

# Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: Using AI in the Classroom 6-12 Standards Area: \_\_\_\_\_  
Facilitator: Nicole Barry School(s): \_\_\_\_\_  
Beginning Date: 3/11/25 Ending Date: 5/13/25 # of Hours: 6  
*Please submit copies of the following to this report:*

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

## COLLEGIAL CIRCLE DESCRIPTION

### What was the anticipated goal(s) of this Collegial Circle?

To empower teachers with the confidence to integrate AI into their practice, recognizing its potential as an assistant and thought partner. Through this collegial circle, educators will explore how AI can streamline tasks, enhance lesson design, and support diverse student needs. By building their own proficiency, teachers will also feel prepared to guide students in using AI effectively and responsibly.

### What grade level(s) and or subject area(s) will benefit from this Circle?

All subject areas, Grade 6-12

### What level of Guskey's Professional Development Evaluation did you select for this Circle?

Participants learning, teachers will learn how to use AI effectively and appropriately.

## FINAL REFLECTIONS

### Was the goal of your Collegial Circle met? Please explain.

Yes, we did. We explored Khanmigo, MagicSchool, Diffit, ChatGPT, Copilot. Teachers discussed how they might use. Then went back to their classrooms where they implemented what they learned. Then came back to the circle to talk about how it went. They shared what they liked and did not like about each tool.

### How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

Through discussion and giving feedback about each tool. Each teacher shared specific lessons/worksheets they created.

### How did your work impact teaching and learning? [Include student work samples, lesson plans, peer reviews, etc.]

Teachers were able to create all types of lessons that were interactive and encourage greater critical thinking. Samples are included.

### Did your work align with the Level of Evaluation you identified in your proposal? Please explain.



# COLLEGIAL CIRCLE

## MEETING LOG

Date of Meeting: 3/11/2025

**Attendees:**

Nicole Barry  
Sarah Bedrin-Staub  
Robin Beel  
Mitch Cantwell  
Holli Englerth  
Liz Grizzanti  
Stacey Holliday  
Lindsey Kurth

**Topics Discussed:**

Introduction to the circle- purpose and schedule  
Looked at chatgpt and copilot, time to try both  
Discussed how they have used AI in the past  
Create scenarios for history class  
Spanish- ask it to write a paragraph using specific words at a specific level  
English- create articles about specific topics at a specific level  
Music- create a lesson for orchestra- noticed copilot gave more steps than chat gpt

**Date of Meeting: 4/8/2025**

**Attendees:**

**Nicole Barry  
Sarah Bedrin-Staub  
Robin Beel  
Mitch Cantwell  
Holli Englerth  
Liz Grizzanti  
Stacey Holliday  
Lindsey Kurth**

**Topics Discussed:**

**Date of Meeting: 4/23/2025**

**Attendees:**

**Nicole Barry  
Sarah Bedrin-Staub  
Robin Beel  
Mitch Cantwell  
Holli Englerth**

**Date of Meeting: 4/23/2025**

**Attendees:**

**Nicole Barry  
Sarah Bedrin-Staub  
Robin Beel  
Mitch Cantwell  
Holli Englerth  
Liz Grizzanti  
~~Stacey Holliday~~  
Lindsey Kurth**

**Topics Discussed:**

**What is Diffit? How to use it**

**Date of Meeting: 4/23/2025**

**Attendees:**

**Nicole Barry  
Sarah Bedrin-Staub  
Robin Beel  
Mitch Cantwell  
Holli Englerth  
Liz Grizzanti  
~~Stacey Holliday~~  
Lindsey Kurth**

**Topics Discussed:**

**What is Khanmigo? How to use it**



## Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Nicole Barry

Collegial Circle: Using AI in the Classroom

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?



## Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Lindsey Kurth

Collegial Circle: Using AI in the classroom

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
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I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

As someone who was completely new to using AI, I found this circle to be really helpful. I feel comfortable using all of the platforms now, and I'm looking forward to learning more this summer.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Robin Beel

Collegial Circle: Using AI In the Classroom 6-12

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	X				
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I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This was very helpful. Thank you so much!

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

none



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Sarah Bedrin-Staub

Collegial Circle: Using AI in the classroom 6-12

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.		X			
The work I did in this Collegial Circle will directly impact my classroom practice.	X				
The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.		X			
I was able to accurately assess the results of this Collegial Circle.	X				
The documentation ( <i>samples of implementation strategies or student work sample</i> ) required for a Collegial Circle is appropriate.	X				
We were able to meet all the goals/anticipated outcomes established for our Collegial Circle.	X				
I am satisfied with what was accomplished in this Collegial Circle.	X				
I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

I liked the break down of the meetings so we had time to dive deeper into specific AI tools between each meeting and then discuss the advantages and disadvantages of each tool. This would also be a good thing to bring back to our departments because we could collaborate and use these AI tools to help create lessons, activities and assessments for our specific curriculum.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

No.



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Holli Englerth

Collegial Circle: Using AI in the Classroom 6-12

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.		X			
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I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.		X			
I would recommend this form of professional development to a colleague.		X			

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

As this becomes more of a district inquiry, I think more people should take this class to understand the differences.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

I think the amount of hours and the length of each of the meetings was appropriate.



