CRITICAL CREATIVITY ACTIVITY CARDS



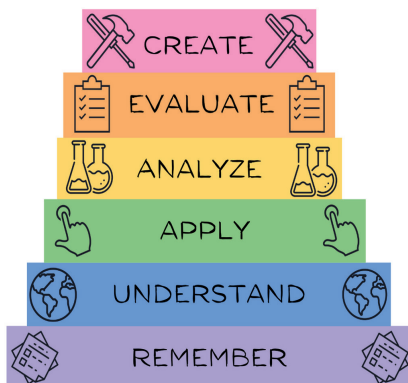
The Critical Creativity Activity Cards are color-coded using the revised Bloom's Taxonomy (2001). For more on Bloom's Taxonomy, see the Vanderbilt University Center for Teaching guide: [cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

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## THREE OBJECTS, ONE QUESTION

### Ask students:

- Why do you think your three objects represent the topic?
- What objects do you have at home that might better represent the topic?
- How might you use another student's objects to create your own question?

2 POINTS

