

# Disrupting Frames

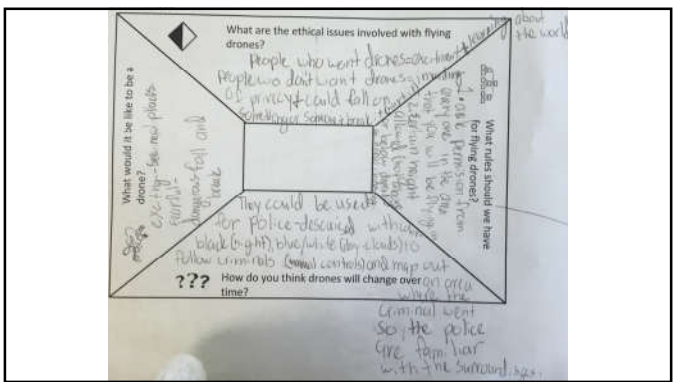
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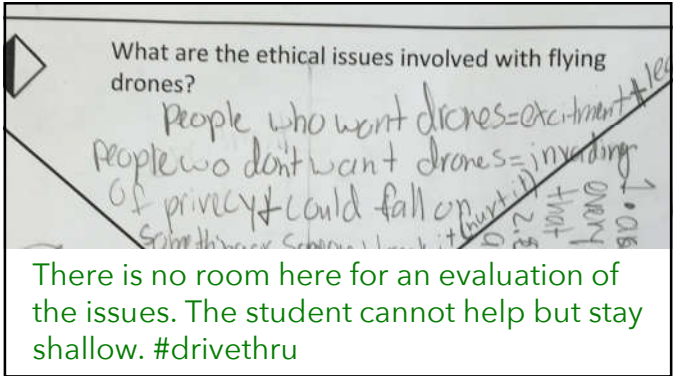
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4

What-it is is too shallow for our purposes.

5



6

There is no room here for an evaluation of the issues. The student cannot help but stay shallow. #drivethru

What are the ethical issues involved with flying drones?

People who want drones = excitement  
 People who don't want drones = invading  
 of privacy & could fall on them

Especially distressing, as this is clearly a kid who cares.

7

Modest, yet important, possible change

Which of the ethical issues surrounding drones do you feel is...

...most difficult to solve?

...most likely to impact safety?

...least likely to be an issue in twenty years?

8

How do you think drones will change over time?

Follow criminals (control controls) and map out where the criminal went so the police are familiar with the surroundings.

Compare the development of satellites with the changes in drones over time.

9

What would it be like to be a drone?

exciting - see new places

- ∞ What would be the best thing about being a drone?
- ∞ What would be the scariest thing about being a drone?
- ∞ How do drones feel about birds?
- ∞ Are drones more envious of birds or kites?

10

What rules should we have for flying drones?

ask permission from every one in the area that you will be flying in

Give it a shot.  
 Think of a better question.

11

Oh, here's something else I don't like. #biglist

12

**Teacher Directions**

This depth and complexity frame is an alternative to the traditional biography report.

Students can use it to report on a quick research project or it can be part of a longer unit of study.

Students complete each section of the frame. The center space is provided for students to either draw or find a picture of the person they are researching.

13

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*Cute is not synonymous with high-level thinking.*

15

**Don't do this. Like, ever. Or I'll tell Santa.**

16

And we'll pull your Guild card if you do this:

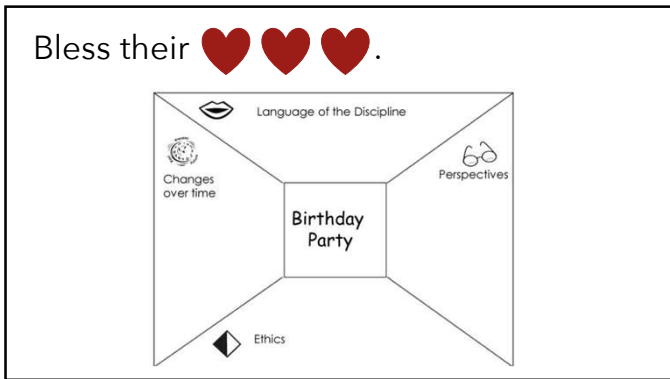
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Double up the icons in a double frame!

