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Dr. T. Roger Taylor  
Curriculum Design for Excellence, Inc.  
P.O. Box 4505, Oak Brook, IL 60522  
Tel 630-852-8863 Fax 630-325-3281  
E-Mail: [mailcenter@rogertaylor.com](mailto:mailcenter@rogertaylor.com)  
Website: [www.rogertaylor.com](http://www.rogertaylor.com)

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Dr. T. Roger Taylor, **Phi Delta Kappa Educator of the Year**, chosen **BEST OF THE BEST** by the Sloan-Kettering I.D.E.A. Fellows Program, **DISTINGUISHED LECTURER** for the Association for Supervision and Curriculum Development (ASCD), author of over 8,000 integrated, interdisciplinary, thematic units, spends over 220 days a year doing professional development across the United States and World-wide. Dr. Taylor is recognized as one of the most sought-after experts in the areas of interdisciplinary, integrated curriculum, differentiated instruction, standards-based, problem/project-based curricula, gifted education, critical thinking skills, character education, multiple intelligence, school-to-career education, standards-based assessment and brain-based learning. He has helped thousands of school districts apply local and state standards to their curricula so that, "teachers are teaching students to learn rather than teaching for the test." In his 40 years as a classroom teacher, administrator, professor, and internationally known educational consultant, Roger has established an Web site with thousands of units that K-12 teachers may download for instruction and lesson planning. The units are written based on the **AHA!** (Analyzing Human Activities) model he created. This unique model, validated by Stanford University, includes specific application of the most recent brain research, multiple intelligences and constructivist hands-on project-centered learning in alignment with state defined benchmarks and standards. Over 37,500 teachers have attended Dr. Taylor's summer weeklong differentiated curriculum-writing workshops where they create integrated, interdisciplinary, thematic units for their students. The best of these curriculum units are available on his Web site.

All of the research-based strategies in the ASCD book, *What Works*, are integrated into each lesson plan. All eight of Howard Gardner's (Harvard University) **Multiple Intelligences** and the 13 principles of learning from Pi Lambda Theta must be included in each lesson before they are published online at Dr. Taylor's Web site, *Curriculum Design Online*. The six levels of E. Paul Torrance's **Divergent Thinking Skills for Creative Production** are integrated into each lesson plan. Dr. Taylor's unique character education / ethics strategies, based on Kohlberg, Gilligan and Coles, are woven into each lesson strand. Finally, Dr. Taylor's **I-Search / Research** strategies are integrated into the units so that every child, as a result of differentiated instruction, becomes a "creator and producer" of an original product.

In addition, Roger has assisted school districts throughout the United States with incorporating a team approach to address the latest **standards-based curriculum alignment**. Roger specializes in **differentiated curriculum** design for special needs "at-risk" learners and highly gifted students, and is a specialist in creating **smaller learning communities** for meeting the needs of today's young people. School districts, universities, state departments, educational service centers, and professional educational organizations continue to engage Roger as a **featured keynoter** because of his ability to present research-based information in a humorous and entertaining manner. Topics that Dr. Taylor presents are: differentiated instruction, standards-based, problem/project based curricula, closing the achievement gap, alternative strategies for high at-risk students, critical thinking skills, character education focusing on Kohlberg's *Theory of Moral Development*, the socio-emotional needs of **at-risk students, creativity, school-to-career connections, applying standards to the curriculum** and his own **integrated, interdisciplinary AHA! Model** for curriculum development. Roger is a popular "back to school" keynoter because of his ability to "motivate with meaningful information" and set a positive tone for the return to school. Whether it is presenting to educators in a district-wide institute as a "sage on the stage" or working with small teams of teachers as a "guide on the side," Roger's impact on teachers, students and the school district itself has proven to elevate the teaching skills of veteran teachers as well as new teachers and motivate students to learn skills and content using his **AHA! Model**. His unique I-Search/Research approach has been used successfully by thousands of teachers and students.

In the Chicago area, Dr. Taylor served as **Director of the Area Service Center for Educators of Gifted Children** and served on the **Executive Board for the National Association for Gifted Children** for over **ten** years. Thousands of gifted programs and gifted children have directly benefited from Roger's expertise. In addition to curriculum development focusing on integrated, interdisciplinary learning, Roger focuses on gifted program planning, identification, staff development training, and curriculum development for "mainstream" and "pull-out" program models. He has traveled internationally to train educators to incorporate his unique and highly successful model for inclusion of **special needs learners**. Many **community colleges** and **universities** are using Dr. Taylor's curriculum not only for **school to career** connections but also to strengthen the **academic teaching strategies** of their professors.

Dr. Taylor has given **keynotes, workshop sessions, and motivational speeches** for such organizations as the Association of California School Administrators, Indiana Association for Elementary School Principals, Kentucky Association for **Secondary School Administrators**, The National Council for Teachers of **Mathematics**, The Ohio Psychologists and Counselors Association, ASCD **Middle School Consortium**, British Columbia **Primary Teachers Association**, Association for **Childhood Education Int'l (ACEI)**, the International **Reading Association**, National Association for Gifted Children (NAGC), Association for Supervision of Curriculum and Development (ASCD), and was named by the Institute for Development of Educational Activities, Inc. (I.D.E.A.) as one of the **BEST OF THE BEST** during its 25<sup>th</sup> year celebration. Many educational and service groups have duly recognized Dr. Taylor. The **Jaycees** named him as one of the **"Outstanding Young Men of America"** and his name has been added to **"Who's Who in America," "The International Who's Who of Intellectuals," "Who's Who in the World,"** and **"Who's Who in American Education."**

The **AHA! Model** for creating integrated, interdisciplinary, thematic curriculum units is being used by teachers all over the world and **has proven to raise achievement test scores while preserving the excitement and joy of authentic teaching and learning**. He has been a featured consultant with the **Bureau of Education and Research (BER)** for 24 years, a featured speaker and keynoter for the National Differentiated Instruction Conferences sponsored by Staff Development for Educators (SDE) and a teacher for primary, elementary, middle school and high school students, as well as educators of all ages, for 40 years.

Through the National School Conference Institute (NSCI), Dr. Taylor conducted eight 85-minute programs on the topic of integrated, interdisciplinary curriculum to serve at **risk children** and **highly gifted students**. These programs were broadcasted in real time via satellite. He also appeared on a special program focusing on the topic of *Best Practices in Teaching and Learning* that was televised on **The Learning Channel**. Roger has traveled to **England, Japan, Germany and Saudi Arabia** to work with teachers and administrators working for the Department of Defense. In American Schools abroad, he has presented major keynotes and sessions at conferences in **Rome, Nairobi, Athens, Nice, Bali,** and (most recently) worked with teachers at the Soto Grande International School in **Spain**.

