## Essential Objectives of this Activity:

- Students will demonstrate correct usage of a thesaurus and a dictionary, and they will self-reflect and analyze themselves using new words they discover and make use of in a personal context.
- Each student will create ten well-written descriptions of themselves as both “givers” or “takers” in this world and in their community and classroom; these descriptions will take the form of complex sentences.
- Students will create a visual metaphor based on their own hands. Their final product (12” x 12” minimum) will combine visuals (hand metaphors and photos, clip-art, stickers, etc.) with words (ten revised and edited descriptions).

## Process Benchmarks and Final Product Requirements:

- ______ (5 points) **Brainstorm, Language Arts:** Four interesting synonyms for *give* and four more for *take* have been gathered by each student based on a context.
- ______ (5 points) **Brainstorm, Science:** Actively participate in the whole-class science discussion about *giving* and *taking*. Record four thoughtful sentences about how they already practice the skills of a scientist in life; two sentences need to use the verb *give*, and two need to use the verb *take*. Synonyms for *give* and *take* are—of course—acceptable.
- ______ (5 points) **Brainstorm, Social Studies:** Actively participate in the whole-class science discussion about *giving* and *taking*. Record four thoughtful sentences about how they already practice the skills of a historian in life; two sentences need to use the verb *give*, and two need to use the verb *take*. Synonyms for *give* and *take* are—of course—acceptable.
- ______ (5 points) **Brainstorm, Mathematics:** Actively participate in the whole-class science discussion about *giving* and *taking*. Record four thoughtful sentences about how they already practice the skills of a mathematician in life; two sentences need to use the verb *give*, and two need to use the verb *take*. Synonyms for *give* and *take* are—of course—acceptable.
- ______ (55 points) **Final Product:**
  - ______ (25 points) thoughtfulness of written descriptions/ideas
  - ______ (10 points) thoughtfulness/originality of visual presentation
  - ______ (10 points) neatness of entire presentation/ease of reading (everyone’s first name must be displayed largely on the front of their visual representation; personal photo…optional)
  - ______ (10 points) correctness of sentences (spelling, punctuation, etc.)

- ____ (total points out of 75)
- ______ (3 bonus points possible) include a thoughtful, classroom-appropriate quotation about *hands, giving, or taking*. You will be asked to interpret or apply the quote when you share, so choose one that you feel confident you can explain to others. Credit the quote to who said it.
## Language Arts Brainstorm: Work with a partner to...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List 10 synonyms for <em>give</em> from your memory.</td>
<td>2. List 5 synonyms for <em>give</em> from the thesaurus.</td>
</tr>
</tbody>
</table>

3. Write two interesting, complex sentences about yourself and the act of *giving*. Each of your sentences needs to use one of your circled verbs above. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and, but, so, so that, when/ever, because, since, as, however, nonetheless, even so*, etc.). Conjunctions often require punctuation, so be careful as you create these sentences. Ask your partner to check your punctuation.

   1.   

   2.   

4. List 10 synonyms for *take* from your memory.  

5. List 5 synonyms for *take* from the thesaurus.  

Circle your favorite two from either list above.

6. Same rules as above for sentences...this time, make sentences about *taking*.

   1.   

   2.   

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**Bravery Brainstorm:** After listening to the song *Brave*, answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the lyrics with a partner. What are five interesting words to describe the tone of the song or the singer? <strong>Tone</strong> means attitude.</td>
<td>2. Next, look up several of your tone words in the thesaurus. Can you find five 25-cent vocabulary words using the thesaurus for the song’s tone?</td>
</tr>
<tr>
<td>3. Look up <em>give</em> in your thesaurus. Using synonyms that you find, can you come up with two sentences that you could apply to someone famous who has shown bravery.</td>
<td>4. Look up <em>take</em> in your thesaurus. Using synonyms that you find, can you come up with two sentences that you could apply to someone famous who has shown bravery.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

5. How are you going to be brave this year at school? Write two interesting, true, complex sentences about yourself being brave. One sentence needs to use a synonym for *give*, and the other a synonym for *take*. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and, but, so, so that, when/ever, because, since, as, however, nonetheless, even so*, etc.).

