

The Five Entry Points of Howard Gardner
Compiled by
Cindy Strickland
ASCD Faculty
Cindy.strickland@gmail.com

Description – The Short Version

- Narrational entry point – read or tell a story or narrative
- Logical-quantitative entry point - provide data, use deductive reasoning, examine numbers, statistics, musical rhythm, logic, narrative plot structure, cause and effect relationships
- Foundational entry point - Big questions about life, death and our place in the world, philosophy, meaning
- Aesthetic entry point – emphasize sensory and/or surface features, activate aesthetic sensitivities
- Experimental entry point – a hands-on-approach, dealing directly with materials (physically or virtually), simulations, personal explanations

Why ENTRY POINTS

In order to make students' early experiences with a topic more engaging and motivating, students are offered a variety of ways to “enter into” the study. These entry points respond primarily to learning profile and interest.

By experiencing all five entry points, learners can discover: 1) if and when they prefer one entry point over another, and 2) that there are many different and valid ways to think and learn about any subject. (<http://www.wideworld.pz.harvard.edu/>)

According to Gardner

My own belief is that any rich, nourishing topic—any concept worth teaching—can be approached in at least five different ways that, roughly speaking, map onto the multiple intelligences. We might think of the topic as a room with at least five doors or entry points into it. Students vary as to which entry point is most appropriate for them and which routes are most comfortable to follow once they have gained initial access to the room. Awareness of these entry points can help the teacher introduce new materials in ways in which they can be easily grasped by a range of students; then, as students explore other entry points, they have the chance to develop those multiple perspectives that are the best antidote to stereotypical thinking (p. 245).

The Aesthetic Window. The entry point through which learners respond to formal and sensory qualities of a subject or work of art. For example: the color, line, expression, and composition of a painting; the intricate patterns on the surface of a beehive; or the alliteration and meter of a poem.

The Narrative Window. The entry point through which learners respond to the narrational elements of a subject or work of art. For example: the legend depicted in a painting, the sequence of events in a period of history, or the story behind the construction of a skyscraper.

The Logical/Quantitative Window. The entry point through which learners respond to aspects of a subject or work of art that invite deductive reasoning or numerical consideration. For example: the question of what decisions led to the creation of an art object, the problem of calculating the overall dimensions of an automobile, or the determination of which character in a mystery is the real villain.

The Foundational Window. The entry point through which learners respond to the broader concepts or philosophical issues raised by a subject or work of art. For example: whether and why calculus is thought to be important to society, whether metaphors depict or defy reality, or why a painting of soup cans is considered art.

The Experiential Window. The entry point through which learners respond to a subject or work of art by actually doing something with their hands or bodies. For example: manipulating the same materials used in a work of art, producing a play about the history of a neighborhood, or setting a poem to music.

Samples from Gardner

These activities show different ways teachers could introduce a unit of study to appeal to varied intelligences. A teacher might vary the kind of entry point used over time in a course or offer more than one introductory activity to a unit in order to appeal to a wider variety of learners. Gardner would likely remind us that over time students need opportunities to dabble in all entry points.

Note these activities would also work well as interest centers.

Entry Point	The River	Democracy	Evolution
Narrational	Read stories about the river Write about a visit to the river Consider how the river influences your own and your families' life events.	Narrational Tell the story of democracy's beginnings in ancient Greece Trace democracy's development in the United States	Trace the course of a single branch of the evolutionary tree Trace the generations of a specific organism
Logical/ Quantitative	In the stream table activity, generate and test hypotheses about how rivers are formed and take shape given various conditions of water and sand Build scale models of river scenes	Look at congressional voting patterns over time to gain insight into democratic government Review the arguments used for and against democracy by the Founding Fathers	Study the incidence of different species in different parts of the world Study the incidence of different species indifferent geophysical epochs.
Foundational	Consider how rivers form, how they are shaped, and how they shape the landscape and people's lives.	Ponder the root meaning of the word "democracy" Ponder the relationship of democracy to other forms of decision-making and government Uncover reasons one might adopt a democratic rather than an oligarchic government	Consider the difference between evolution and revolution Consider the reasons that we look for origins and changes.