# The Year 1908

What a difference a century makes! Here are some of the US statistics for 1908:

**Two of 10 US adults couldn't read or write.** Only **6 percent** of all Americans had graduated high school.

The **average** life expectancy in the US was **47 years**.

Only **14 percent** of the homes in the US had a **bathtub**.

The **average wage** in the US was **22 cents an hour**.

More than **95 percent** of all **births** in the US took place at home.

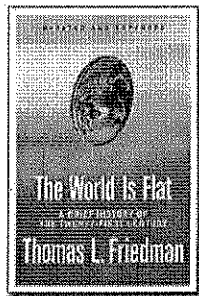
Most **women** only washed their hair **once a month**, and used **borax or egg yolks** for shampoo.

**Ninety percent** of all **US physicians** had no college education. Instead, they attended medical schools, many of which were condemned in the press and by the government as "substandard."

**Marijuana, heroin, and morphine** were all available **over the counter** at corner drugstores. According to one pharmacist, "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach and bowels, and is, in fact, a perfect guardian of health."

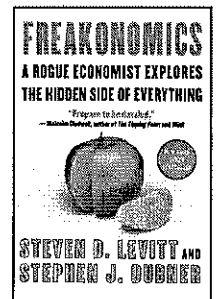
## From: 1899 to 2008

AN INDUSTRIAL SOCIETY  
A CENTRALIZED SOCIETY  
A NATIONAL ECONOMY  
FORCED TECHNOLOGY  
TOP-DOWN SOCIETY  
NORTH  
INSTITUTIONAL HELP  
PHYSICS  
EITHER/OR  
REPRESENTATIVE DEMOCRACY  
A MANAGERIAL SOCIETY  
INSTITUTIONAL MEDICINE  
SICKNESS-ORIENTATION  
HIERARCHIES  
SHORT TERM  
PRINTING  
BROADCASTING  
DEPARTMENT-CHAIN STORES  
FAMILY AS BASIC UNIT  
PARTY POLITICS  
NON-RENEWABLE RESOURCES  
MYTH OF THE MELTING POT  
MATERIAL PRODUCTIVITY  
HIRED LABOR  
LEFT VS. RIGHT POLITICS  
CONQUERORS OF NATURE  
VERTICAL SOCIETY



## TO: 21<sup>st</sup> Century

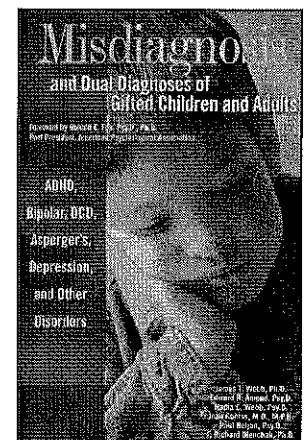
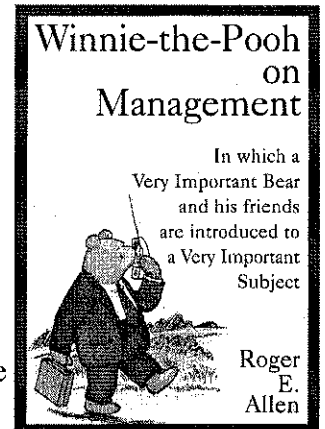
AN INFORMATION SOCIETY  
A DECENTRALIZED SOCIETY  
PART OF AN INTEGRATED GLOBAL ECONOMY  
HIGH TECH/HIGH TOUCH  
BOTTOM-UP SOCIETY  
SOUTH  
SELF HELP  
BIOLOGY  
MULTIPLE-OPTION  
PARTICIPATORY DEMOCRACY  
AN ENTREPRENEURIAL SOCIETY  
PERSONAL RESPONSIBILITY  
WELLNESS-ORIENTATION  
NETWORKING  
LONG TERM  
TELECOMMUNICATIONS  
NARROW/CASTING  
BOUTIQUES  
INDIVIDUAL AS BASIC UNIT  
ISSUE POLITICS  
RENEWABLE RESOURCES  
CELEBRATION OF CULTURAL DIVERSITY  
KNOWLEDGE PRODUCTIVITY  
CONTRACT LABOR  
POLITICS OF THE RADICAL CENTER  
PARTNERSHIP WITH NATURE  
HORIZONTAL SOCIETY



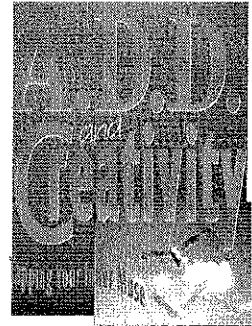
# DIFFERENTIATED LEARNING STYLES / TEACHING STYLES TEST FOR DIAGNOSTIC AND PRESCRIPTIVE LEARNING

Circle A, B, or C for the description that is **most** like you. Mark only one letter for each question.

1. I remember best...
  - A. names
  - B. faces
  - C. both names and faces.
2. I prefer to have things explained to me...
  - A. with words
  - B. by showing them to me
  - C. both ways
3. I prefer classes...
  - A. with one assignment at a time
  - B. where I work on many things at once
  - C. both ways
4. I prefer...
  - A. multiple choice tests
  - B. essay tests
  - C. both kinds of tests
5. I am...
  - A. not good at body language, I prefer to listen to what people say
  - B. good at body language
  - C. sometimes good, but other times not good
6. I am...
  - A. not good at thinking of funny things to say and do
  - B. good at thinking of funny things to say and do
  - C. sometimes good
7. I prefer classes...
  - A. where I listen to the "experts"
  - B. in which I move around and try things
  - C. where I listen and also try things
8. I decide what I think about things...
  - A. by looking at the facts
  - B. based on my experience
  - C. both ways
9. I tend to solve problems...
  - A. with a serious, business-like approach
  - B. with a playful approach
  - C. with both approaches
10. I like...
  - A. to use proper materials to get jobs done
  - B. to use whatever is available to get jobs done
  - C. a little of both
11. I like my classes or work to be...
  - A. planned so I know exactly what to do
  - B. open with opportunities for changes as I go along
  - C. both planned and open to changes