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Mitch Cantwell

Collegial Circle: Artificial Intelligence / USING AI IN THE CLASSROOM 6-12

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
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I would like to continue the work of this collegial circle with a follow-up Collegial Circle.	X				
I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

This was a great opportunity. I enjoyed getting to know the various AI platforms and look forward to using them to enhance my practice.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

I dont have any changes. This was a good group to work with and the content was valuable and directly applicable.



# Collegial Circle: Reflection Sheet

(To be completed by individual Collegial Circle participants)

Name: Elizabeth Grizzanti

Collegial Circle: Using AI in the Classroom 6-12

Please indicate whether you Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (N), Disagree (D), or Strongly Disagree (SD) with each of the following statements:

	SA	A	N	D	SD
The established guidelines for Collegial Circles were clear to me.	X				
The amount of time allocated for the Collegial Circle was appropriate.	X				
Participation in this Collegial Circle fostered collaboration.	X				
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The work I did in this Collegial Circle will directly impact student work.	X				
The work I did in this Collegial Circle is in alignment with district and/or building goals.	X				
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I appreciate the opportunity to work, study, and share ideas with colleagues in the Collegial Circle atmosphere.	X				
I would recommend this form of professional development to a colleague.	X				

Comments/Suggestions about this Collegial Circle for PTC Policy Board:

The collegial circle allowed us to investigate various AI tools and their utility to our classrooms. It was helpful to be given time to work with some of these tools and to hear from colleagues how they used to tools as well.

Do you have any changes you would like to make to the Collegial Circles (*guidelines, hours, documentation, final report etc.*)?

# Music Composition Project: 16-

## Measure D Major Duet

### Project Overview

Create a 16-measure musical composition in the key of D Major for two instruments. One instrument will play the melody while the other provides harmonic support with chords.

### Musical Elements

- **Key:** D Major (D, E, F#, G, A, B, C#)
- **Time Signature:** 4/4
- **Length:** 16 measures
- **Note Values:** Quarter notes, half notes, and whole notes
- **Instruments:** Two contrasting instruments (e.g., flute and piano, violin and guitar, etc.)

### Composition Requirements

#### Melody Instrument

- Create an engaging melody using notes from the D Major scale
- Use a variety of note values (quarter, half, and whole notes)
- Include at least one climax point in the melody
- Consider using repetition and variation to create cohesion

## Chord Instrument

- Provide harmonic support using chords from the D Major key
- Primary chords to use: D Major (I), G Major (IV), and A Major (V)
- Secondary chords to consider: B minor (vi), E minor (ii), F# minor (iii)
- Use whole notes and half notes primarily for the chord progressions

## Suggested Structure

Section	Measures	Description
A	1-4	Introduce the main melodic idea with simple chord accompaniment
A'	5-8	Variation of the main melody with slightly different chord progression
B	9-12	Contrasting section with new melodic material and chord changes
A''	13-16	Return to main theme with conclusive ending

## Sample Chord Progression Ideas

Here are some chord progression options you might consider:

- I - IV - V - I (D - G - A - D)
- I - vi - IV - V (D - Bm - G - A)
- I - V - vi - IV (D - A - Bm - G)
- ii - V - I (Em - A - D)

## Composition Tips

- Start by creating a simple chord progression for all 16 measures
- Develop your melody on top of the chord progression

- Ensure the melody notes generally align with the underlying chords
- Create contrast between sections while maintaining overall unity
- End your composition with a sense of resolution (typically on the tonic D chord)

## **Extension Ideas**

Once you've completed the basic requirements, consider these extensions:

- Add dynamics (forte, piano, crescendo, etc.)
- Include articulations (staccato, legato, accents)
- Experiment with a third instrument for additional texture
- Try incorporating eighth notes for more rhythmic variety

Here is a **visual diagram** mapping the **12 stages of the Hero's Journey** to the short film "**Soar**" (2015) by Alyce Tzue:

Each stage is labeled with a brief description of how it appears in the film, arranged in a circular format to reflect the cyclical nature of the monomyth.

Would you like a version of this diagram as a downloadable file or adapted for another short film?

Here are some **short films** that effectively use the **Hero's Journey** structure, even within a limited runtime. While most examples of the Hero's Journey are found in feature-length films, several short films also manage to incorporate its key stages:

### 1. "Piper" (Pixar, 2016)

- **Ordinary World:** A baby sandpiper lives safely with its mother.
- **Call to Adventure:** It must learn to find food on its own.
- **Refusal of the Call:** It's frightened by the waves.
- **Meeting the Mentor:** Observes a hermit crab's technique.
- **Crossing the Threshold:** Tries again, facing the waves.
- **Ordeal:** Gets submerged but discovers a new perspective.
- **Reward:** Learns how to feed itself.
- **Return with the Elixir:** Returns confident and independent.

### 2. "The Present" (Jacob Frey, 2014)

- **Ordinary World:** A boy is playing video games indoors.
- **Call to Adventure:** His mom gives him a puppy.
- **Refusal of the Call:** He rejects the puppy due to its disability.
- **Meeting the Mentor:** The puppy's persistence and joy.
- **Crossing the Threshold:** He begins to play with it.
- **Ordeal:** He must confront his own disability.
- **Reward:** Emotional growth and acceptance.

- **Return:** Leaves the house with the puppy, changed.