Entry Point	The River	Democracy	Evolution
Aesthetic	Create sketches and murals of the river Study artworks where rivers are depicted Read or write poetry about rivers	Listen to musical ensembles that are characterized either by group playing or by playing under the control of a single individual– the string quartet versus the orchestra, for example - to consider what that reveals about the concept of democracy. Examine various forms of balance or imbalance as they are epitomized in different voting blocs.	Examine the structure of different evolutionary trees Study the shifting morphology of organisms over time
Experiential / "Hands-On"	Visit the river and observe it first-hand. Build river models	Conduct a simulation in which class groups have to make decisions in accordance with various governmental processes, observing the pros and cons of democracy as compared with other, more “top-down” forms of government	Breed numerous generations of <i>Drosophila</i> and observe the mutations that take place.

Samples from Teachers

The following examples by various authors have been designed as differentiated options for students. In other words, students would be given a choice of how to “enter into” the topic of study. (An appropriate “choice” could also be assigned by the teacher.)

Since the major purpose of the strategy is to pique student interest, not all tasks have to lead to the exact same know, understand, and do. (A rare situation in differentiation!) It is likely, however, that a teacher would choose to have students share their products at some point so that all students are exposed to a variety of entry points and get a broad initial perspective of the topic of interest.

Note that some of the examples have tasks that seem appropriate for introductory activities, while others might serve better as interest centers or longer term projects.

INTRODUCTORY ACTIVITY SUGGESTIONS FOR ANY DISCIPLINE

(Adapted from Figure 7.4 in *The Parallel Curriculum, 2nd Ed.*, Corwin, 2008)

Narrational

- Read aloud to students about famous and infamous people who have contributed to the field (e.g., *The Lighthouse Keeper's Daughter* by Arielle North Olsen; *Eleanor* by Barbara Cooney). Books that portray the famous people at the approximate age of the students are especially powerful.

Logical/Quantitative

- Provide students with a graphic organizer of all fields within a discipline so that they can visualize the range of work done by practitioners within a discipline.
- Introduce a timeline of important turning points in the discipline.

Foundational

- Introduce students to eminent people of both genders and a variety of cultures within the field. Seek students' answers to questions such as: *What did it take to become this person? What might he or she have been like as a fifth grader? In what ways am I like this famous person when he or she was my age? In what ways am I different? What parts of this person's work would interest me? What parts would I not enjoy?*
- Brainstorm personal characteristics of practicing professionals within the field both now and at earlier ages. Call upon students to compare their own interests and abilities to those of practicing professionals.

Aesthetic

- Share revealing audio-clips, segments of documentaries, and newspaper articles about important moments and the people who shaped those moments.
- Share with students an array of products that professionals in the discipline produce (e.g., in history: fiction and nonfiction books, newspaper articles, photographs, timelines, maps, videos, charts, journals, letters, and telegrams).

Experiential

- Allow students to interact with the tools, resources, materials, work habits, etc. of the discipline.

Architecture &/or History: Cathedrals of the Renaissance

- Read an excerpt from the [Hunchback of Notre Dame](#). How does the setting enhance the story or your reading of the story?
- Use architectural and design books to find out how cathedrals were – or are - engineered. What major obstacles do builders encounter? How are these obstacles overcome?
- What is YOUR cathedral? How do people (you or human beings in general) measure themselves in terms of wholeness, bigness, spiritualism, etc.?
- Use architectural and design books to explore the importance of space, light, acoustics, and color in cathedrals. How do these work separately and together to enhance the building and the people who visit it?
- Identify symbols frequently found inside cathedrals – animals, gargoyles, flowers. Why were they used? What other symbols might *you* have included?

Art

- What story does this art work depict OR What story does it make you think of or make up? Explain.
- How much do you think this work of art is worth? Why do you say so? Is it more or less valuable than other works by this artist OR other artists of the time?
- What is a work of art? Is this art work considered a work of art? Why do you say so?
- How are the forms in the art work organized or balanced? What do you like about the art work? Dislike?
- Draw the shapes you see in this work of art. Rearrange them in at least 2 ways. How does this affect the impact of the art work?