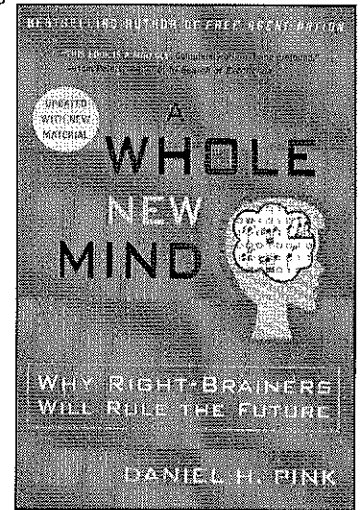
12. I am...  
 A. never inventive  
 B. very inventive  
 C. occasionally inventive
13. I prefer classes when I am expected...  
 A. to learn about things I can use in the future  
 B. to learn things I can use right away  
 C. both kinds of classes
14. I...  
 A. would rather not guess or play hunches  
 B. like to play hunches and guess  
 C. sometimes make guesses and play hunches
15. I like to express feelings and ideas...  
 A. in plain language  
 B. in poetry, song, dance, art  
 C. both ways
16. I get insights from poetry, symbols, etc...  
 A. rarely  
 B. usually  
 C. sometimes
17. I prefer...  
 A. solving one problem at a time  
 B. solving more than one problem at a time  
 C. both equally
18. I respond more to people when...  
 A. they appeal to my logical side, my intellect  
 B. when they appeal to my emotional side, my feelings  
 C. both ways
19. I prefer to learn...  
 A. the well-established parts of a subject  
 B. about the unclear parts, the hidden possibilities  
 C. both ways
20. I prefer...  
 A. analytic reading, taking ideas apart and thinking about them separately  
 B. creative reading, putting a lot of ideas together  
 C. both kinds of reading
21. I prefer...  
 A. to use logic in solving problems  
 B. to use "gut feelings" in solving problems  
 C. both equally
22. I prefer...  
 A. to analyze problems by reading and listening to experts  
 B. to see and imagine things when I solve problems  
 C. to do both.
23. I'm very good at...  
 A. explaining things with words  
 B. explaining things with hand movements and actions  
 C. both



LYNN WEISS, Ph.D.  
 Author of the best-selling *Learning to Fly: The Power of Imagination*

24. I learn best from teachers who...
- A. explain with words
  - B. explain with movement and actions
  - C. have no preference
25. When I remember or think about things, I do so best with...
- A. words
  - B. pictures and images
  - C. both equally well
26. I prefer to...
- A. examine something that is finished and complete
  - B. organize and complete something that is unfinished
  - C. do both
27. I enjoy...
- A. talking and writing
  - B. drawing and manipulating (handling) things
  - C. both equally
28. I am...
- A. easily lost in finding directions
  - B. good at finding directions
  - C. not bad in finding directions, but not really good either
29. I am...
- A. primarily intellectual
  - B. primarily intuitive
  - C. equally intellectual and intuitive
30. I prefer to learn...
- A. details and specific facts
  - B. from a general overview, to look at the whole picture
  - C. both ways equally
31. I read...
- A. for specific details and facts
  - B. for main ideas
  - C. for both equally
32. I learn and remember...
- A. only those things specifically studied
  - B. details and facts in the environment not specifically studied
  - C. have noticed no difference in these areas
33. I like to read...
- A. realistic stories
  - B. fantasy stories
  - C. no preference
34. I feel it is more fun to...
- A. plan realistically
  - B. dream
  - C. both equally fun
35. I...
- A. prefer total quiet when reading or studying
  - B. prefer music while reading or studying
  - C. listen to music only when reading for enjoyment, not when studying
36. I would like to write...
- A. non-fiction books
  - B. fiction books
  - C. no preference

37. If seeking mental health counseling, I would prefer...
- the confidentiality of individual counseling
  - group counseling and sharing of feelings with others
  - no preference for group over individual counseling
38. I enjoy...
- copying and filling in details
  - drawing my own images and ideas
  - both equally
39. It is more exciting...
- to improve something
  - to invent something
  - both are exciting
40. I prefer to learn...
- by examining
  - by exploring
  - both ways equally
41. I prefer...
- algebra (word problems)
  - geometry (visual problems)
  - both equally
42. I am skilled in...
- sequencing ideas
  - showing relationships among ideas
  - both equally
43. I prefer...
- dogs
  - cats
  - both equally
44. I ...
- use time to organize myself and my personal activities
  - have difficulty in pacing my personal activities to time limits
  - pace personal activity to time limits easily
45. I have...
- almost no mood changes
  - frequent mood changes
  - few mood changes.
46. I am...
- almost never absent-minded
  - frequently somewhat absent-minded
  - occasionally absent-minded
47. I am strong...
- in recalling verbal materials (names, dates)
  - in recalling spatial material
  - equally strong in both
48. I am skilled in...
- the statistical, scientific prediction of outcomes
  - the prediction of outcomes
  - equally strong in both
49. I prefer...
- outlining over summarizing
  - summarizing over outlining
  - equally skilled in both



50. I prefer...  
 A. verbal instructions  
 B. demonstrations  
 C. no real preference

**YOUR STYLE OF LEARNING AND THINKING:  
 RIGHT, LEFT, OR WHOLE BRAIN DOMINANT**

LEFT (A's) \_\_\_\_\_ RIGHT (B's) \_\_\_\_\_ WHOLE BRAIN (C's) \_\_\_\_\_

1. Compute your B score minus your A score. It can be a minus or plus.
2. If your C score is 15 or higher, divide your B minus A score by 3. Round your score to the nearest number. The answer will be your score. It can be a minus or plus number.

OR

If your C score is from 9 to 14, divide your B minus A score by 2. The answer will be your score. It can be a minus or plus answer. \_\_\_\_\_

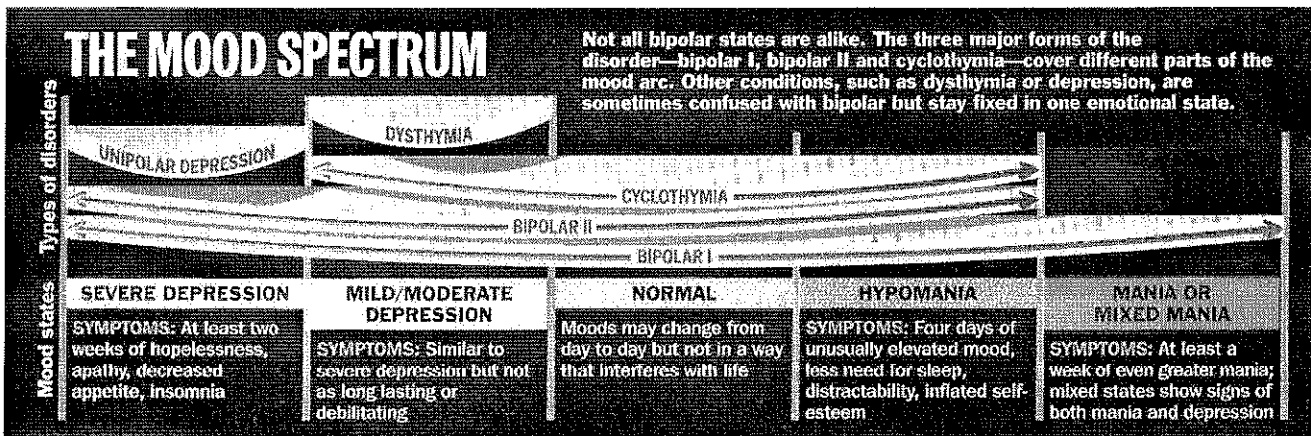
OR

If your C score is less than 9, do not divide at all. Your B minus A score is your answer.  
 \_\_\_\_\_