### 3. "Alike" (Daniel Martínez Lara & Rafa Cano Méndez, 2015)

- **Ordinary World:** A father and son live in a colorless, routine-driven society.
- **Call to Adventure:** The son shows creativity and curiosity.
- **Refusal of the Call:** The father suppresses it to conform.
- **Meeting the Mentor:** The son's joy and imagination.
- **Crossing the Threshold:** The father begins to see the world differently.
- **Ordeal:** He must choose between conformity and creativity.
- **Reward:** Rekindled joy and connection with his son.
- **Return:** They embrace a more colorful, expressive life.

Would you like a visual breakdown of one of these short films mapped to the Hero's Journey stages?

Here is the **visual diagram** of the **Hero's Journey** as applied to the short film "**One Small Step**" (2018):

This circular diagram maps each of the 12 stages of the monomyth to key moments in the film, showing how the protagonist's emotional and narrative arc unfolds.

Would you like this as a **PDF**, or adapted for another short film or story?

Here are some **short films** that effectively use the **Hero's Journey** structure, even within a limited runtime. While most examples of the Hero's Journey are found in feature-length films, several short films also manage to incorporate its key stages:

### 1. "Piper" (Pixar, 2016)

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- **Ordeal:** He must choose between conformity and creativity.
- **Reward:** Rekindled joy and connection with his son.
- **Return:** They embrace a more colorful, expressive life.

Would you like a visual breakdown of one of these short films mapped to the Hero's Journey stages?

The **Hero's Journey**, or **monomyth**, is a narrative structure identified by Joseph Campbell that appears in countless stories across cultures and genres. Here are some well-known **feature films** that follow this pattern:

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## Classic Examples

### 1. "The Lord of the Rings" (2001–2003)

- Frodo leaves the Shire to destroy the One Ring, facing trials, allies, and enemies.

### 2. "Star Wars: A New Hope" (1977)

- Luke Skywalker is called to adventure, mentored by Obi-Wan, and faces Darth Vader.

### 3. "The Matrix" (1999)

- Neo is pulled from his ordinary world into a digital reality, trained by Morpheus.

### 4. "Harry Potter and the Sorcerer's Stone" (2001)

- Harry leaves the Dursleys, enters the magical world, and faces Voldemort.

### 5. "The Lion King" (1994)

- Simba flees after his father's death, grows in exile, and returns to reclaim his kingdom.
- 

## Psychological or Metaphorical Journeys

### 1. "Inside Out" (2015)

- Joy and Sadness go on a journey through Riley's mind to restore emotional balance.

### 2. "Life of Pi" (2012)

- Pi survives a shipwreck and journeys across the ocean, discovering spiritual truths.

### 3. "Finding Nemo" (2003)

- Marlin travels across the ocean to rescue his son, transforming along the way.
- 

## Fantasy and Sci-Fi

### 1. "Moana" (2016)

- Moana leaves her island to restore the heart of Te Fiti, guided by the ocean and Maui.

### 2. "Doctor Strange" (2016)

- A surgeon loses everything, trains in mystic arts, and becomes a protector of reality.

### 3. "How to Train Your Dragon" (2010)

- Hiccup befriends a dragon and challenges his tribe's beliefs.

---

Would you like a **visual chart** of the Hero's Journey stages with one of these films mapped onto it? Or are you looking for **lesser-known films** or **non-Western examples** that follow this structure?

Here are **more short films** that follow the **Hero's Journey (Monomyth)** structure, often in creative or condensed ways:

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#### More Short Films with Hero's Journey Elements

##### 1. "Snack Attack" (2012) – by Eduardo Verastegui

- **Ordinary World:** An elderly woman waits for a train.
- **Call to Adventure:** A young man appears to be stealing her cookies.
- **Ordeal:** She battles her assumptions and pride.
- **Reward:** A twist reveals her mistake, leading to humility and self-awareness.

##### 2. "Soar" (2015) – by Alyce Tzue

- **Ordinary World:** A young girl tries to build a flying machine.
- **Call to Adventure:** A tiny pilot crash-lands near her.
- **Mentorship & Trials:** She helps him fix his ship.
- **Ordeal:** They face time pressure and mechanical failure.
- **Reward:** They succeed, and she gains confidence and purpose.

### 3. "One Small Step" (2018) – by Taiko Studios

- **Ordinary World:** A young girl dreams of becoming an astronaut.
- **Call to Adventure:** She begins her journey through education and training.
- **Mentor:** Her supportive father.
- **Ordeal:** She faces failure and loss.
- **Reward:** She perseveres and achieves her dream.

### 4. "The Blue Umbrella" (2013) – Pixar

- **Ordinary World:** A blue umbrella lives among the city's rainy streets.
- **Call to Adventure:** He sees a red umbrella and is drawn to it.
- **Trials:** Navigates the city to reach her.
- **Ordeal:** Nearly destroyed by traffic.
- **Reward:** Reunited with the red umbrella.

### 5. "World of Tomorrow" (2015) – by Don Hertzfeldt

- **Ordinary World:** A little girl lives in the present.
- **Call to Adventure:** A clone from the future contacts her.
- **Journey:** She explores a surreal future.
- **Ordeal:** Confronts existential questions.
- **Return:** Returns to her world, changed by the experience.

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Would you like a **visual map** of one of these short films broken down by the Hero's Journey stages? Or are you interested in **non-animated** or **international short films** that follow this structure?