1.                                                                 |
2.                                                                 |
<table>
<thead>
<tr>
<th>Science Brainstorm:</th>
<th>Your science sentences need to make use of your synonyms for <em>give</em> and <em>take</em> from Language Arts class. Refer to your Language Arts brainstorm page as you answer the questions below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select two synonyms for <em>give</em> to use. Print both words backwards as fast as you can:</td>
<td>2. Select two synonyms for <em>take</em> to use. Write both words backwards as fast as you can:</td>
</tr>
<tr>
<td>3. Based on our whole-class discussion, here is my list of the eight most applicable nouns/things that I <em>give</em> when I am working on science in school.</td>
<td>4. Based on our whole-class discussion, here is my list of the eight most applicable nouns/things that I <em>take</em> when I am working on science in school.</td>
</tr>
<tr>
<td>5. Write two interesting, true, complex sentences about yourself as a practicing/still-learning scientist. One sentence needs to use a synonym for <em>give</em>, and the other a synonym for <em>take</em>. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like <em>and, but, so, so that, when/ever, because, since, as, however, nonetheless, even so</em>, etc.).</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>
**Mathematics Brainstorm:** Your math sentences need to make use of your synonyms for *give* and *take* from Language Arts class. Refer to your Language Arts brainstorm page as you answer the questions below.

1. Select two synonyms for *give* to use. How many points are your words worth if a =1, z = 26?

2. Select two synonyms for *take* to use. How many points are your words worth if a =1, z = 26?

3. Based on our whole-class discussion, here is my list of the eight applicable nouns/things that I *give* if I am using mathematical practices/skills.

4. Based on our whole-class discussion, here is my list of the eight applicable nouns/things that I *give* if I am using mathematical practices/skills.

5. Write two interesting, true, complex sentences about yourself as a practicing/still-learning mathematician. One sentence needs to use a synonym for *give*, the other a synonym for *take*. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and, but, so, so that, when/ever, because, as, however, nonetheless, even so*, etc.).

   1.

   2.
### History Brainstorm:

Your social studies sentences need to make use of your synonyms for *give* and *take* from Language Arts class. Refer to your Language Arts brainstorm page as you answer the questions below.

<table>
<thead>
<tr>
<th>1. Select two synonyms for <em>give</em> to use. Write out how you’d define your words for a 5-year-old.</th>
</tr>
</thead>
</table>

| 2. Select two synonyms for *take* to use. Write out how you’d define your words for a 5-year-old. |

| 3. Based on our whole-class discussion, here is my list of the eight most applicable things that I *give* when I am thinking about history topics/projects. |

| 4. Based on our whole-class discussion, here is my list of the eight most applicable things that I *give* when I am thinking about history topics/projects. |

| 5. Write two interesting, true, complex sentences about yourself as a practicing/still-learning student of history. One sentence needs to use a synonym for *give*, and the other a synonym for *take*. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and*, *but*, *so*, *so that*, *when/ever*, *because*, *since*, *as*, *however*, *nonetheless*, *even so*, etc.). |
| 1. |

| 2. |
Civics Brainstorm: Your civics sentences need to make use of your synonyms for *give* and *take* from Language Arts class. Refer to your Language Arts brainstorm page as you answer the questions below.

1. Select two synonyms for *give* to use. Write them out in Pig-Latin, and say them in a sentence.

2. Select two synonyms for *take* to use. Write them out in Pig-Latin, and say them in a sentence.

3. Based on our whole-class discussion, here is my list of the eight most applicable things that I *give* when I am thinking about being a good citizen.

4. Based on our whole-class discussion, here is my list of the eight most applicable things that I *take* when I am thinking about being a good citizen.

5. Write two interesting, true, complex sentences about yourself as a practicing/still-learning citizen. One sentence needs to use a synonym for *give*, and the other a synonym for *take*. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and, but, so, so that, when/ever, because, since, as, however, nonetheless, even so*, etc.).

   1.

   2.
**Learning Style Brainstorm:** Your learning style sentences need to make use of your synonyms for *give* and *take* from Language Arts class. Refer to your Language Arts brainstorm when filling out this page.

<table>
<thead>
<tr>
<th>Select two synonyms for <em>give</em> to use. Other than <em>hands</em>, how might you symbolize your words?</th>
<th>Select two synonyms for <em>take</em> to use. Other than <em>hands</em>, how might you symbolize your words?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on our whole-class discussion, here is my list of the eight most applicable things that I *give* when I am thinking about my own learning style. Based on our whole-class discussion, here is my list of the eight most applicable things that I *take* when I am thinking about my own learning style.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write two interesting, true, complex sentences about yourself as a unique learner. One sentence needs to use a synonym for *give*, and the other a synonym for *take*. Your sentences must also be complex, which means somewhere in the middle of them they need a conjunction (like *and*, *but*, *so*, *so that*, *when/ever*, *because*, *since*, *as*, *however*, *nonetheless*, *even so*, etc.).

