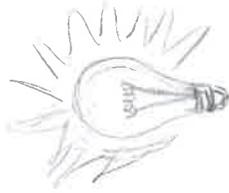
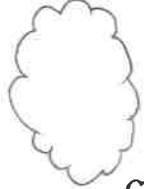
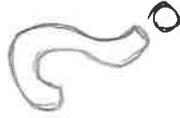


NAME:

Jenny Mora



ARTS

PERIOD:

Name: Jenny Mora Period: _____

Chapter/Topic: 16 Habits of Mind

Left Side (blank)	Page	Right Side (lined)	Page
Stonecutter/cathedral response	1	"Learning with HoM"	2
quote and visual	3	Persisting	4
Impulsivity Haiku + slogans	5	Managing Impulsivity	6
"Mrs. Caldera's Things"	7	Listening with Understanding and Empathy	8
Special Shapes	9	Thinking Flexibly	10
Butterfly grid drawing	11	Metacognition / Striving for Accuracy	12
"Broken Images"	13	Questioning & Posing Problems / Applying Past Knowledge to New Situations	14
Blackout messages	15	Thinking & Communicating w/ Clarity + Precision / Gathering Data through all Senses	16
Gatewatcher + Invention	17	Creating, Imagining, Innovating / Responding w/ Wonderment + Awe	18
☺ JOKES! (6)	19	Taking Responsible Risks / Finding Humor	20
Exquisite Corpse	21	Thinking Interdependently / Remaining Open to Continuous Learning	22
(YOUR CHOICE)	23	Reflection	24

In Broken Images by Robert Graves

He is quick, thinking in clear images;
I am slow, thinking in broken images.
He becomes dull, trusting to his clear images;
I become sharp, mistrusting my broken images,

Trusting his images, he assumes their relevance;
Mistrusting my images, I question their relevance.

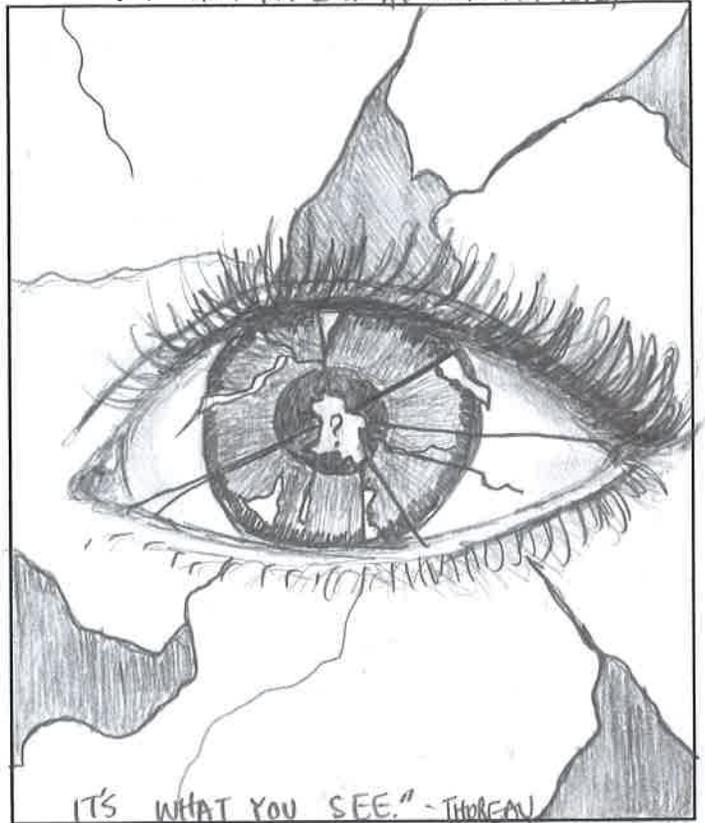
Assuming their relevance, he assumes the fact,
Questioning their relevance, I question the fact.

When the fact fails him, he questions his senses;
When the fact fails me, I approve my senses.

He continues quick and dull in his clear images;
I continue slow and sharp in my broken images.

He in a new confusion of his understanding;
I in a new understanding of my confusion.

IT'S NOT WHAT YOU LOOK AT THAT MATTERS,



Draw a mini masterpiece to accompany the poem.