**PLOT YOUR SCORE BELOW**

-----  
 -40... -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10...+40  
 -----

- A score of 0 = Whole brain dominance / (Christopher Robin)
- A score of -1 to -6 = Whole brain dominance favoring the left / (Eeyore)
- A score of +1 to +6 = Whole brain dominance favoring the right / (Piglet)
- A score of -7 or lower = Left brain dominance / (Owl)
- A score of +7 or higher = Right brain dominance / (Pooh)



**DO NOT THEN TRAIN YOUTH TO LEARNING BY FORCE AND HARSHNESS: BUT  
 DIRECT THEM TO DO IT BY WHAT AMUSES THEIR MINDS.  
 SO THAT YOU MAY BE BETTER ABLE TO DISCOVER WITH ACCURACY THE  
 PECULIAR BENT OF THE GENIUS OF EACH.**

...PLATO

# TEACHING TECHNIQUES FOR BRAIN COMPATIBILITY

## For Concrete Sequential Use:

A score of -7 or lower (**OWL**)

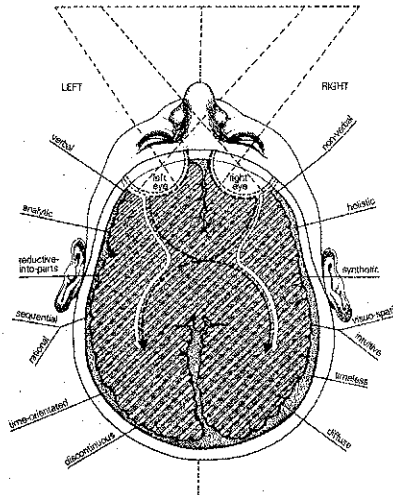
1. Workbooks or lab manuals
2. Lectures accompanied with overhead transparencies, drawings, or models; demonstration teaching
3. Hands-on materials (paint, frogs, plastic or wood models, apparatus, etc.)
4. Field trips
5. Programmed instruction or computer-assisted instruction.

### AND EXPECT STUDENTS TO:

1. Follow step-by-step directions exactly
2. Use various drill techniques to practice what they have learned
3. Give correct answers available from text

#### LEFT-BRAIN FUNCTIONS

Critical Thinking  
 Sequential  
 Logical Thinking  
 Analysis  
 Evaluative Thinking  
 Convergent Thinking  
 Focal Thinking  
 Parts/segmented  
 Linear  
 Verbal  
 Verbal instructions  
 Controlled experimenting  
 Serious ideas/logical ideas  
 Math (Algebra)  
 Objective processing of ideas  
 Dislikes improvising  
 Little use of metaphors  
 Little use of analogies  
 Receptive  
 Abstract math computation  
 Sequencing of concepts  
 Verbal memory  
 Reading/phonics  
 Writing  
 Ordering/sequencing  
 Planning  
 Verifying  
 Duplication and application  
 Reality  
 Improving known  
 Nonfiction  
 Interpreting behavior



#### RIGHT-BRAIN FUNCTIONS

Creating thinking/synthesis  
 Simultaneity  
 Intuitive Thinking  
 Visual Analysis  
 Evaluative Thinking  
 Divergent Thinking  
 Diffuse Thinking  
 Holistic/Gestalt  
 Nonlinear  
 Visual/Spatial  
 Visual/kinesthetic instructions  
 Playful/loose experimenting  
 Humorous ideas  
 Math (Geometry)  
 Subjective processing of ideas  
 Likes improvising  
 Use of metaphors  
 Use of analogies  
 Self-acting  
 Simple math computation  
 Relational concepts  
 Tonal memory  
 Sight reading  
 Singing  
 Random exploration  
 Dreaming  
 Assuming  
 Imagination  
 Fantasy  
 Inventing  
 Fiction  
 Affective interaction

## For Abstract Random Use:

A score of +7 or higher (**POOH**)

1. Movies and filmstrips
2. Group discussions among students
3. Lecture with discussion of material presented
4. Television
5. Short reading assignments which act as springboards for class activities

### AND EXPECT STUDENTS TO:

1. Listen to, learn from, and respond to fellow students
2. Be aware of color, sounds and moods in their environment
3. Observe body language, listen for intonation and reflect upon these in connection with the message given

## For Abstract Sequential Use:

A score of -1 to -6 (**EEYORE**)

1. Instructional CD-ROMs
2. Audio tapes
3. Extensive textbook reading assignments
4. Slides
5. Lecture

### AND EXPECT STUDENTS TO:

1. Be able and willing to read large amounts of material
2. Be able to conceptualize ideas and convey them either orally or in writing
3. Be able to concentrate on an idea without being distracted by environmental activities or inner feelings

## For Concrete Random Use:

A score of +1 to +6 (**PIGLET**)

1. Games or simulations
2. Independent study projects
3. Optional reading assignments
4. Brief mini-lectures
5. Problem solving activities

### AND EXPECT STUDENTS TO:

1. Frame hypotheses, develop alternative solutions and test them
2. Be able to solve problems with limited information or data provided
3. Experiment with ideas and material through application.

# CHARACTERISTICS OF EXTREME NEUROLOGICAL POLARITY THAT CREATE HIGH AT-RISK BEHAVIOR

BORED WITH ROUTINE TASKS, REFUSES TO DO ROTE HOMEWORK

DIFFICULT TO GET HIM/HER TO MOVE INTO ANOTHER TOPIC

IS SELF-CRITICAL, IMPATIENT WITH FAILURES

IS CRITICAL OF OTHERS, OF THE TEACHERS

OFTEN DISAGREES VOCALLY WITH OTHERS, WITH THE TEACHER

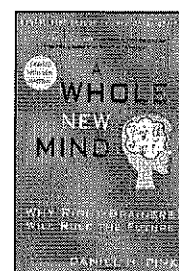
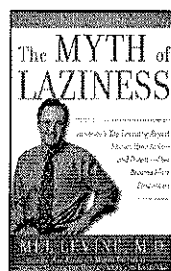
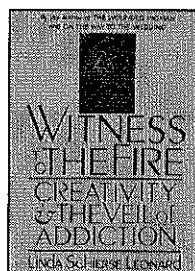
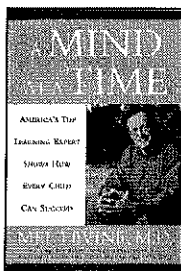
MAKES JOKES OR PUNS AT INAPPROPRIATE TIMES