Entry Points – The Little Prince

- **Narrational** – Read excerpts of works by Antoine de St. Exupery to get a feel for the style of writing. List or draw your impressions
- **Logical/Quantitative** – Read provided biographies and websites on author. Profile the author by collecting, compiling, and displaying important facts about his life
- **Foundational** – Study profound quotes from book. Choose 3 and journal your reaction/thoughts, illustrating how your own philosophy of life is or is not reflected by these quotes
- **Aesthetic** – Listen to selections from the musical *Le Petit Prince* and look at the liner notes provided. Draw a picture or write a paragraph that illustrates what you see as the tone and style of the music – speculate how that might translate to writing style.
- **Experiential** – Study drawings that illustrate key symbols from the book. Reflect on the meaning these symbols have for you and why. Arrange the symbols into a logical sequence and compose a simple original story or poem to accompany the pictures.

Musical Performance or Composition

- *Narrational entry point* – Read excerpts from the composer's biography. How does the composer feel about music? About composing? About his or her own work?
- *Logical-quantitative entry point*: Study the composer's use of rhythm or chord progression in the provided excerpts. What generalizations can you make, if any?
- *Foundational entry point* - What makes this composer's music unique? Why has this music remained well-known?
- *Esthetic entry point* – Listen to excerpts of the composer's work. What common elements do you notice? When you listen to this composer's work, how does it make you feel? What does it make you think of?
- *Experimental entry point* – Listen to excerpts of the composer's most famous works. Sing or play the melodies from these excerpts on an instrument of your choice. As you play or sing, try to imitate the expressiveness in the excerpts.

Basketball

- *Narrational entry point* – Listen to the interview with Michael Jordan. What does he like best about playing basketball? OR Read about the early beginnings of the game of basketball. How has the game of basketball changed over time?
- *Logical-quantitative entry point* - Read the rules of basketball. Do one of the following:
 1. Draw a diagram that helps you explain the set up of the basketball court
 2. Make a graphic organizer that clearly explains how points are earned in basketball
 3. Draw a diagram a coach might use to explain how to carry out a particular play
- *Foundational entry point* - Examine a basketball and a basketball net under a microscope. Describe the features of each in detail. Why do you think these items are designed the way they are?
- *Esthetic entry point* – Watch the clip of a professional basketball game and then watch the clip of a ballet performance. What similarities do you notice between the two clips?
- *Experimental entry point* – Watch a demonstration of how to shoot a lay-up. Try to imitate what you see.

Foods

- *Narrational entry point* – Look at the food magazines provided. Choose a story about preparing or cooking a dish. Be ready to tell the class what you learned.
- *Logical-quantitative entry point* - Study the dessert recipes in the recipe box. Figure out how to adapt the recipe for twice as many servings. Now pretend you only have half the amount of flour the original recipe calls for. How will you adapt the recipe so it still turns out?
- *Foundational entry point* - What makes a meal “satisfying?” Come up with a list of dos and don’ts. Why should we care?
- *Esthetic entry point* – Using the materials provided, set the dinner table in an attractive yet functional manner. Be ready to explain your decisions.
- *Experimental entry point* – Experiment with various ways of mixing ingredients together. (Fold, whip, stir, etc.) Be ready to demonstrate these different ways to the class.

Latin

KNOW: province, native population vs. colonialists

UNDERSTAND: colonization has both positive and negative effects on the native population and on the colonialists

BE ABLE TO DO: analyze various media for information salient to the study of colonization; compare the experiences of natives and colonialists

- Read accounts of the invasion, occupation and daily life in Britannia. Accounts include perspectives of both natives and Romans
- Learn the chronology of Roman involvement in Britannia. Investigate the percentage of natives to Romans, slaves to citizens, and financial impact of colonization on Britannia and Rome
- Investigate the reason the Romans colonized Britannia. Read accounts to understand how the natives responded to colonization
- Compare samples of art and architecture of Britannia before and after colonization to understand effects. Look for examples of transfer from Britannia to Rome as well.
- Talk with or read about people from nations recently under foreign control. Compare their experiences with those of the Britons. Survey American attitudes toward Puerto Rico or French attitudes toward Algeria and make comparisons to Roman times

Ancient Egypt (Erin Miller)