While most **short films** don't have the runtime to explore **all 12 stages** of the Hero's Journey in full detail, a few come impressively close. Based on available information and narrative analysis, here are some **short films that either fully or nearly fully follow the Hero's Journey structure:**

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## ☑ Short Films That Closely Follow All 12 Stages

### 1. "Soar" (2015) – Alyce Tzue

This animated short is one of the best examples of a short film that mirrors nearly every stage of the Hero's Journey:

1. **Ordinary World:** A girl struggles to build a flying machine.
2. **Call to Adventure:** A tiny pilot crash-lands near her.
3. **Refusal of the Call:** She hesitates, unsure how to help.
4. **Meeting the Mentor:** The pilot inspires her.
5. **Crossing the Threshold:** She commits to helping him.
6. **Tests, Allies, Enemies:** Faces mechanical and time challenges.
7. **Approach to the Inmost Cave:** Final preparations for launch.
8. **Ordeal:** The machine fails; hope is nearly lost.
9. **Reward:** She finds a new solution.
10. **The Road Back:** They try again.
11. **Resurrection:** The launch succeeds.
12. **Return with the Elixir:** She gains confidence and purpose.

### 2. "One Small Step" (2018) – Taiko Studios

This film also tracks the Hero's Journey through a young girl's dream of becoming an astronaut:

- It includes the **Call to Adventure, Mentorship, Trials, Loss, Ordeal, and Triumphant Return.**
- While some stages are metaphorical, the emotional arc aligns closely with the monomyth.

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## Why It's Rare in Shorts

The full 12-stage Hero's Journey is typically designed for longer narratives. Short films often condense or combine stages due to time constraints. However, **well-crafted shorts** like

*Soar* and *One Small Step* demonstrate that it's possible to **evoke the full journey** in under 10 minutes with strong visual storytelling and emotional depth.

Would you like a **visual diagram** mapping one of these short films to the 12 stages? Or are you interested in **creating your own short film** using the Hero's Journey structure?

Here is a **visual diagram** mapping the **12 stages of the Hero's Journey** to the short film "**Soar**" (2015) by Alyce Tzue:

Each stage is labeled with a brief description of how it appears in the film, arranged in a circular format to reflect the cyclical nature of the monomyth.

Would you like a version of this diagram as a downloadable file or adapted for another short film?

# Magic School

## Composition Project for Middle School Orchestra

### LEARNING OBJECTIVE:

Students will be able to create a 16-measure musical composition using the elements of rhythm, melody, and harmony.

### ASSESSMENTS:

Students will submit their completed 16-measure composition for evaluation, which will include a rubric assessing creativity, use of musical elements, and overall structure.

### KEY POINTS:

- **Rhythm:** Understanding different note values (e.g., quarter notes, eighth notes) and how they contribute to the overall feel of the piece.
- **Melody:** Creating a memorable tune that can be played by instruments in the orchestra.
- **Harmony:** Using chords to support the melody, understanding how different notes can work together.
- **Structure:** Organizing the composition into sections (e.g., A-B-A form) for clarity and flow.
- **Notation:** Properly writing music using standard notation.

### OPENING:

- Begin with a listening activity where students hear excerpts from various compositions.
- Ask students to identify different musical elements they notice (e.g., rhythm, melody).
- Engage students with the question: "What makes a piece of music enjoyable to listen to?"

### INTRODUCTION TO NEW MATERIAL:

- Discuss the components of a musical composition, breaking down rhythm, melody, and harmony.
- Use examples from well-known compositions to demonstrate these elements.
- Common misconception: Students may think that a composition must be complex to be good; clarify that simplicity can also be effective.

### GUIDED PRACTICE:

- Provide a template for students to start their composition.
- Walk through the process of creating a simple rhythm and melody together as a class.
- Ask guiding questions: "What rhythm would fit this melody?" or "How can we add harmony here?"
- Monitor student progress by circulating the room and providing feedback.

### INDEPENDENT PRACTICE:

- Students will work individually to create their own 16-measure composition.

- Set expectations for respect and quiet during work time.
- Students will present their compositions to a small group for peer feedback before final submission.

**CLOSING:**

- Conduct a brief sharing session where students can play a segment of their composition.
- Ask students to reflect on what they learned about the composition process.

**EXTENSION ACTIVITY:**

- Students who finish early can create an alternate version of their piece using different instruments or styles (e.g., jazz, classical).

**HOMEWORK:**

- Assign students to listen to a piece of music of their choice and write a short reflection on its structure and the elements they hear.

**STANDARDS ALIGNED:**

- National Music Standards: Create, Perform, Respond, and Connect.
- State Music Standards: Understanding and applying music notation, composition, and performance techniques.

That sounds like a fantastic project for middle school orchestra students! Here's a composition challenge that encourages creativity and collaboration:

### **Composition Project: Duet in D Major**

**Objective:** Students will compose a 16-measure duet in the key of D Major, featuring a melody and harmony part. The composition must use quarter notes, half notes, eighth notes, and rests.

#### **Guidelines:**

1. **Key Signature:** D Major (use F# and C# as needed).
2. **Rhythm:** Utilize quarter notes, half notes, eighth notes, and rests to create variety.
3. **Melody:** One student will compose a melody that is singable and expressive.
4. **Harmony:** The second student will compose a harmony that supports and enhances the melody.
5. **Structure:** The piece should have clear phrasing—try dividing it into four 4-measure phrases.
6. **Performance:** Students will play their duet for the class, receiving constructive feedback.