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Differentiation for Gifted & Talented Learners

M. Griffith 2017

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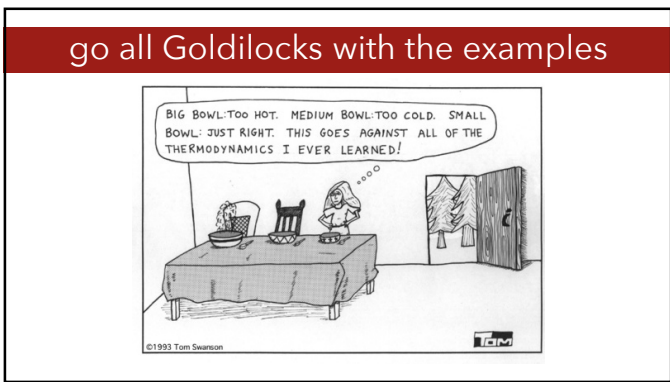
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*Just say no.*

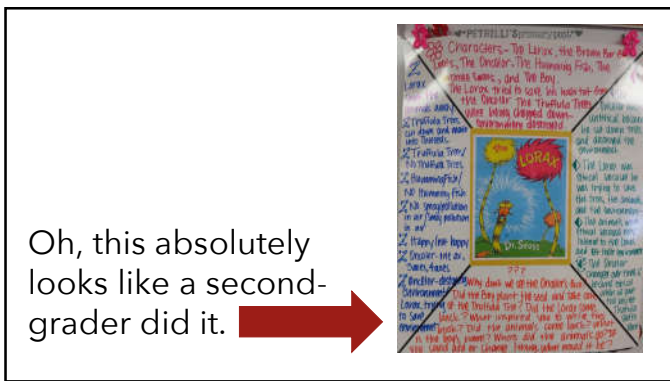
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It's all and always about the *questions*.

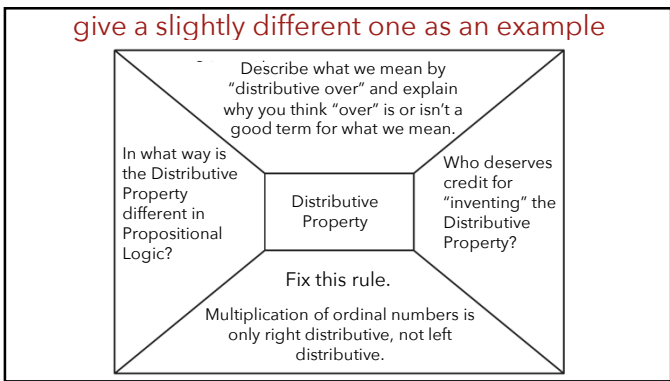
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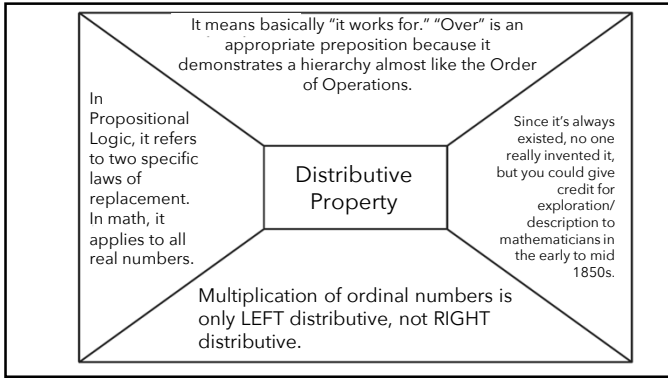
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In my examples, I want to show expected levels of:

- ∞ response length
- ∞ depth of thinking
- ∞ precision

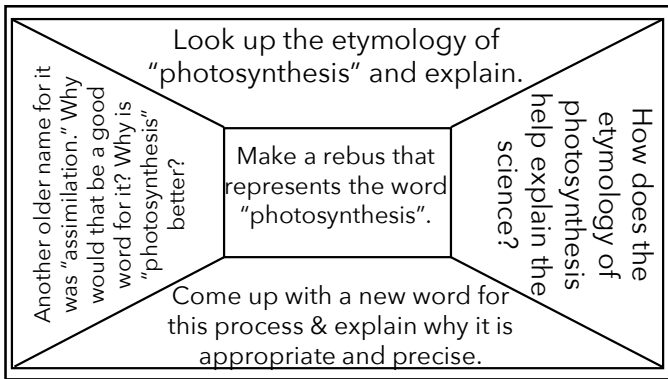
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Why use a frame, anyway?