EMOTIONALLY SENSITIVE—MAY OVERREACT, GET ANGRY EASILY OR  
READY TO CRY IF THINGS GO WRONG

NOT INTERESTED IN DETAILS; HANDS IN MESSY WORK

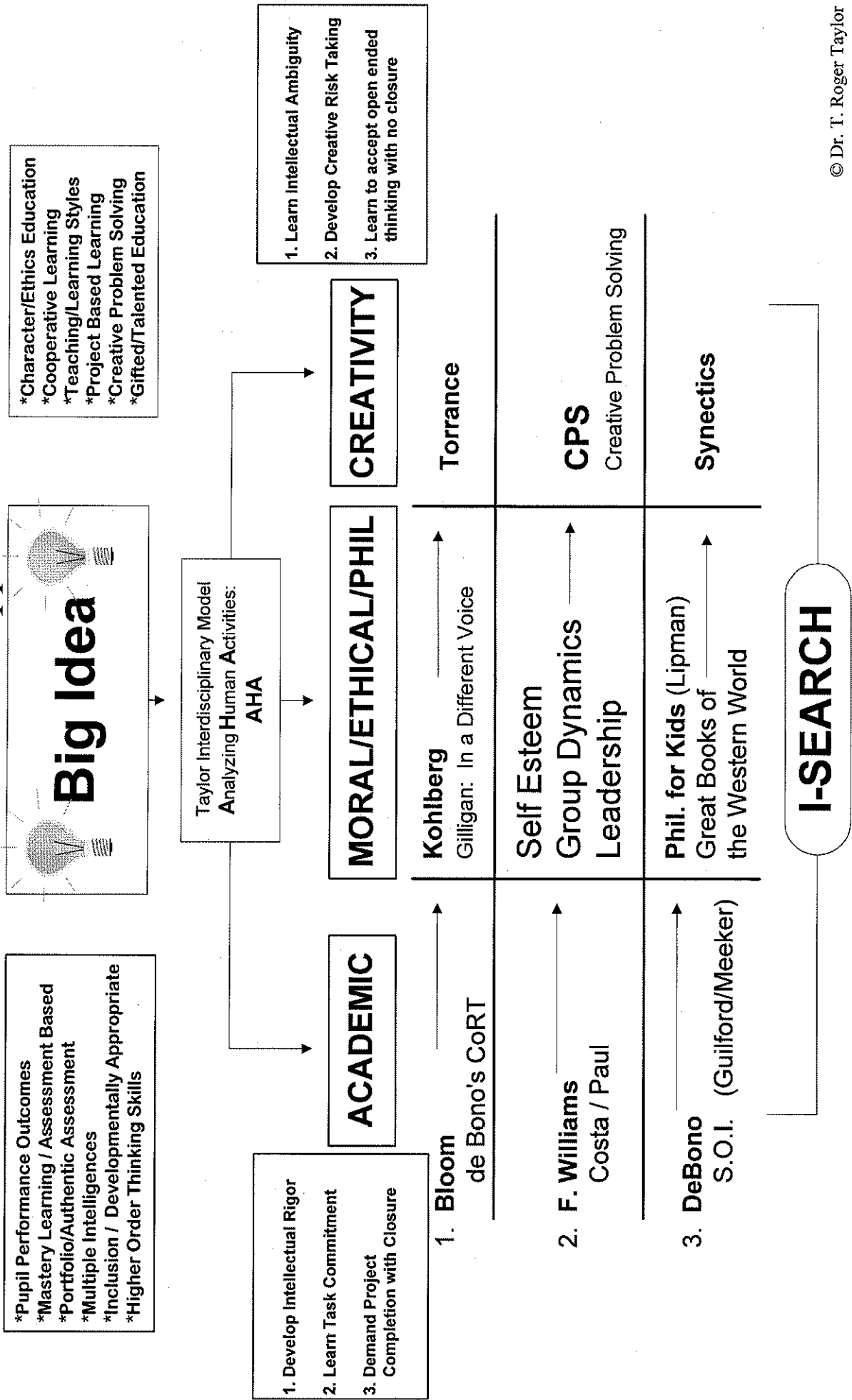
REFUSES TO ACCEPT AUTHORITY; NONCONFORMING, STUBBORN

TENDS TO DOMINATE OTHERS

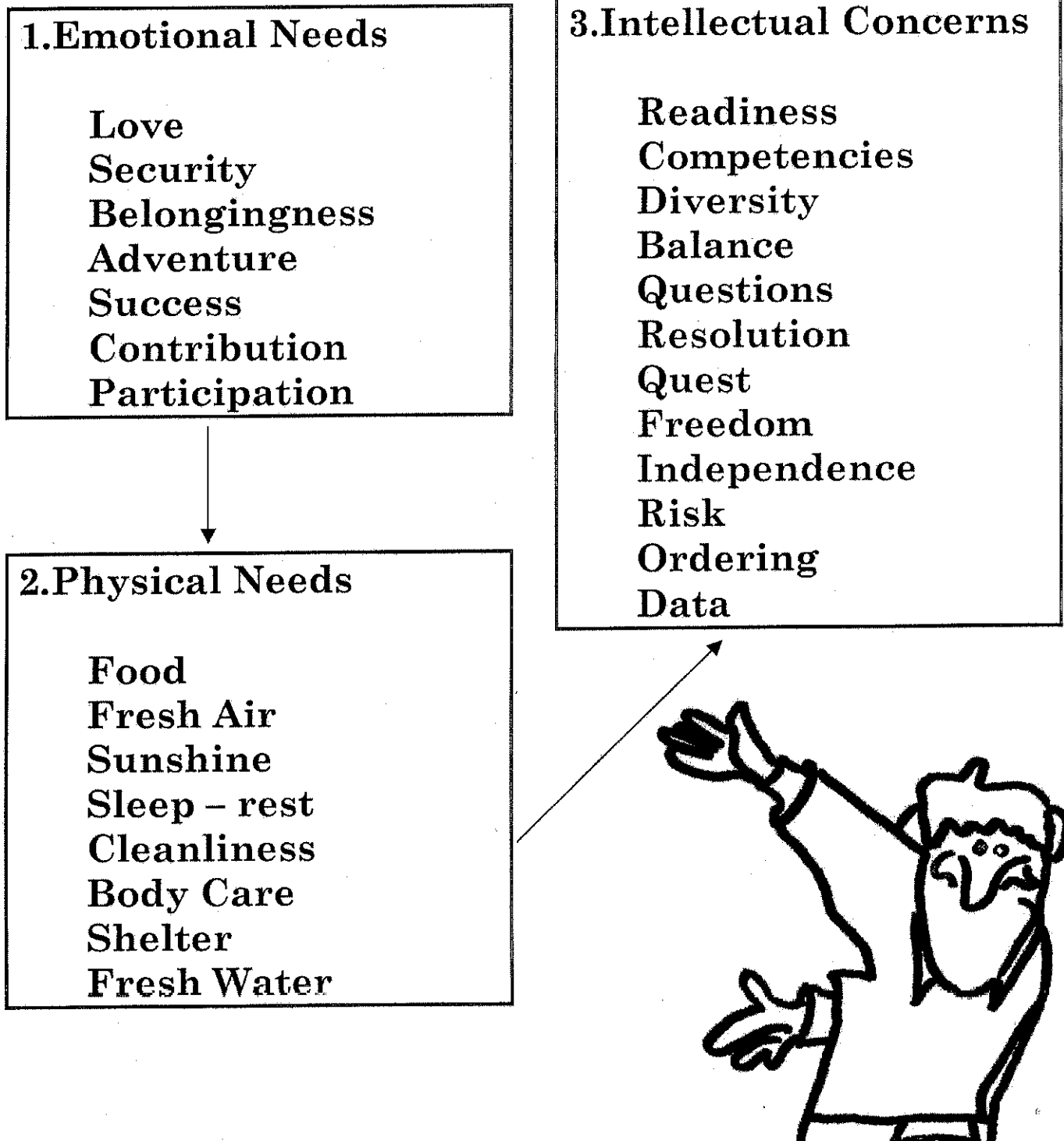


Extreme OWL (Less than -20)	Extreme POOH (More than +20)
Persistent sad, anxious or "empty" mood	Abnormal or excessive elation
Feelings of hopelessness, pessimism	Unusual irritability
Feelings of guilt, worthlessness, helplessness	Decreased need for sleep
Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex	Grandiose notions
Decreased energy, fatigue, being "slowed down"	Increased talking
Difficulty concentrating, remembering, making decisions	Racing thoughts
Insomnia, early-morning awakening, or oversleeping	Increased sexual desire
Appetite and/or weight loss or overeating and weight gain	Markedly increased energy
Thoughts of death or suicide; suicide attempts	Poor judgment
Restlessness, irritability	Inappropriate social behavior
Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain	ADD / ADHD Behavior
Amphetamines	Tranquilizers / Barbiturates
Speed, Ice, Glass, Crystal, Crank, Pep Pills, Uppers, Cocaine, Ritalin, Caffeine & Nicotine	Methamphetamine, Rohypnol (Roofies), Morphine, marijuana/hashish, Xanax / Sarax / Ativan, Thorazine, Alcohol, Quaaludes & Codine