#### **Steps to Complete the Project:**

1. **Brainstorm Themes** – Students should think of an emotion, scene, or story they want their duet to represent.
2. **Write the Melody** – Begin with a strong opening phrase and ensure it flows naturally.
3. **Create the Harmony** – The harmony should complement the melody using thirds, fifths, or other intervals.
4. **Add Dynamics & Articulations** – Encourage students to incorporate dynamic markings (p, mf, f) and articulation symbols (slurs, staccato).
5. **Test & Revise** – Play through the composition to check balance and rhythm accuracy.
6. **Final Presentation** – Students will write out their duet, either by hand or using notation software, and perform it.

# Artificial Intelligence: As Your Teaching Assistant

## Meeting One: Overview, ChatGPT, CoPilot

### Parking Lot Questions & Brainstorms

How can I use AI differently than searching google?

Does it matter who creates the AI?

Is the information retrieved accurate and impartial to politics, societal trends etc.

### ChatGPT Capture prompts you tested in ChatGPT, including feedback/observations

Why are train tracks the width that they are? Tell me about the history

The standard gauge for most train tracks around the world is **4 feet 8.5 inches (1,435 mm)**, and the reason for this specific width has a long and fascinating history that dates back thousands of years.

#### Ancient Roman Influence

- The width of modern railroad tracks can be traced back to the chariots used by the **Roman Empire**. Roman roads were built to accommodate chariots with a standard wheel spacing, and over time, these ruts became the default width for wagons and carts.
- The typical wheel spacing for Roman chariots was around **4 feet 8 to 5 feet**, because this width was optimal for the stride of two horses pulling the chariot.

#### Early Wagon and Tramway Development

- After the fall of Rome, medieval wagons and carriages continued to use the same wheel spacing since it fit well into the established ruts in old Roman roads.
- In the 18th and early 19th centuries, wooden wagonways and later iron tramways (used in mines and quarries) adopted a similar gauge. These were **precursors to modern railroads**.

#### British Railroads and the Industrial Revolution

- In the early 1800s, **George Stephenson**, often called the "Father of Railways," designed the first modern railways in England, including the **Stockton and Darlington Railway (1825)** and the **Liverpool and Manchester Railway (1830)**.
- Stephenson was already familiar with coal mine tramways in northern England, which used a gauge close to 4 feet 8 inches.
- When he built the famous **Stephenson's Rocket** locomotive and set standards for railways, he settled on **4 feet 8.5 inches** as the optimal gauge for stability and efficiency.

## Global Standardization

- As Britain led the railway boom, many countries adopted British technology, including its track gauge.
- The United States, influenced by British engineers, also adopted 4 feet 8.5 inches as the standard in most regions, though there were some competing gauges in the early years.
- Over time, rail networks standardized, and today, about **55% of the world's railways** use this gauge.

## Alternative Gauges

- While standard gauge dominates, some regions developed different track widths based on terrain, cost, and engineering preferences:
  - **Broad gauge** (wider than 4'8.5") is used in places like **Russia (5 feet), Spain, India, and Ireland** for greater stability.
  - **Narrow gauge** (less than 4'8.5") is found in mountainous areas, such as in **Switzerland, South Africa, and parts of Asia**, because it's cheaper and allows for sharper turns.

## Final Thought

The seemingly random width of train tracks is actually a **historical legacy** passed down from Roman roads to horse-drawn wagons, early tramways, and eventually modern railways. This quirky bit of history shows how ancient engineering still shapes modern transportation! 🚂

## CoPilot Capture prompts you tested in CoPilot, including feedback/observations

Why are train tracks the width that they are? Tell me about the history

The standard width of train tracks, known as the **standard gauge**, is 4 feet 8.5 inches (1,435 mm). This gauge is widely used around the world and has an interesting history.

### Historical Background

The origins of the standard gauge can be traced back to early 19th-century England. George Stephenson, a pioneering railway engineer, chose this gauge for the **Stockton and Darlington Railway** and later for the **Liverpool and Manchester Railway**

. His choice was influenced by the existing wagonways used in coal mines, which had similar track widths

## Factors Influencing the Gauge

Several factors contributed to the adoption of this specific width:

1. **Existing Infrastructure:** Early railways often used the same gauge as existing wagonways to avoid the cost of rebuilding infrastructure
2. **Engineering Standards:** The gauge was wide enough to provide stability for the trains but narrow enough to be economically feasible
3. **Interoperability:** As railways expanded, having a common gauge became crucial for the seamless movement of trains across different regions

## Myths and Legends

There's a popular myth that the standard gauge is derived from the width of Roman chariot wheels, but this has been debunked

The true reason lies more in practical engineering decisions made during the early days of railway development.

## Global Adoption

Today, the standard gauge is used in about 55% of the world's railway lines, including all high-speed rail lines except those in Russia, Finland, Uzbekistan, and some parts of Spain

Isn't it fascinating how historical decisions continue to influence modern infrastructure? If you have any more questions or need further details, feel free to ask!

## GROK Response

Train tracks, or more specifically the standard gauge of railway tracks, are typically 4 feet 8.5 inches (1,435 mm) wide. This measurement might seem oddly specific, but its origins are a fascinating mix of practicality, historical precedent, and a bit of inertia.