- Read a story about life in Ancient Egypt. Compare and contrast how the Ancient Egyptians lived with how you live today. Write a story about how your life might be different if you were able to time travel back to Ancient Egypt and live there for one day!
- Examine questions such as: How many people lived in Ancient Egypt? How many of them were royalty, craftsmen, servants? What did people used to eat? How old were people when they died? How many children did people have? How many pyramids are there in Egypt? Create a product (such as a travel brochure for Ancient Egypt, or your own idea) to present this information using graphs or pictures.
- Pick an Egyptian God and find out what was special about that God. What kind of pictures did people use when they drew him? What was he the God of? Draw or write a script for an advertisement that might be used to advertise this God. Be sure to tell why he was important, how he was supposed to help people, and what pictures they used to represent him.
- Look at some of the artwork from an Egyptian tomb. How does the way that they draw people differ from the way that we draw people? What do you think they thought a beautiful person looked like? What did beautiful people wear? Draw a person today that you think is beautiful. Then draw your own version of a beautiful Ancient Egyptian. Use labels, a Venn Diagram, or a list to show how our ideas of beauty are the same or different from the ideas of the Ancient Egyptians about beauty.
- Look at the box of ancient "artifacts" (a replica of a water clock, powder to represent eye shadow, hieroglyphic writing, etc.) Make a list of everything you can tell about the person who used these artifacts. Then choose some artifacts that tell about your life, and explain why they tell something about you. Choose two artifacts of yours and two artifacts from the Ancient Egypt box and find a way to show how the artifacts can tell us about the person they belonged to.

Perspective (Feminist Theory) For Juniors or Seniors in High School

Laraine Wallowitz, Charlottesville

Know:

Definition of "Perspective"

Understand:

Perspective changes a person's understanding of the world
 Perspective changes a person's understanding of the truth.

Do:

Demonstrate more than one point of view in a given situation

- Re-write a nursery rhyme from the perspective of another character. For example, re-write the story of the 'Three Little Pigs' from the perspective of the Big Bad Wolf. What is his side of the story? Does he think he is 'Big' and 'Bad' Or what about the perspective of the spider who scared 'Little Miss Tuffet' away? How do you think he feels after Miss Muffet ran away? Once you've finished with one tale, go ahead and try a few more or write a two voiced poem (i.e. one from the perspective of the Wolf and one from a pig). Be sure to use first person as you re-write the tale (Appleman, 2000).
- Go to the library (or check on line news stories) and look for a recent story that captured the headlines in news magazines. Next, find at least three different accounts of the same story in different sources (i.e. Newsweek, Time, People, etc.). Be sure that at least one of the news articles was written OUTSIDE the United States (England, Canada, or Ireland). Then compare the three stories, looking closely for differences between accounts. Where

do the news stories differ? What might explain the different account of the same event? Which one do you think is telling the 'truth'? Why?

- Choose one of the following nursery rhymes- “Humpty Dumpty,” “Jack Be Nimble,” “The Three Little Pigs,” “Little Miss Muffet” or “Jack and Jill.” Now write five vignettes of a paragraph or so from the following point of views: a defense attorney, a prosecuting attorney, a liberal/conservative, a hippie and an actor playing the lead role in an adapted version for the movies (Appleman, 2000).
 - This whole incident is obviously a conspiracy. There is no way Mr. Dumpty would just fall off the wall. Being in the fragile state that he was, he would have been extremely cautious while up on that wall. He was obviously distracted by a diversion so he wouldn't motive the suspect creeping up behind him, ready to push him off at just the right moment. It was just an “innocent fall” or so the members of the palace would have you believe. The fact of the matter is, all the king's horses and all the king's men are suspects. They all had a motive. They were sick and tired of the egg getting all the attention. And the fact that they couldn't put Mr. Dumpty back together is very suspicious, since they were all trained in egg life saving. So far, they've come up with an alibi, but it won't hold. There are almost as many holes in their stories as there are in Mr. Dumpty's poor broken body. (Maggie)
- Draw, paint or sketch the same part of the room from three different perspectives. Then analyze the different products. Who or what is missing from the picture? Who or what changes shape? What if a person only saw the room from one perspective? How would their limited view affect their understanding of the room? How do the different perspectives change your understanding of the room?
- You are on your way home from a party. It is an icy night and your car slides on some black ice near you house and you crash into a tree. Luckily no one is hurt. Now write five brief (paragraph long) accounts of the events to the following five people: your mom/dad, the police officer who arrives on the scene, your best friend who was not allowed to go to the party, your therapist, your journal. Once you've finished writing the five accounts, come see me for further instructions. (I will then tell them to explain which one is the “truth” and which ones are “lies”)