27



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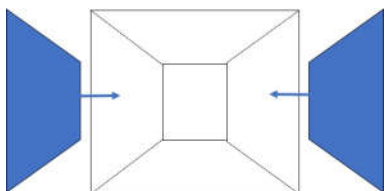
I've got three ideas for this  
(and there are more, more,  
more!).

31

Idea #1: Have students work in a  
group using the same Frame.  
I call this "Break Apart."

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Give each group 2 copies of the frame.  
Have them cut one into the different sections  
and keep one for the final product.



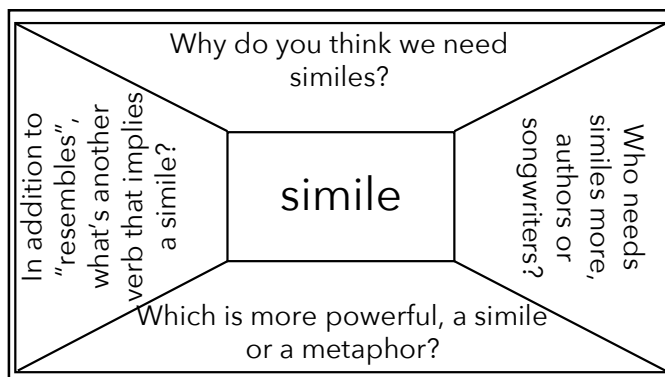
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Idea #2: Have students respond to  
different questions using the same  
prompts & same topic.

34

Okay, so my high level  
kids do this:

35



36

Then my on level kids do this (note the SAME content, SAME elements):

37

Which do you think is more common, similes or metaphors?

Which you prefer, similes or metaphors?

simile

Do you see more similes now than you did last year?

"like", "as", "than" or a verb such as \_\_\_\_\_

38

You can make this self-differentiating.

30

39

Idea #3: Use same prompts and questions, but different topic.

40

Who uses these?

map projections

Identify 3 words associated with them that are also used with something else.

Do you think that digital formats will ever replace them completely?

If you could only have one, which would you choose?

41

Who uses these?

maps

Identify 3 words associated with them that are also used with something else.

Do you think that digital formats will ever replace them completely?

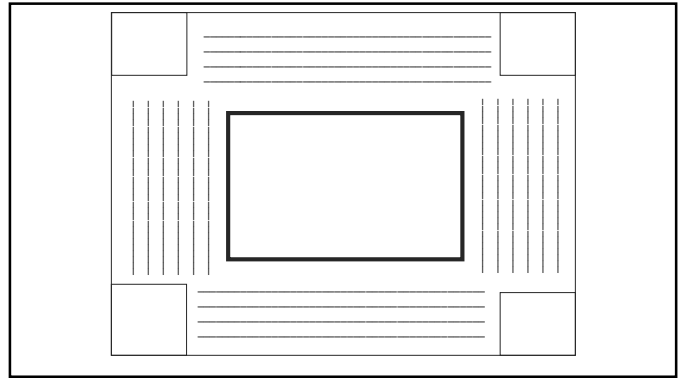
If you could only have one, which would you choose?

42



3) Help students unpack their thinking.

43



44

What was your first clue that it was going to be a challenge?