What does the poem mean and how does it relate to the Habit of Mind: Questioning and Posing Problems?

- Is he actually describing himself like a Jekyll & Hyde?
- I wonder how the other thinker feels and how he would describe the speaker in the poem?
- Is the poem a result from metacognition/self-reflection?
- Is it better to have sharp broken images? What's the advantage?
- Why is the speaker spending time comparing his thinking process to someone else? What's to be gained? Isn't he being a little bit arrogant in his comparison?
- What guarantees does he have that his thinking is sharp? Maybe he's just a slow thinker and there's no advantage.
- Is the speaker satisfied with the outcome of his questioning/thinking process? Does he crave CLEAR, UNBROKEN images?

7. TOPIC: Questioning & Posing Problems

DATE: ESSENTIAL QUESTION: How would you define a "good question"? How can asking questions help you?



8. Applying Past Knowledge to new situations

What have you learned from your past experiences that may be helpful to you?



Questions/Main Ideas: 7. →

Notes: Effective Questioners:

New questions in regards to old problems = real differences in understanding

? Ask a RANGE of questions.

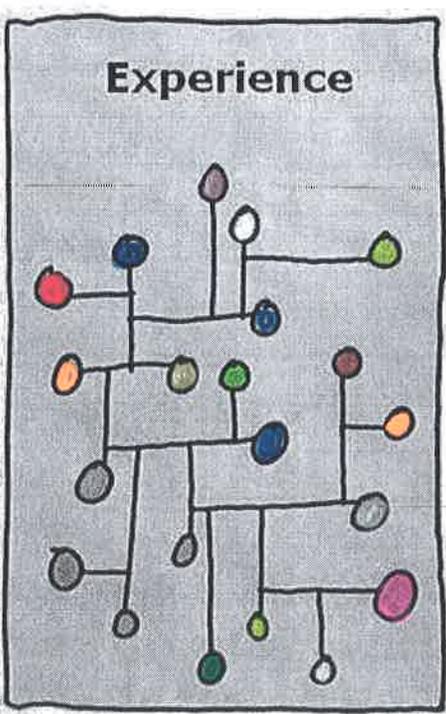
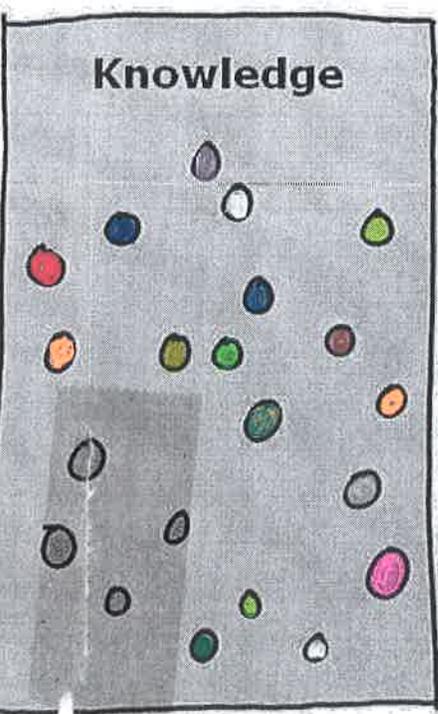
? Pose questions about alternative points of view

? Pose questions that make connections

? Pose hypothetical problems "If..."

★ Questions vary in complexity, structure & purpose
★ When something is difficult or you don't understand it -
"ASK QUESTIONS and POSE PROBLEMS
Nothing shapes our journey through life so much as the questions we ask."
Levy

8. LEARN from experience



USE store of knowledge as:
• data to support
• theories to explain
• processes to solve each NEW challenge!

TRANSFER KNOWLEDGE

"I've never made a mistake. I've only learned from experience." - Edison

Bottom line: Inquire and find a problem to solve.