Whole Group Follow Up

Once students finish the activity, they will choose a spokesperson and share their activity with the rest of the class. They will then work in their original (or mixed perspective) group to do a write/pair/share to the following questions:

- Create a working definition of the word “perspective.”
- Create a working definition of the word “truth”
- Is there only one correct way to read an event, a story, or a text? Why or why not?
- Which perspectives do of you think are privileged in this school? In the United States? When reading a piece of literature?

A class discussion will follow the write/pair/share.

Spanish 2: Oaxaca

Kirsten (Pre-service Teacher) Charlottesville

I have designed this lesson to precede our chapter Oaxaca. The chapter uses the city as a central point and draws upon the culture of this city to teach specific vocabulary. The chapter deals with the different indigenous tribes that inhabit Oaxaca, the religious mix that exists there, the temples that were constructed by the tribes and that still stand on the outskirts of the city, the arts and crafts that are sold at the markets, and the celebration of The Day of the Dead.

My goal is to have the students research this city and its culture before diving into the grammar and vocabulary that make up the chapter. I have found numerous websites and a few other sources for the students to use when researching. My KUD focus on learning the culture (mainly about the Oaxaquenos views about life, death, love and religion) and being able to discuss how this culture differs from ours.

- Read the myths and legends provided. Use them to analyze the culture of the Oaxaquenos, focus on their unique perspectives of life, death, love and religion. You could present this information in a chart comparing American and Oaxaqueno beliefs on the four categories, in an essay, or in a more creative style (i.e. write a short story in which two students, an American and an Oaxaqueno, compare their cultural views on life, death, love and religion).
- The indigenous tribes often used great temples to express their religious views. It took great planning and organization to create these temples. Using resources/websites provided, discuss the connections between the way temples were built and run and the way that the tribes who built them functioned. Can you find any examples of this type of connection between building and societal structure in American history? One option is to create an annotated list of the characteristics that a society should possess in order to build these types of temples. Then discuss if the chart matches the way that the indigenous tribes live(d).
- The legends, the great temples, their arts and crafts – all of these can help us to see just how the indigenous tribes of Oaxaca view life. Search for the hidden beliefs inside the products of this Oaxaqueno culture and present to the class your findings. Presentations could be a series of photos followed by your interpretations of the insinuated beliefs, a PowerPoint in which the beliefs are presented and explained, an article for a Spanish culture magazine discussing your findings (pictures should be included)
- Using the resources provided, study the art (crafts, jewelry, paintings, drawings) from the tribes. Think of what their colors, textures, and symbols disclose about their beliefs. Create a collage of the art and be prepared to explain what the items included in the collage represent about the Oaxaqueno cultures OR create 2 personal works that you believe represent the ideas of Oaxaqueno culture (based on the research you did) – be ready to explain why your works would be categorized as Oaxaqueno art.
- The Day of the Dead is one of the most important celebrations in Oaxaca. The celebration shows how the Oaxaquenos view life, death, love and religion. Using the information/websites provided, study the components of the celebration. Compare the ideas realized in this celebration with your ideas and our culture's ideas about life and death. Do you think our society would support a Day of the Dead celebration in our own country? If yes, then describe the basic ideas of our American "celebration" making sure to create activities that could be consistent with your (and our society's) views of life and death. If you think our society would not support this type of celebration, tell us all the reasons why (i.e. be able to contrast Oaxaquenos and American perspectives of life, death, love and religion).

Earth Science: Natural Resources (Adapted from work by Emily Price, Charlottesville)

The student will investigate and understand the differences between renewable and nonrenewable resources.