The story starts in ancient times, though it's not a straight line to modern railways. One popular theory ties the width to Roman chariots. The Romans built roads across their empire, and their chariots had a wheel spacing of about 4 feet 8.5 inches. This was practical because it allowed two horses to pull a chariot side by side comfortably. Over centuries, as carts and wagons continued using these roads, ruts formed at that width. When early wagon makers in Europe built vehicles, they often stuck to this spacing to fit the ruts and avoid breaking axles.

Fast forward to the 18th and 19th centuries in Britain, where the modern railway was born. Coal mines used horse-drawn wagons on wooden rails, and many of these early tramways adopted a gauge close to 4 feet 8 inches—again, influenced by the practical dimensions of horse-drawn vehicles. When George Stephenson, a pioneering engineer, designed the Stockton and Darlington Railway in 1825 (the world's first public railway), he used this gauge. He refined it slightly to 4 feet 8.5 inches for the Liverpool and Manchester Railway in 1830, adding that half-inch for better stability and smoother running.

Stephenson's success made his gauge a de facto standard. As railways spread across Britain, engineers copied it because his locomotives and tracks were reliable and widely available. However, it wasn't universal at first.

In the 1830s and 1840s, Britain saw a “gauge war” between Stephenson’s “narrow gauge” and Isambard Kingdom Brunel’s broader 7-foot gauge, which Brunel argued was safer and more efficient for high speeds. The broader gauge did offer advantages, like greater stability, but it was more expensive to build and maintain. In 1846, the British Parliament stepped in with the Railway Regulation (Gauge) Act, mandating 4 feet 8.5 inches as the standard for new railways, largely because so much of the network already used it.

From Britain, the standard spread globally. American railways adopted it in the 19th century, influenced by British engineers and equipment imports. By the time the Transcontinental Railroad was completed in 1869, 4 feet 8.5 inches was entrenched in the U.S. too. Colonial empires and international trade further cemented it as the global norm, though some countries—like Russia (5 feet) and Spain (5 feet 5½ inches)—chose wider gauges for military or economic reasons.

So, why 4 feet 8.5 inches? It’s less about some grand design and more about historical momentum: Roman roads influenced wagons, wagons influenced tramways, and tramways influenced railways. Once Stephenson’s gauge proved workable, practicality and standardization locked it in. It’s a quirky legacy of human habit and engineering pragmatism that still shapes how we travel today.

## Meeting Two: *Sharing our findings*

### Partner Share

#### ChatGPT

#### ChatGPT

- **Main Purpose:** General-purpose AI chatbot.
- **Interface:** Conversational, like chatting with a human.
- **Use Cases:** Writing, brainstorming, coding help, tutoring, summarizing, planning, etc.
- **Flexibility:** Handles a broad range of tasks beyond code — essays, emails, resumes, lesson plans, math help, and more.
- **Usage Style:** You ask questions or give prompts, and it responds in full text answers.

### ChatGPT in a nutshell:

ChatGPT and GitHub Copilot are both AI tools from OpenAI (Copilot is developed in collaboration with GitHub and Microsoft), but they serve **different purposes** and are built for **different user experiences**:

### CoPilot

#### GitHub Copilot

- **Main Purpose:** AI coding assistant.
- **Interface:** Integrated into code editors (like VS Code, JetBrains, etc.).
- **Use Cases:** Code completion, generating code snippets, boilerplate, auto-filling functions.
- **Focus:** Helps developers write code faster by suggesting code based on what you type.
- **Usage Style:** As you write code, it suggests the next line or block in real time.

### CoPilot in a nutshell:

A copilot is a conversational, AI-powered assistant that helps boost productivity and streamline workflows by offering contextual assistance, automating routine tasks, and analyzing data.

#### Key takeaways

- Get an overview of what a copilot is and how it helps improve productivity with AI.
- Explore how to use a copilot to reduce manual tasks and refocus on strategic work.
- See real-world examples of AI assistance in action across industries like retail, finance, healthcare, and government.

Chat GPT	Both	CoPilot

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**Ways I can use ChapGPT or CoPilot:**

- 1. To write letters of recommendation**
- 2. Commenting on student progress**
- 3. Coming up with practice plans for sports**
- 4. General Inquiry about a topic**
- 5. To help with understanding about a certain topic**

## Meeting Three: *Magic School*

### **Parking Lot Questions & Brainstorms**

Magic School has much to offer Teachers but I found that the deeper I went with questions and or content it wanted me to have a subscription

**Magic School AI:** *Capture feedback on the different components of Magic School that you test out.*

I used Magic School to come up with a new way of presenting the six simple machines to 8<sup>th</sup> graders. It provided some relevant information, but all the good content and activities required a subscription.

**Meeting Four: Sharing our findings**

Partner Share

**Magic School AI**

**Ways I can use Magic School AI:**

- 1. Lesson Plans**
- 2. IEP Document writing**
- 3. Create a song**
- 4. Creating custom pictures**
- 5. Using Magic School to enhance an existing lesson**

**Magic School AI in a nutshell:**

**Magic School is ok, but if you want it to do anything above and beyond, it requires payment. I tried to have the Custom Chatbot introduce the simple machines to students and when I uploaded a PDF document I wanted it to use, I was re-routed to a payment page. Any idea if educators in our district can get access to the full version of the resource?**

**Meeting Five: Diffit**

**Parking Lot Questions & Brainstorms**

Diffit seems to be the most advanced and user friendly AI resource I have found especially for teachers.