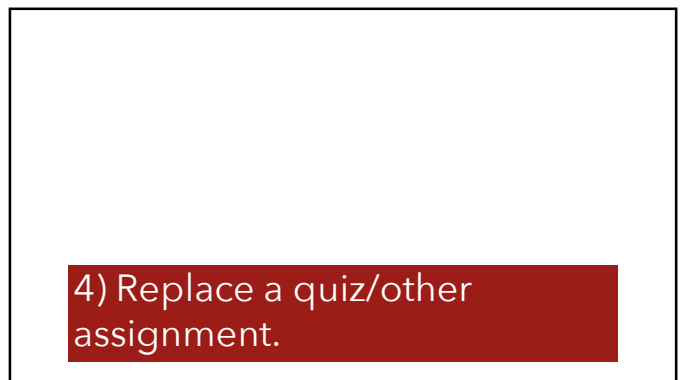
What strategy did you try first?

What was the most difficult problem on the test for you?

Scale of 1 - 10: how anxious did you get?

If you had to solve it again, what would you do differently?

45



4) Replace a quiz/other assignment.

46

Rewrite your favorite line of the play in a different verb tense or voice.

Write one fact you found interesting from the "The Ancient World and Ours" section.

Which Odysseus would make a better president, the one in the *Iliad* or the one in the *Odyssey*?

Create a Rules section about the Sun God.

We're reading an abridged version. Why might that be a bad idea?

47



5) Allow for interest-driven engagement.

48



Which part of a cell would you most like to be?

Which would you rather have a poster of in your room, a plant cell or an animal cell?

Would you rather study cells or atoms?

*cells*


How good of a job did I do teaching you about cells? How good of a job did you do learning?

49

6) Integrate a graphic/design element

50

What is one question you'd need to ask to know if rules of lab safety are being followed here?

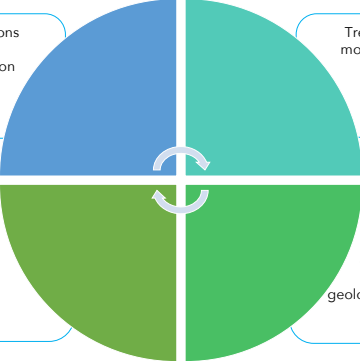


What is something that could be done to be more safe here, even if it isn't an actual rule?

51

*Be a shape shifter.*

52



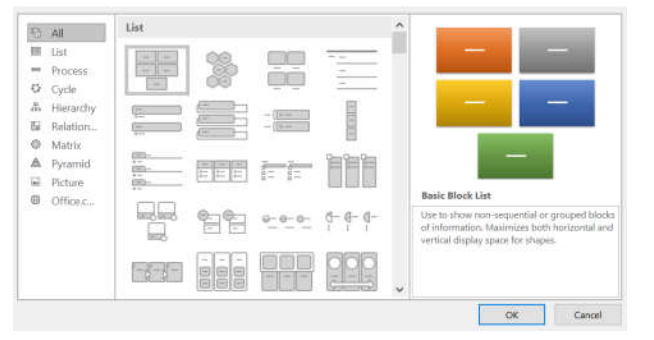
Unanswered Questions & Paradox: In what ways is erosion a force of both destruction and construction?

Trend: Sketch out the most destructive force in the rock cycle.

Language of the Discipline: If you had to come up with a completely different word to describe erosion, what would be three possibilities?

Change over Time: Describe how that destructive force will impact a famous geological site in the next 1,000 years.

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Basic Block List

Use to show non-sequential or grouped blocks of information. Maximizes both horizontal and vertical display space for shapes.

OK Cancel

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Have them *trade frames*.

55

Have them *add on*.

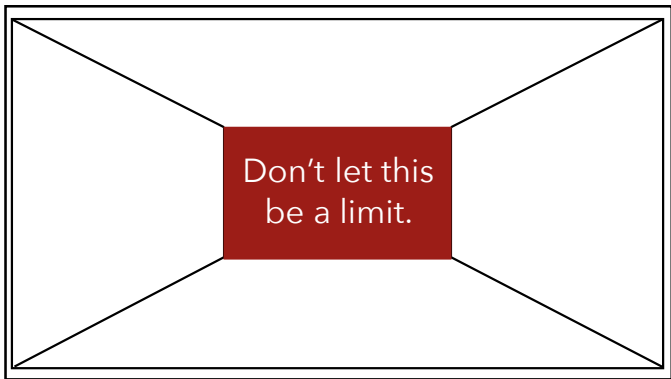
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Best of four...

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Try a 3D frame.

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Disrupting Frames

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