KNOW the definition of natural resources

UNDERSTAND that natural resources are important to our survival

BE ABLE TO explain/show how their life is affected by natural resources

- **N:** In the library, find at least 4 newspaper articles about natural resources in the United States. At least 1 of the 4 must be about Virginia. All 4 should be from the past 12 months. Show what you have learned with either an essay (2-3 pages) or a PowerPoint presentation (at least 10 slides with animations and graphics). In this product, you must (1) summarize the articles, (2) write a fictional or journalistic short story about natural resources that connects the information from the articles, and (3) explain how your own life is connected to natural resources.
- **LQ:** Using data from an almanac or other trustworthy source, create or reproduce at least 4 graphs using Excel to show each of the following (you may need more graphs to best illustrate this data):
 - Natural resources found in Virginia
 - Quantity of natural resources used in the U.S., with breakdown of types
 - Percentages of energy acquired from different sources in the U.S. and Virginia
 - The depletion of petroleum (oil) worldwide during the 20th Century

Fully label the graphs and organize them on a poster to display in the classroom. On the poster, also include 2 paragraphs explaining the importance of the graphs and what these graphs mean in your life. (...how what you have depicted on the graphs relates to/ affects your own life here in Virginia.)

- **F:** Think about the following 2 questions:
 - Should people protect the Earth and natural resources or do people have unlimited rights to use what is available?
 - How do we decide on an appropriate level of usage versus conservation?

Choose 1 of the options below to answer these questions. Be sure you include basic data on the official views of the United States government regarding these questions, explain your thoughts and reasoning, and describe how these questions are important in your own life. Design a 3 minute public service announcement that addresses these questions and conveys your point of view.

Write an editorial for the local newspaper that addresses these questions and conveys your point of view.

- **A:** Consider the following questions:
 - What are the positive and/or negative aesthetic consequences of acquiring and using natural resources?
 - How is the aesthetic quality of the environment impacted by the use /abuse of natural resources?

Find 3 contrasting examples from art, media, cinema, etc that supports your answers to these questions. Include an exhibit card that explains how these examples relate to the questions and to your own thoughts about them. OR create an original piece of artwork or music that addressed the aesthetic aspects of acquiring and/or using natural resources. Display this product for the class along with an exhibit card that includes a description of the message that your art/music conveys and why that message is important in your life.

- **E:** You are a voting citizen in Albemarle County, Virginia. Tonight is the referendum vote to approve or deny the construction of a coal-powered electric plant. The plant would be located in northwestern Albemarle County. Think about the pros and cons of the suggested power

plant. Make a bulleted list of important points on BOTH sides of the issue. Choose a side of the debate and prepare a 3-minute persuasive speech to give to the class.

Entry Points example for World Religions...

- **Narrational:** How did the religions we will be studying originate? Read the narratives/accounts provided and identify similarities and differences in how the religions “came to be”.
- **Logical/Quantitative:** Find out how many people worldwide practice each of the religions we will be studying, as well as where the highest concentrations of followers reside. Do certain patterns emerge? What factors might contribute to whether these numbers are accurate? Does it matter whether a religion has many followers or few followers?
- **Foundational:** Identify what fundamental questions about life you think *any* religion ought to help its followers answer.
- **Aesthetic:** Examine pictures of examples of the places of worship for each of the religions we will be studying. What do the designs of these buildings suggest to you about what each religion believes?
- **Experiential:** Read Wikipedia’s summaries of the rites and/or practices of the religions we will be studying. Generate a list of questions the summaries prompt for you about how followers of each religion live their daily lives.

Staff Development
N: Do you have a grading story to tell? Share a time when you or someone you know was unfairly impacted by grading. What went wrong? How might the situation be improved?
Q: Discuss why teachers average grades. How do teachers typically go about averaging grades? Mathematically show how averaging can artificially raise a student’s final grade and how it can artificially lower a student’s final grade.
F: Choose from the following discussion questions: <ul style="list-style-type: none"> • Why grade? • What is a grade? • What does a grade represent? What should it represent? • (How) do grades impact life after high school? • What makes for a “fair” grade?
A: Assign the role of a student with a particular “label” (Special Ed, LD, gifted, ELL, etc.) to each group member. Put yourself in the shoes of that student. In character, discuss your feelings about grades. OR Study the provided cartoon on grading . Consider/Discuss the following questions: <ul style="list-style-type: none"> • What are the characters in this cartoon feeling? Why? • How is this cartoon similar to your educational experiences? Explain. • What is the cause and effect of the humor in this cartoon? • Take a stand. Argue for or against the message of this cartoon. • If this cartoon had another frame before and after it, what would be in each frame and what would the captions be?