# Differentiating The Curriculum: Rigor, Relevance & Relationships Using an Integrated, Interdisciplinary, Thematic, Standards-based Approach

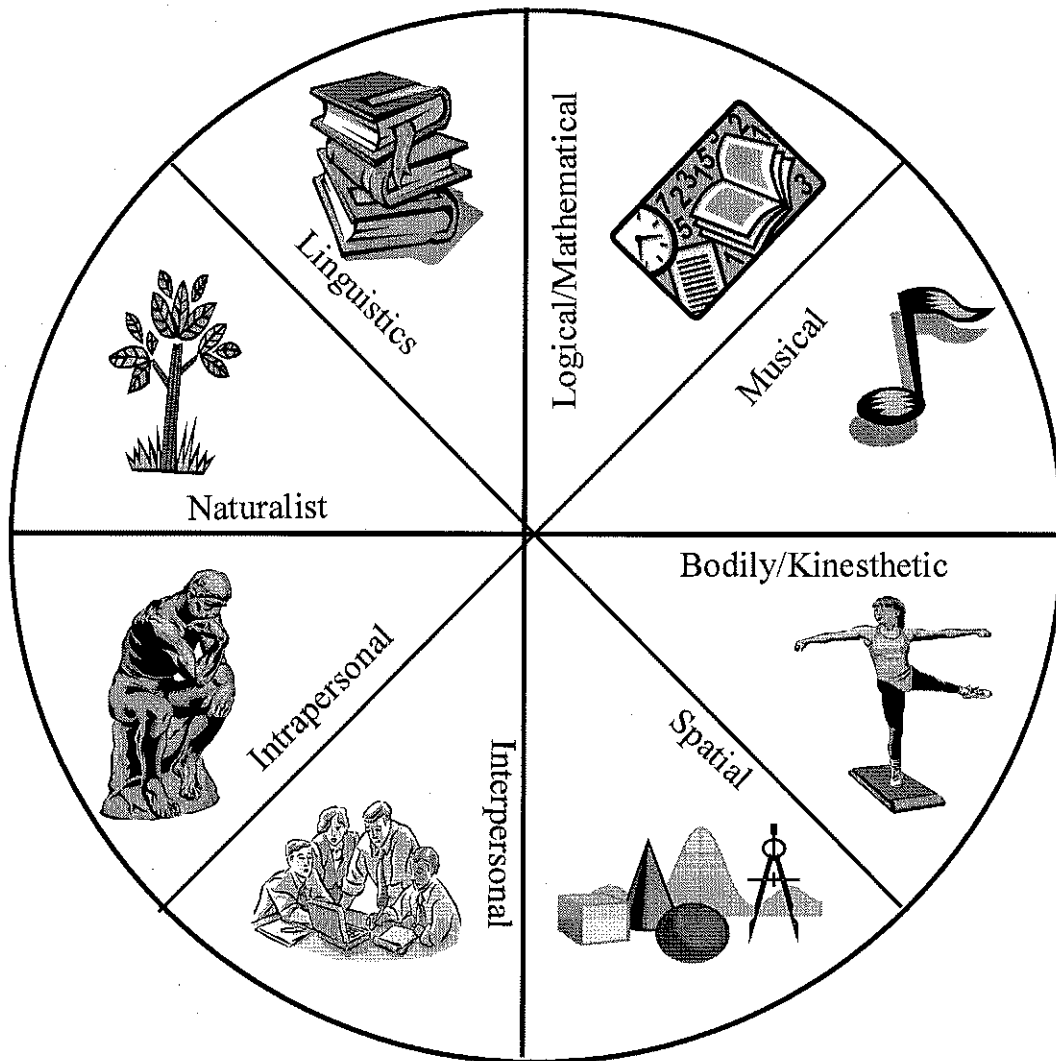


# Maslow's Hierarchy of Needs



© Dr. T. Roger Taylor  
Curriculum Design for Excellence, Inc  
P.O. Box 4505  
Oak Brook, IL 60522  
Phone: 630-852-886 Fax: 630-325-3281  
www.rogertaylor.com

# Rethinking Intelligence



High scores on Standard IQ tests have never been accurate predictors of high achievement. Of the many psychologists who have searched for a more meaningful theory of intelligence, Howard Gardner, Ph.D., a professor at Harvard's Graduate School of Education, came up with one of the most popular ideas. His multiple-intelligence theory divided intellectual capacity into eight areas, and he found physiological evidence that each "intelligence" exists in a distinct area of the brain. Gardner believes each person is born with a unique combination of strengths and weaknesses in these eight areas, but that all of them can be more fully developed through education. He has recently added two additional intelligences to his theory. His research continues to challenge educators to rethink intelligence.