7. Questioning & Posing Problems	DATE:
8. Applying Past Knowledge to new situations	ESSENTIAL QUESTION: How would you define a "good question"? How can asking questions help you? What have you learned from your past experiences that may be helpful to you?
Questions/Main Ideas:	Notes:
To →	<u>Effective Questioners:</u>
News questions in regards to old problems = real <u>divices</u> in understanding	? Ask a <u>RANGE</u> of questions
	? Pose questions about <u>alternative points</u>
	? Pose questions that make <u>connections</u>
	? Pose <u>hypothetical problems</u> "If..."
<p>★ Questions vary in complexity, structure & purpose</p> <p>★ When something is difficult or you don't understand it -</p> <p>ASK QUESTIONS and POSE PROBLEMS</p> <p><i>Nothing shapes our journey through life so much as the questions we ask</i></p> <p>- G. L.</p>	

① Explain the image comparing

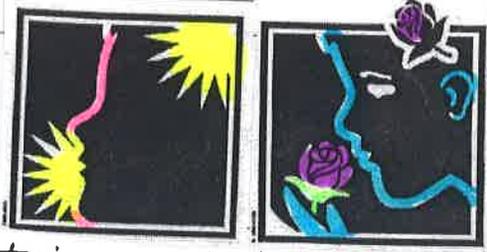
Knowledge / Experience



Give a personal example of when you used your background knowledge in a new situation.

"I've never made a mistake. I've only learned experience." - Edison

Bottom line: Inquire and find a problem to



TOPIC: Thinking and Communicating with Clarity and Precision

DATE: _____
 ESSENTIAL QUESTION: Why is it important to communicate clearly?
 How does someone practice observation skills?

Gathering Data Through All Senses
 Questions/Main Ideas:

Notes: practice observation skills?

written + spoken →

Language and thinking are closely entwined; like either side of a coin, they are inseparable.
fuzzy language = fuzzy thinking

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Define terms ➤ correct labels, analogies ➤ comparisons ➤ evidence | <ul style="list-style-type: none"> ➤ over generalizations ➤ deletions ➤ distortions ➤ vague "okay" ➤ imprecise "They" ➤ non-specific "stuff" |
|--|--|

Soap Story:

How could communication be improved so clarity is increased?

A Letter From A Freed Slave to his Master:

Is this a clear communication? Why or why not?

MOST

- linguistic
- cultural
- physical

LEARNING comes from the ENVIRONMENT through the SENSES

Benefits of using all senses in gathering data

- Active engagement ≠ not passive
- potential for NEW insights and ideas
- opportunity to understand deeply/fluenty
- aids problem-solving
- absorb more info. = ↑ learning

What needs to happen in order for someone to use all their senses in learning?

Bottom line: Observe Perpetually and

Design your own INVENTION

A. GATHER IDEAS: Think of simple products, machines, or devices in your life. Make a list of everyday inventions that make life more convenient or better than it was in the past.