E: Imagine the following scenarios. Share your reactions to each one.

1. Health and wellness has been given a grant of 1000 dollars to encourage teachers to lose weight. At the end of 9 weeks, the pool goes to the teacher who has lost the most weight.
2. Health and wellness has been given a grant of 1000 dollars to encourage teachers to lose weight. At the end of 9 weeks, the pool goes to one teacher, based upon a combination of the following factors...
 - Amount of weight lost
 - Percentage of starting weight lost
 - Attitude and effort put into weight loss
- Extra points are given to teachers who do an extra credit project on the relationship between weight loss and diet & exercise.
3. Health and wellness has been given 3 grants of 350 dollars to encourage teachers to lose weight.
 - 1 grant will go to the teacher who loses the most weight
 - 1 grant will go to the teacher who's percentage loss is greatest
 - 1 grant will go to the teacher who shows up to all the weigh-ins on time, keeps careful - and neat - track of all he or she eats and exercises, really, really tries his or her best to lose weight, and who manages to do so without getting cranky.

Russian Revolution: A Tiered Set of Entry Points by Ana Oxendale, Warrenton, VA

Know – Why Russia erupts into Revolution and the major events of the Russia Revolution.

Understand- Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and peasants. The Tsar did not resolve the grievances of workers and peasants. Inadequate administration in World War I (and the defeat in war with Japan in 1950 and the many defeats in WWI) led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the USSR.

Do: Explain the causes of the Russian Revolution; List and describe the major events of the Russian Revolution

On Grade	Advanced
Imagine you were a teenager during the Russian Revolution Write a letter to your grandchild that explains what happened and why and how you were affected by it all.	Imagine you are a teenager during the Russian Revolution. Write a series of journal entries describing your life during this time period. Be sure you talk about the causes of the Revolution and the major events that took place. Talk about what you think will happen in your future as a result of the Revolution.
Make a T-chart that lists the causes and results of the Russian Revolution Make a timeline of the major events. Use these organizers to help you create a concept map that explains the causes and the major events of the Russian Revolution.	Create an annotated concept map that highlights the causes, effects, and major events of the Russian Revolution AND shows how this revolution was impacted by or impacted other revolutions
Create a collage or series of collages that clearly shows the causes, events, and effects of the Russian Revolution	Create or find a series of non-verbal images that describe the causes, events, and effects of the Russian Revolution. Put these images into a PowerPoint. Add music to enhance the message you wish to convey.

<p>Read the handout on the causes and effects of revolutions. Come up with your own statement of philosophy concerning what happens during a Revolution.</p> <p>Explain how the causes and the events of the Russian Revolution exemplify or challenge that philosophy.</p>	<p>What traits do you think a revolution <i>must</i> have to be called a revolution? What traits, if any, are unique to the Russian Revolution?</p> <p>Using your knowledge of all kinds of revolutions, create a universal definition that will enhance our understanding of what happened leading up to, during, and after the Russian Revolution as well as <i>any</i> revolution</p>
<p>Pretend you're a professor of Russian History. Prepare an interactive lecture for your class in which you discuss what happened leading up to, during, and after the Russian Revolution</p>	<p>What kinds of revolutions have you experienced in your life? Explain how your revolution compares to what happened leading up to, during, and after the Russian Revolution. Be sure your examples clearly show the universal nature of revolution AND illuminate what happened leading up to, during, and after the Russian Revolution.</p>

YOUR TURN

Narrational	Read or tell a story or narrative	
Logical-Quantitative	Provide data, use deductive reasoning, examine numbers, statistics, musical rhythm, logic, narrative plot structure, cause and effect relationships	

Foundational	Confront big questions of philosophy and meaning concerning life, death and our place in the world	
Aesthetic	Study sensory and/or surface features, activate aesthetic sensitivities	
Experiential (also known as experimental)	Deal directly with materials (physically or virtually), simulations, personal explanations; a hands-on-approach	