1. 

2. 
Now...use your past five pages’ worth of brainstorms to help you create ten sentences based on your most interesting ideas and thinking. Five sentences MUST be about you as a student/learner; the other five MUST be about you when you’re away from school.

<table>
<thead>
<tr>
<th>Write five unique statements about myself as a giver. Use complex sentences! → →</th>
<th>Conjunctions:</th>
</tr>
</thead>
</table>
| 1. | Coordinating:  
and  
but  
so  
for  
yet  
yet  
or  
nor |
| 2. | Subordinating:  
because  
if  
since  
when/ever  
while  
as  
as soon as  
as if  
as long as  
as much as  
before  
after  
even if  
even though  
although  
until  
unless  
Adverbial:  
however  
therefore  
nevertheless  
nonetheless  
even so  
also  
in fact  
in addition  
moreover  
otherwise  
consequently  
furthermore |
<p>| 3. |
| 4. |
| 5. |</p>
<table>
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</tr>
</thead>
</table>
| 1. | **Coordinating:**  
and  
but  
so  
for  
yet  
or  
nor |
| 2. | **Subordinating:**  
because  
if  
since  
when/ever  
while  
as  
as soon as  
as if  
as long as  
as much as  
before  
after  
even if  
even though  
although  
until  
unless |
| 3. | **Adverbial:**  
however  
therefore  
nevertheless  
nonetheless  
even so  
also  
in fact  
in addition  
moreover  
otherwise  
consequently  
furthermore |
| 4. | |
| 5. | |
Your final product must:

- Have your first name only on the front side in big letters.
- Somehow the final visual must be representative of your two hands; you may practice literal, abstract, or photographic symbolism here.
- Minimum size: 12” x 12,” and no 3-D please as these need to be laminated.
- Feature all ten of your sentences, which need to be thoughtful, edited, and presented neatly.
- Feature at least six visuals that represent you as a giver or taker, or representing what it is that you give or take. Your visuals should be inspired by your ten sentences.
- Demonstrate a high level of thinking, and show us that you’re a serious student who is committed to creating quality products.

Rough sketch your visual using the space below. The checklist above is to remind you to include every expected detail:

<table>
<thead>
<tr>
<th>Rough Sketch of Representation or of Pictures that Represent Individual Sentences:</th>
</tr>
</thead>
</table>

Do not discard this brainstorming packet; keeping it and completing it is part of your final grade.
<table>
<thead>
<tr>
<th>School-related:</th>
<th>Life-related:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <em>relinquish</em> all responsibility for my students’ grades because their</td>
<td>I <em>convey</em> what I believe to be wisdom, but 20 years from now, I might not</td>
</tr>
<tr>
<td>actions make those things go up or down, not mine.</td>
<td>agree anymore.</td>
</tr>
<tr>
<td>I <em>confiscate</em> autonomous independence from students who don’t come to class</td>
<td>I <em>fork over</em> money each year to keep three websites online: my own, my</td>
</tr>
<tr>
<td>eager and ready to learn. Don’t lose your independence.</td>
<td>wife’s, and a world-famous one known as WritingFix.</td>
</tr>
<tr>
<td>I very seriously <em>took</em> advice from people who once mentored me, and I hope</td>
<td>I <em>seize</em> my puppy’s mouth to keep it closed when he’s in a biting mood,</td>
</tr>
<tr>
<td>my students see me as a mentor…even if they don’t like Language Arts as</td>
<td>which is 76% of the time.</td>
</tr>
<tr>
<td>their favorite subject.</td>
<td>I <em>grab right on to</em> any problem’s horns instead of running away to avoid</td>
</tr>
<tr>
<td>I <em>dole out</em> my colored pencil supply so that we have enough to last this</td>
<td>dealing with it.</td>
</tr>
<tr>
<td>budgeted school year.</td>
<td>I <em>give</em> to the Salvation Army bell ringer every December, but only on days</td>
</tr>
<tr>
<td>I <em>borrow</em> techniques from my favorite educators (I’ve met thousands!) and I</td>
<td>when the weather is bad, and I feel sorry for him or her.</td>
</tr>
<tr>
<td>revise their ideas to fit my current classroom needs. I try to post ideas</td>
<td></td>
</tr>
<tr>
<td>that they can borrow from me.</td>
<td></td>
</tr>
</tbody>
</table>

These are your teacher’s ten sentences!

Which italicized words are synonyms for *give*, and which are synonyms for *take*?

Where is the conjunction in each sentence that turns each thought into a complex sentences?