1. Linguistics
2. Logical/Mathematical
3. Musical
4. Bodily/Kinesthetic
5. Spatial
6. Interpersonal
7. Intrapersonal
8. Naturalist
9. (Existentialist/Spiritual)
10. (Sexual)



**a seat on the bus**  
the continuing journey toward equality

of the Civil Rights Movement in America

**Why couldn't Chicken George cross the road?  
OR  
Getting to the  
Roots  
of the matter.**

An Integrated, Interdisciplinary, Thematic Study of SLAVERY from its Origins to Today.

Kim Givens    Cherie Ritch  
Barbara Stubbs    Anne Wahlig

**Why, Would You Abuse  
Your Diamonds?**

How many SOULS would you abuse...  
for diamonds on the SOLES of your shoes?

An integrated, interdisciplinary unit for 9th grade/gifted students examining the social and economical implications of the diamond trade

**DIAMONDS  
of  
CONFLICT**

Debra Egan  
Patricia...  
Larson...

**From Diego**

**To Day Glo  
or  
How The Mexican Muralists  
Wrote History**

"When I think of all that I learned in school, it's a wonder I can look at all. But not just of famous faces but of... I can read the meaning on the wall." (Diego Rivera)

An integrated, interdisciplinary unit exploring the Mexican muralists and their contributions to history, from Diego Rivera to contemporary Chicano artists.

Faculty Credits: [List of names]  
Sponsoring Schools: [List of schools]

**1920's American Transformation...**

**...And All That Jazz**

An Integrated, Thematic Study of America in the 1920's

Lesson Artists: [List of names]

**The Magical Mystery Tour  
is dying  
to take  
the world  
by storm**

**Cien años de soledad  
One Hundred Years of Solitude**

An integrated, interdisciplinary bilingual unit for high school students on the magical realism in Gabriel Garcia Marquez's *One Hundred Years of Solitude*

Patricia Cross, Rose Gortals, Elena Loya, Jo Hight and Cecelia Smith  
Johannes High School, Berlin, Gile

**Oye Cómo Va  
South of the Border**

**ZAP** Myths and Trade  
Those NAFTA Ideas  
in for Retired Ones

Huerta culture, literature, language,  
and politics reveal contemporary Mexico

*Habancero raft and float across the Rio Grande!*

An Integrated Interdisciplinary Thematic Unit on Contemporary Mexico

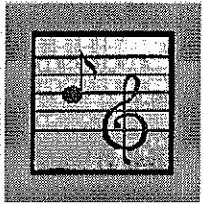
Kathy Ray Cully High School  
Wendy Hally-Strauss Chono High School  
Diana Lane-Chippens High School  
Chippens High School, Wisconsin - A.G.W. 11, 2002

Tom Fontana High School  
Alisa Ramirez Chippens High School

**Abre los Ojos**

An Integrated Interdisciplinary Thematic Unit on Miguel de Cervantes' *Don Quixote* Men of Men

John Hoffmann, Mercedes 120  
Los Virreyes San Antonio ISD  
Tombala Lake, Texas 78150



# Lesson Planning Ideas

## *Musical/Rhythmic Intelligence*

(a.k.a. auditory/vibrational intelligence)

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Analyze different historical periods through their music	Learn mathematical operations through songs, jingles, & rhythmic beats	Learn Morse Code & practice communicating with it	Learn to use music, rhythm, sound, & vibrations to reduce stress	Listen to & analyze different kinds of music from different cultures	Perform physical exercise routines in sync with music	Play "Guess the Rhythm/Instrument" when listening to various musical pieces
Create a series of key dates in history "raps"	Learn addition, subtraction, multiplication, & division through drum beats	Use different kinds of music for different kinds of writing	Listen to the sound & rhythmic patterns of the environment (humanly-created & nature)	Play musical & percussion instruments from around the world	Record & recognize the varying sounds of a computer operating (and what they mean!)	Turn a nonmusical play into a musical or into an "old time radio show"
Teach/learn songs/music that were popular in previous eras (e.g. Gregorian chant, WWII songs)	Break a set of tones and/or rhythmic patterns into various groups to learn division tables	Create song/raps to teach grammar, syntax, phonetics semantics, & other language concepts	Try various humming patterns to see how they can alter your mood & awareness	Learn the key characteristics of music & rhythmic patterns from different cultures	Experiment with the effects of different kinds of music on how you eat	Practice impromptu music composition using the "stuff" in your surroundings
Make musical instruments from the past & compose a piece using them	Play the "Rhythm Game" to learn times tables (slap thighs, clap hands, snap fingers)	Learn & practice "phonetic punctuation" (a la Victor Borge)	Experiment with the effects of vibration on sand in a metal plate	Create a sound/tonal-based legend for a map	Learn to recognize various machines in industrial technology via their sounds	Draw, paint, or sculpt a piece of music as it plays
Watch films about the past & focus on the sounds of history	Make up sounds for different math operations & processes	Illustrate a story/poem with appropriate sounds, music, rhythms, & vibrations	Assign sounds to systems you are studying such as the nervous system, circulatory systems, etc.	Learn & sing songs from nations/countries being studied	Use music to help improve keyboarding skills & speed	Make up a creative/interpretive dance to a piece of music

Emily, Emily, quite extraordinary, how does your garden grow?

-OR- I shall retire to my garden...

An Integrated, Interdisciplinary Thematic Study of the Life and Poetry of Emily Dickinson

Vikings, Brunhilda, and Fat Ladies:

Have you really MET the Opera?

**SOUND!**

Catch the Wave!

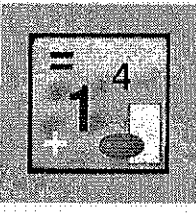
What? Me Listen?

YOU and US

An Integrated Interdisciplinary Thematic Unit The Life and Literature of Edgar Allan Poe

Where in the World Did We Come From?

Do, a deer, a female deer... OR Why are there only four notes in your scale?