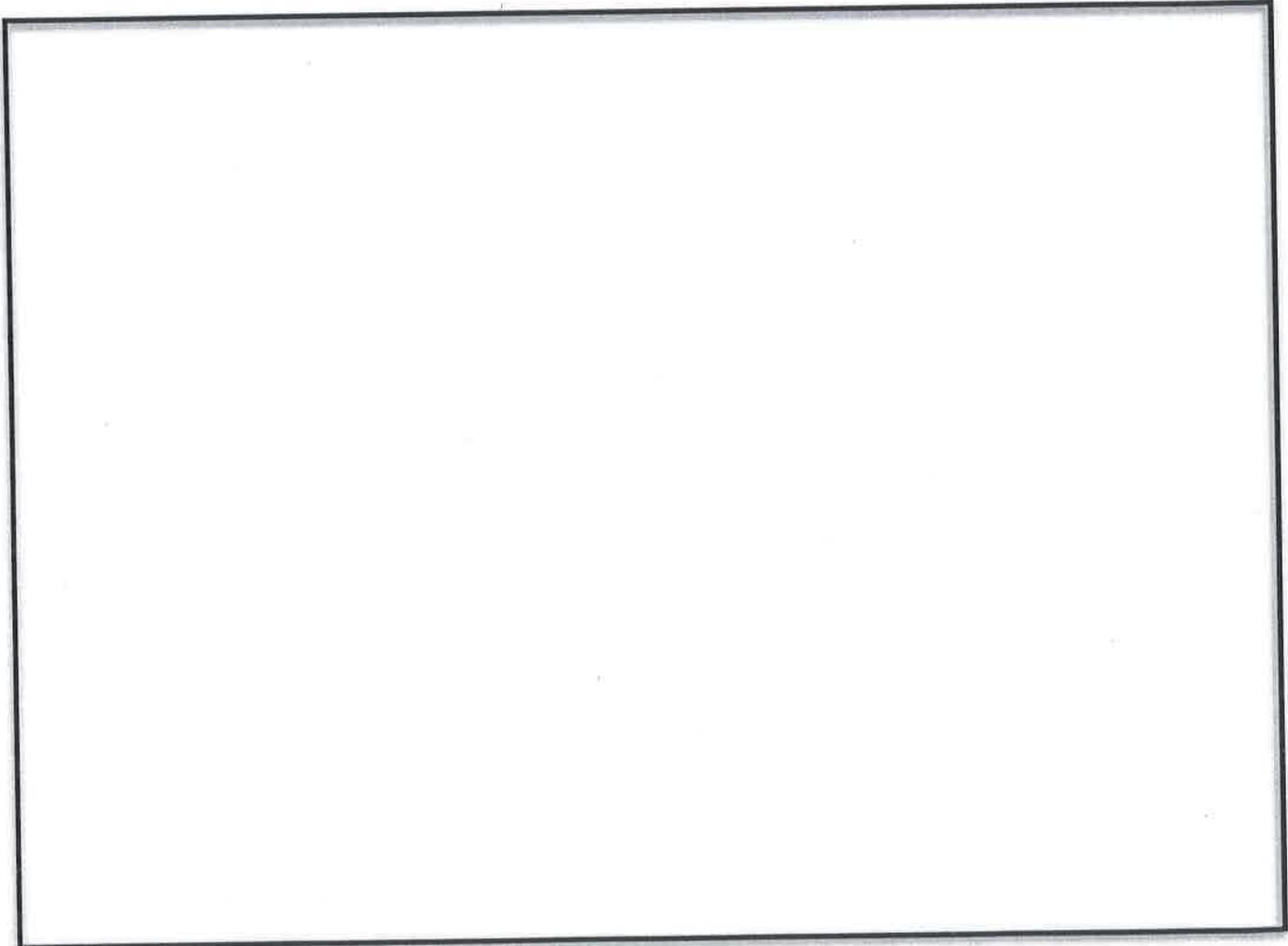
B. IDENTIFY PROBLEMS: Think about your life at home, school, etc. What are some problems you would like to solve?

At school: _____

At home: _____

At (): _____

C. DEVELOP YOUR INVENTION: Draw the design/layout of your invention.



What is the function of your invention?

How does it make your life better or more convenient?

Design your own INVENTION

A. GATHER IDEAS: Think of simple products, machines, or devices in your life. Make a list of everyday inventions that make life more convenient or better than it was in the past.

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at school: _____

at home: _____

at (): _____

C. DEVELOP YOUR INVENTION: Draw the design/layout of your invention.

→ Describe your
GATE WATCHER
(how it keeps you from
passing through the gate,
what it loves to say to you,
how it behaves...)

→ How do you silence

11 TOPIC: Creating, Imagining, Innovating
 DATE: _____
 Responding with wonderment
 ESSENTIAL QUESTION: How does a learner practice creativity?
 Questions/Main Ideas: _____
 Notes: What inspires you or excites you?
 "What if..."



→ **A CREATOR/ INNOVATOR WILL**
 Examples of great early inventions:
 • needle
 • writing
 • fire

- examine alternative possibilities
- develop novel (new) solutions + techniques
- exercise clever approaches
- project themselves into different roles
- START with a VISION & work backwards
- take risks, push limits
- be open to criticism/feedback
- constantly strive for increased fluency and ↑ craftsmanship

→ **MYTHS ABOUT CREATIVITY**

Creativity can be PRACTICED!

1. **Eureka Myth** = new idea spontaneously comes in a flash!
 Truth: insights come from prior thinking on a problem that has had time to incubate in the subconscious

Innovation is the implementation of creative ideas

2. **In the Genes Myth** = either you're born with it or not
 Truth: evidence supports opposite - people who work hardest on problem are the most likely to find a creative solution

3. **Constraints Myth** = limitations hinder creativity
 Truth: research shows creativity loves constraints

4. **Creativity is only about the arts Myth!**
 Truth: Creativity is possible in all areas of life and involves discipline and control.