## Meeting Six: Share our findings

### Partner Share

#### Diffit

Diffit is an AI-powered tool for high quality, differentiated instructional materials<sup>1</sup>. It is used by teachers to get "just right" instructional materials, saving time and helping all students access grade level content

#### Diffit in a nutshell:

**This is a great resource for differentiation in the classroom. This AI powered tool can provide teachers with so many different options relating to a particular topic to reach all learners in the classroom.**

#### Ways I can use Diffit:

1. Coming up with a questionnaire pertaining to a YouTube video.
2. Modifying an assignment for different reading and learning abilities.
3. Modernize/enhance existing handouts that I have.
4. Coming up with vocabulary words pertaining to a topic
5. Diffit is great for creating student-ready resources

## Meeting Seven: Khanmigo

### Parking Lot Questions & Brainstorms

With all the different AI platforms and Teacher specific tools out there, it can be challenging to determine which is the best one. I have found that each AI platform is pretty good at coming up with activities and solutions but determining the "go to" has been difficult to figure out. I think I need to utilize these more and see which one is the best.

Khanmigo

## All about Simple Machines -

Simple machines are fundamental devices that make work easier by allowing us to apply less force over a greater distance. They include the lever, wheel and axle, pulley, inclined plane, wedge, and screw. These machines form the basis of more complex machines and have been used by humans for thousands of years.

One fascinating application of simple machines is in the whimsical and intricate creations known as Rube Goldberg machines. Named after the American cartoonist and inventor Rube Goldberg, these machines are designed to perform a simple task in an overly complicated way. They are a playful demonstration of the principles of physics and engineering, often using a series of chain reactions to achieve their goal.

Rube Goldberg machines typically incorporate multiple simple machines working together. For example, a lever might be used to trigger a ball to roll down an inclined plane, which then hits a series of dominoes (acting as levers) that eventually pull a string attached to a pulley. This sequence might continue through several more steps, each involving different simple machines, until the final task is completed, such as turning on a light or pouring a glass of water.

The beauty of a Rube Goldberg machine lies in its complexity and creativity. It challenges the builder to think critically about how different simple machines can be combined to create a seamless and entertaining sequence of events. This process not only reinforces the understanding of how each simple machine works but also encourages problem-solving and innovation.

In educational settings, building a Rube Goldberg machine can be an engaging way for students to learn about physics and engineering concepts. It requires them to apply their knowledge of force, motion, and energy transfer, as well as to collaborate and communicate effectively with their peers. By experimenting with different configurations and troubleshooting issues, students gain a deeper understanding of the mechanics behind simple machines.

Moreover, Rube Goldberg machines highlight the importance of creativity in engineering. While the ultimate goal of these machines is to perform a simple task, the journey to get there is filled with imaginative and often humorous solutions. This aspect of creativity is crucial in real-world engineering, where innovative thinking can lead to new technologies and solutions to complex problems.

In conclusion, simple machines are the building blocks of more complex devices and play a crucial role in our daily lives. Rube Goldberg machines, with their elaborate and entertaining designs, offer a unique way to explore and understand these fundamental principles. By engaging with these machines, students can develop a strong foundation in physics and engineering, while also fostering creativity and critical thinking skills. Whether for education or entertainment, the study and creation of Rube Goldberg machines provide valuable insights into the world of simple machines and their applications.

**Meeting Eight:** *Sharing our findings and closure*

Partner Share

**Khanmigo**

**Khanmigo in a nutshell:**

Magic School AI	Both	Khanmigo

**Ways I can use Khanmigo:**

- 1.
- 2.
- 3.
- 4.
- 5.

### Review Vocabulary

Vocabulary Term	Definition	Example Sentence
spectacle	A visually impressive or striking performance or display.	The fireworks show was a dazzling spectacle, with colors bursting across the night sky.
melancholic	Feeling or expressing sadness or depression.	The rainy weather made her feel melancholic, and she spent the day listening to sad songs.
narrative	A spoken or written account of connected events or a story.	The author drafted a compelling narrative that kept readers hooked until the very end.
universal	Relating to or characteristic of all or most people in the world.	Love is often considered a universal emotion, experienced by people of all cultures.
resonated	(of an idea, action, etc.) meet with someone's agreement.	The speaker's message about overcoming challenges resonated with the audience, inspiring them to pursue their dreams.

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### What makes a story memorable?




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### Reading

Maya slumped back in her chair, the credits rolling on the screen. The movie, a highly anticipated superhero flick, had just ended, and the theater was buzzing with excited chatter. But Maya felt... nothing. It was all explosions and special effects, a blur of action that left her strangely empty. Her best friend, Liam, nudged her. "Awesome, right? Best one yet!"

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**Reading**

Maya forced a smile. "Yeah, good," she mumbled, already forgetting most of what she'd just seen. As they walked out into the bright sunlight, Liam continued to rave about the fight scenes and the villain's cool gadgets. Maya listened, but her mind drifted. She thought about the old, black-and-white movie she'd watched with her grandfather last month. It was a simple story about a baker who dreamed of becoming a musician, filled with quiet moments and heartfelt conversations.

