

# Guidance Activity: ENTELECHY

## LESSON PLAN: DEFINING CREATIVITY

Vanessa Brown

**Trait: Entelechy** is a term derived from the Greek word for having a goal. It is a type of motivation, a need for self-determination.

**Guidance Need:** Gifted students with this trait are highly motivated, exceptionally single-minded in pursuit of their own goals, and incredibly strong of will. Because of these students are often lonely, and are so strong willed they often elicit negative interactions with others and need help learning to use the strength of will more positively. These students are often labeled as “stubborn” or “rebellious”.

**Support Strategy:** This lesson will provide gifted students with the *entelechy trait* to interact with fellow students, learn to compromise, and listen to the reasoning of others. By participating in this activity, these students can embrace the intense need to find meaning. By creating a work of art that defines one’s own creativity will enable these students to discover and learn to treasure his or her own uniqueness, and to find a means of connecting with others.

**Measurement Topic Plan (MTP)/Unit Title:** Defining Creativity

**Duration of MTP/Unit (5 Days):**

**Standard(s)/Access Point(s):**What are the standards that will be assessed and monitored for this Unit? Consider grouping standards across content areas. Units consist of 2 or more standards.

VA.912.C.1.6 - Identify rationale for aesthetic choices in recording visual media.

VA.912.F.1.3 - Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

**Essential Question:**

What is creativity?

Is creativity important?

Are we creative?

**Learning Goal(s)**

Students will identify a class definition for Creativity. Using this definition they will Create a work of art that describes their individual creativity, according to the class definition.

Students will be able to demonstrate use of constructive criticism when talking with peers about artistic rationale

*Creativity Skill Focus:*

**Student will** identify what is the most important and absolutely essential when identifying key words to be used when identifying a definition of creativity.

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Learning Scale (Common Board Configuration)	Evidence
Level 4	Apply rationale when making aesthetic choices when creating visual media;  Students will create a variety of images that describe or represent their creative abilities or interests in the form of a collage.  <i>Students will present their collage to the class and the class will provide verbal feedback.</i>
Level 3	Students will be able to identify their own creative skills and be able to list them in their journals.
Level 2	Student will be able to discuss and explore the following questions in small groups: <ul style="list-style-type: none"><li>• Is creativity important?</li><li>• Are we creative?</li></ul> Each group will record discussion conclusions in their individual journals.
Level 1	Students will identify two or three of their preferred choices to be included in a class definition of creativity. Students will participate in a small group 'Shared Journal Writing' activity, spending time on grammar and spelling
Entry	Students will suggest words associated with creativity.

**Academic Vocabulary Identified for this Unit of Study:** This is the critical vocabulary that students must be able to use and understand to be successful with the content.

#### HEIGHTEN ANTICIPATION

Introduce the word 'Creativity'. What does it mean? Encourage students to suggest words associated with creativity. Encourage fluency during this activity. Students should feel comfortable to suggest anything. Highlight key words as they are suggested and write them on a board. For example 'original', 'new', 'useful', 'worthy', 'imaginative', 'engaging', 'exciting', 'meaningful', 'acting', 'applying', 'doing' 'different' and 'value'.



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<b>Decision Point: Will this Unit of Study include a deep dive into Design Question 4? Yes__x_</b>		
If Yes, select a DQ 4 Task to focus on: Experimental Inquiry Task		
<b>Daily Learning Targets:</b> These are the chunks of learning that you will use in your daily lesson plans to make up the unit. As you create learning targets for daily instruction, you will need to identify which design question(s) you will be using in Lesson Segments Addressing Content.		
X Introduce New Knowledge (DQ 2)	X Practicing and Deepening (DQ 3)	X Generating and Testing Hypothesis (DQ 4)
<b>What are the planned questions that I am going to ask to monitor student learning?</b>		
Why is creativity important to the future? Why was it important to the past?		
<b>Lesson Sequence: Introduction</b>		
Date_____ Learning Sequence and Monitoring		
What is the Lesson Design Question(s) focus? _____		
What are the dominant content elements for the lesson? _____		
<b>Daily Learning Targets:</b> <b>HEIGHTEN ANTICIPATION</b> Introduce the word 'Creativity'. What does it mean? Encourage students to suggest words associated with creativity. Encourage fluency during this activity. Students should feel comfortable to suggest anything. <b>Daily Academic Vocabulary:</b> Highlight key words as they are suggested and write them on a board. For example 'original', 'new', 'useful', 'worthy', 'imaginative', 'engaging', 'exciting', 'meaningful', 'acting', 'applying', 'doing' 'different' and 'value'. <b>Lesson Sequence: Introduction : 15 minutes</b>		
<b>Extended Learning:</b> <b>DEEPIING EXPECTATIONS</b> After an adequate number of words have been established, challenge students to identify two or three of their preferred choices to be included in a class definition of creativity. Conduct a 'Shared Writing' activity, spending time on grammar and spelling if the opportunity presents itself.		



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#### DEEPENING EXPECTATIONS: Main Activity (20 Minutes)

Split students into small groups and provide them with either a bag of products (containing everyday items such as a pair of running sneakers, a watch, a golf ball, a pencil, a pillow case, and a picture frame), or alternatively, a deck of cards (available on Web site) with images of products.

Students should revisit the definition of creativity before ordering products in terms of the definition. Challenge them to 'Dig Dipper' – What does each word really mean in reference to this assignment?

Students regroup and discuss their order of creativity. What was it about this item that you found creative? Encourage students to reference the definition in their explanation. What is absolutely essential in these products and relationship to the definition of creativity?

#### EXTENDING THE LEARNING: 10 Minutes

'Shake Hands With Tomorrow' by facilitating a discussion that explores the following questions

- Is creativity important?
- Are we creative?

Focus this discussion on society. Ask students why a recent IBM poll among CEO's, found creativity to be the number one leadership skill of the future? Why is creativity important to the future? Why was it important to the past (reference listed products from previous activity)

#### EXTENDING THE LEARNING (20 minutes)

Students are tasked with conducting a *Creativity Walk* around their classroom or through their portfolios. Students should begin to identify their own creative skills.

Where are they creative?

What art activity best demonstrates their creativity?

Students create and collect a variety of images that describe or represent their creative abilities or interests.

#### ART ACTIVITY (5 Days)

Students develop a creative collage of their Creative Self.

Students should present their collage to the class.

Teaching Resources: VISUALS OF COLLAGES ( VARIOUS ARTISTS SELF PORTRAIT COLLAGES)

Technology Utilization: SMARTBOARD

Assessment

 SUMMATIVE: ( PRODUCT; OBSERVATION; ANALYSIS RUBRIC)