Follow the presentation formality below. One point will be taken off if these directions are not followed.

**Staple all of three of these together in this order:**

|  |
| --- |
| PAGE ONE: TYPED TITLE PAGE Type the * title of your thinking kit
* "Thinking Kit 2"
* your name
* date

PAGE TWO: TYPED OBJECTIVES PAGE Type one or two learning objective sentences (in your own words) that you hope your student will do because of your provocation. In your sentences use verbs from the learning objective verb sheet. Write learning objectives on one single, separate page. I will remember that you are just learning how to write these, but I want you to start now. For example:* *Students can compare and contrast the early motion picture device, the Zoetrope, to flip books.*
* *Students can explain how repetition in design shows movement.*

PAGE THREE: TYPED CONCLUSIONType a one full page (12 point font, double-spaced) reflection on how you changed your first draft of your thinking kit and why you changed content, sequence, artifacts, questions, and/or graphic format, etc. If you didn't change a whole lot, write what you learned in this total exercise from your experience with other people's curriculum. Be thoughtful and methodic. |

**Paper clip this to the papers above**

|  |
| --- |
| PUT THE ACTUAL FINAL KIT IN ENVELOPE PROVIDED.One complete, clean, final draft of the kit should have the **pages numbered** in the order it is sequenced for students. Put the images in order of your kit. Paperclip or staple these images, grouping together to mirror your sequencing.  |

|  |  |
| --- | --- |
|  | ENACTMENT 3 points |
|  | The kit was enacted in the context of research and discussion with participants. |
|  | IDEA 2 points |
|  | The idea is specific and not too large or too vague. |
|  | The idea is about the “why” behind the artists' intent. |
|  | The 4 context sentences prepare students to think deeply for the final discussion.  |
|  | End discussion questions posed invite inquiry and prompt students to ask new questions. |
|  | CLARITY 2 points |
|  | Layers are easy to follow and sequenced to help build cumulative understanding. |
|  | Layers includes clear and simple directions for the participants. |
|  | Text is age appropriate, corresponding to text level indicator. Words are simple, avoiding complex abstractions and suffixes. |
|  | Images are of good quality and easy to view and are labeled (if needed to aid understanding).  |
|  | ARTIFACTS 2 points |
|  | Artifacts (images, text, maps, diagrams, photos) work together to create strong, ideological glue about a big idea. |
|  | There are an abundance of artifacts.  |
|  | Artifacts are accurately and carefully chosen from informed, reliable sources. |
|  | Artifacts help students uncover meaning and thus lessen the need for “explaining” texts. |
|  | TOTAL |