Responding to your world with curiosity and delight means:

1. Learning is not RUSHED OVER
2. you pay attention to the details and delight in them
3. you enjoy the challenge and hard work
4. you're never bored
5. Finding the beauty in life
6. Keeping perspective

"Practice being EXCITED!"
 - B. Foster

Wanting to experience feelings of amazement is what makes you strive to achieve great things

Bottom line: Cultivate Fresh Thinking

What's something that's red and bad for your teeth?

How did the trees feel in Spring?

Want to hear a construction JOKE?

How much does it cost a pirate to get his ears pierced?

Did you hear the song about the tortilla?

You heard the rumor going around about butter?

- Disney

"Laughter is no enemy of learning."



TOPIC: Taking Responsible Risks
 Finding Humor

DATE: ESSENTIAL QUESTION: What keeps you from taking responsible risks in your surrounding?
 How does humor help you learn?

Questions/Main Ideas: Notes: Responsible Taking Risks

Risks
 Desire for venture → Fear of Failure

"The only way to succeed is to be brave enough to risk failure."
 - B. Tindal

growth mindset
 flexible
 compelled
 push limits
 accept uncertainty
 setback = interesting challenge →

fixed mindset
 need for certainty
 meta-cognitively LAZY
 ↳ "Google it"

Risks are necessary in order to learn

GROWTH
 NOT impulsive
 live on edge of your competence
 "Never hurts to try"

★ Those capable of INTELLECTUAL RISKS, and thinking differently are more likely to be SUCCESSFUL

Positive effects of HUMOR:

Finding Humor in the RIGHT PLACES +

WRONG PLACES -

- drop in pulse rate
- release of endorphins
- increased oxygen in blood

- finding incongruity
- perceiving absurdities, ironies, satires
- finding discontinuities
- don't take themselves too seriously

- ineptitude
- vulgarity
- violence
- at the cost of someone else
- injurious behavior

HUMOR LIBERATES CREATIVITY

needs compassion + empathy



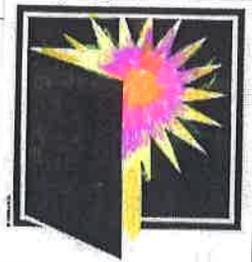
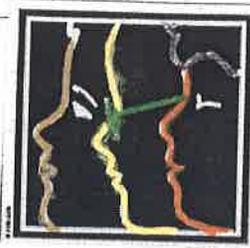
TOPIC:
Thinking Interdependently

DATE:
ESSENTIAL QUESTION:

What other Habits of Mind are used when working with others?

Remaining Open to Questions/Main Ideas:

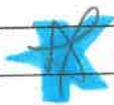
Notes: How do you confront learning opportunities?



Thinking Interdependently means to be able to:

- share ideas
- listen to each other
- build ideas collaboratively
- draw on each other's individual strengths

Working INTERDEPENDENTLY allows us to achieve something that wouldn't be possible on our own



NOT just working together BUT

THINKING together!! ← COLLABORATION

RESIST COMPLACENCY

Intelligent people are in a CONTINUOUS LEARNING MODE

even if they are doing something they've done before

- Competition
- reactiveness
- "The Answer"
- need for certainty
- biases, beliefs
- pride in autonomy

what you know	what you don't know
what you know	what you don't know
what you don't know	what you don't know

DO NOT HELP DEVELOP CAPABILITIES FOR EFFECTIVE, THOUGHTFUL CONTINUOUS LEARNING!!

YOUR
CHOICE

(quote, drawing, poem, etc.)

TOPIC:

16 Habits of Mind

DATE:

ESSENTIAL QUESTION:

Reflection

Questions/Main Ideas:

What is a Habit of Mind?

Which of the habits do you think would most benefit you in your learning experiences?

Which habit do you most struggle with? Explain.

Which habit comes easiest to you? Explain.

Overall, what's your opinion of the 16 Habits of Mind? Support your answer.

How can I, as your teacher, support you in your efforts to practice these habits?

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Thinking about Thinking
- Striving for Accuracy
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
- Gathering Data through All Senses
- Creating, Imagining, Innovating
- Responding With Wonderment and Awe
- Taking Responsible Risks
- Finding Humor
- Thinking Interdependently
- Remaining Open to Continuous Learning