# Lesson Planning Ideas

## *Logical/Mathematical Intelligence*

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Find examples where "history repeated itself"	Find unknown quantities/entities in a problem	Predict what will happen next in a story or play	Use the symbols of the Periodic Table of Elements in a story	"Follow the Legend" map-reading games & exercises	Follow a recipe to make bread from scratch	Learn patterns of ten different dance steps
Compare & contrast different periods of history	Teach how to use a calculator for problem solving	Create an outline with 4 main points x 4 sub points x four sub-sub points	Find five different ways to classify a collection of leaves	Play "Guess the Culture" based on artifacts in an imaginary time capsule	Find the relation of keyboard actions & computer performance	Compose a piece of music from a matrix
Ask factual, process, & higher-order questions about key historical decisions (a la Bloom's taxonomy)	Create number sequences & have a partner find the pattern	Learn to read, write, & decipher "code language"	Create a goal-setting chart for a study of AIDS (what I know, want to know, & what I learn)	Rank-order key socio-economic factors that shaped a culture's development	Design a physical exercise routine using a matrix	Use a Venn diagram to analyze characters in a play
Create time sequence charts with titles for major eras of history	Mind-map proofs for geometric theorems	Analyze similarities & differences of various pieces of literature	Learn the pattern of successful & reliable scientific experiments	Predict what will happen in several current-event stories	Create problem solving scenarios for machines used in industrial technology	Create a "paint-by-numbers" picture for another to paint
Predict what the next decade will be like based on patterns of the past	Design classification charts for math formulas, processes, & operations	Use a "story grid" for creative writing activities	Practice webbing attributes of various systems of the body	Learn cause & effect relations of geography & geological events	Make a classification matrix on meaning(s) of computers symbols	Analyze plays using the classical dramatic structure model

**Plot Your Point**

- If coordinates don't fly, why are they on a graph?
- To "rise" or "run" to "rise" the "fall"...
- One interval's positive slope may be another person's negative slope...
- Learning to cope with slope... when you're a one or simply not a one!
- What goes up may keep going up...
- The Rise and Fall of the Rise and Run!
- Y Intercept?

**First Flight of the Coordinate Plane... or it's All Downhill From Here!**  
A Standalone Term: Student-Ready

*An Integrated, Interdisciplinary 8<sup>th</sup> Grade Unit on Slope*

Prepared by Dan Cullen and Kelley Hunter  
Winnetka Middle School, Winnetka, California

You're too ACUTE for your own good.  
Stop backing up the wrong GEOMETRY.

OR  
Throw Mama from the TRAINformation.

An Integrated, Interdisciplinary Thematic Unit for 6th Grade  
Student Experiences

Written by:  
Terri Connolly, Chris Grogan,  
Diana Madson, Young Shelburne,  
and Tami Thomas  
Springfield City Schools, Springfield Ohio

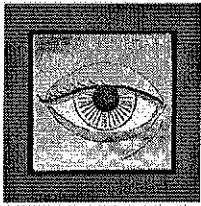
Remember, if you're not sure if you're in the part of the plane, it's a plane!

A Thematic Chemistry Unit with Emphasis on the Math

"Oh Chemistry, Oh Chemistry"  
"Six Point - Oh - Two Times Ten to the Twenty-Three!"

What do you do with a "Barium in a Revolution"?

Steve Kosernik - Rialto HS, Rialto, CA  
Diana Mazzingo - Eaglecrest HS, Aurora, CO



# Lesson Planning Ideas

## Visual/Spatial Intelligence

HISTORY	MATHEMATICS	LANGUAGE ARTS	SCIENCE & HEALTH	GLOBAL STUDIES & GEOGRAPHY	PRACTICAL ARTS & P.E.	FINE ARTS
Have imaginary talks/ interviews with people from the past	Do a survey of student's likes/dislikes then graph the results	Play vocabulary words "Pictionary"	Draw pictures of things seen under a microscope	Draw maps of the world from your visual memory	Draw pictures of how to perform certain physical feats	Watch dancers on video & imagine yourself in their shoes
Make visual diagrams & flow charts of historical facts	Estimate measurements by sight & by touch	Teach "mind mapping" as a note taking process	Create posters/flyers showing healthy eating practices	Study a culture through its visual art- painting & sculpture	Create visual diagrams of how to use machines in industrial technology	Pretend you can enter a painting-- imagine what it's like
Imagine going back in time--see what it was like "back then"	Add, subtract, multiply, & divide using various manipulatives	Draw picture of the different stages of a story you're reading	Create montages/collages on science topics (e.g. mammals)	Make maps out of clay & show geographical features	Practice drawing objects from different angles (e.g. drafting)	Listen to music with eyes closed & create a sculpture from clay
Paint a mural about a period of history	Imagine using a math process successfully, then really do it	Learn to read, write, & decipher code language	Draw visual patterns that appear in the natural world, including the microscopic	Make decor for the classroom on a culture you are studying	Learn a series of "spatial games" (e.g. horseshoes, ring toss)	Draw the sets for the various scenes of a play you are reading
Imagine & draw what you think the future will be like	Learn metric measurements through visual equivalents	Use highlight markers to "colorize" parts of a story or poem	Pretend you are microscopic & can travel in the bloodstream	Use a map to get around an unfamiliar place or location	Imagine your computer is human--draw how it works	Draw the visual and color pattern of a dance

*From Mandel to Mensch*  
*Que Sersat, Sersat*

No background, detailed drawing  
Thematic link to the story of  
William Tell from 1075-1090 AD  
Mia De Bussy

Confused County School of the Arts  
1000 Riverside Dr.  
Hunt, Oklahoma, OK 73060  
(405) 938-4100

*Back to the Future*  
*Unforgettable*  
*Impressions*  
*Of Progress*

Copyright © 1998  
Cia de Mensch  
Mia De Bussy  
Illustrated by...

Arts and Architecture Through  
the Ages: Concrete Connections  
From Early Greece  
to Frank Lloyd Wright

or  
"Frankly,  
My Dear,  
I really  
loved  
a date."

Sharon Achal  
University H.S.  
Winton, S.D.  
(617) 772-4751

Deby Egan  
Goplene H.S.  
G.O.S.S.E.  
(617) 931-0796

Peth Jossak  
Levinville H.S.  
L.S.D.  
(617) 430-1000

Ruth Uryg  
Coppin H.S.  
G.C.I.S.D.  
(617) 481-0188

An Integrated Interdisciplinary Thematic Unit based on the Comic Sections  
as they relate to Applied Geometry, Physics, and the Visual Arts

**WE ARE OF THE  
CONHEADS  
BUT WE ARE  
"Hooked on Comics"**

LAURA  
SARA C  
POPE

**STARRING**

Written by  
Helaine McCortney and Saralene Stehcker  
Dale High School  
200 S. Fair Rd.  
New Lebanon, Ohio 45345

Janet Cuckings and John Gerber  
Perkins High School  
3714 S. Campbell St.  
Sandusky, OH 44870