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**Reading**

That movie, she realized, had stayed with her. She could still picture the baker's hopeful face, hear the melancholic melody he played on his old piano. It had touched her in a way that this superhero spectacle hadn't. What was the difference? Why did some stories stick with you, while others faded away like a fleeting dream?

**MELANCHOLIC** | Feeling or expressing sadness or depression

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**Reading**

Later that evening, Maya found herself discussing the question with her older sister, Chloe, who was studying film in college. Chloe listened patiently as Maya described her experience. "It's about connection, Maya," Chloe explained. "Memorable stories connect with us on a deeper level. They tap into our emotions, our experiences, our understanding of the world."

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**Reading**

Chloe went on to explain that special effects and action sequences, while entertaining, often only provided a surface-level thrill. They were visually impressive, but they didn't necessarily create a lasting emotional impact. A truly memorable story, on the other hand, focused on characters we could relate to, struggles we understood, and themes that resonated with our own lives.

**resonated** | of an idea, action, etc. | meet with someone's agreement.

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**Reading**

"Think about the characters," Chloe suggested. "Were they believable? Did you care about what happened to them? Did their choices make sense? If the answer is no, then it's harder to invest in the story." She also talked about the importance of a compelling narrative, a story that kept you guessing and made you think. A story that asked questions about life, love, loss, or any other universal human experience.

**universal** | Relating to or characteristic of all or most people in the world.

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**Reading**

Maya thought about the baker in the black-and-white movie. He wasn't saving the world or fighting supervillains, but he was chasing his dream, facing setbacks, and learning valuable lessons about himself. That was something she could understand. That was something that felt real. As she drifted off to sleep that night, Maya realized that a memorable story wasn't about the biggest explosions or the coolest gadgets. It was about the human heart, and the power of connection. It was about finding a piece of yourself in the characters and their journey. And that, she knew, was something that would stay with her long after the credits rolled.

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**Multiple Choice Question**

1. According to the text, what did Maya feel after watching the superhero movie?

- A) Overjoyed and excited to see it again.
- B) Disappointed and strangely empty.
- C) Happy and ready to tell everyone about it.
- D) Sad that the movie was over.

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**Multiple Choice Question**

2. According to Chloe, what is the key to a memorable story?

- A) Having the coolest gadgets and special effects.
- B) Focusing on characters we can relate to and themes that resonate with our lives.
- C) Having the most explosions and action sequences.
- D) Being about superheroes saving the world.

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**Multiple Choice Question**

3. What type of movie did Maya watch with her grandfather that she enjoyed more than the superhero movie?

- A) A science fiction movie with lots of robots.
- B) A modern color film with many special effects.
- C) An old, black-and-white movie about a baker who dreamed of becoming a musician.
- D) A cartoon about talking animals.

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**Short Answer Question**

**What realization did Maya have as she drifted off to sleep?**

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**Turn and Talk**

Turn to your partner and share your answer to one of the open-ended questions.



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**Open Ended Question**

1. Maya realizes that some stories stay with you because they connect with you on a deeper level. Describe a story (movie, book, TV show, etc.) that has stayed with you long after you experienced it. What made it so memorable, and what emotions or experiences did it tap into for you?

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**Open Ended Question**

2. Chloe explains that memorable stories often focus on characters we can relate to and struggles we understand. Think about a character from a story that you strongly connected with. What qualities or experiences did you share with that character, and how did their journey resonate with you personally?

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**Talk and Take Note**

Go back to the slides with  Highlight the important ideas from those slides about what makes a story memorable. Apply that to all we watched, read, and learned about Anne Frank and the others that make their story memorable. Jot down examples while you have the time! This is all to give you resources for your summative.

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**Open Ended Question**

3. Maya concludes that a memorable story is about the human heart and the power of connection. Share a time when a story helped you understand a new perspective, feel empathy for someone else, or learn something about yourself. How did the story impact your understanding of the world or your relationships with others?

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**Open Ended Question**

3. Maya concludes that a memorable story is about the human heart and the power of connection. Share a time when a story helped you understand a new perspective, feel empathy for someone else, or learn something about yourself. How did the story impact your understanding of the world or your relationships with others?

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Video: Draw My Life Salvador Dalí | Tik Tak Draw

**1. ¿Qué estilo artístico representa principalmente Dalí?**

- A. Impresionismo      B. Dadaísmo      C. Realismo      D. Surrealismo

**2. ¿Qué evento marcó profundamente a Dalí en su infancia?**

- A. El divorcio de sus padres      B. La muerte de su hermano mayor  
C. Su expulsión del colegio      D. Un accidente que tuvo de niño

**3. ¿Cómo descubrió Dalí el impresionismo?**

- A. En un viaje a París      B. En la Academia de San Fernando  
C. Por amigos de su familia      D. Gracias a su madre

**4. ¿Qué evento lo afectó profundamente en 1921?**

- A. Su expulsión de la academia      B. La muerte de su madre  
C. Su primera exposición internacional      D. Su viaje a Nueva York

**5. ¿Qué ocurrió cuando Dalí tenía 18 años?**

- A. Pintó su obra más famosa      B. Conoció a Picasso  
C. Ingresó en la Real Academia de Bellas Artes      D. Se casó con Gala

**6. ¿Qué actitud tenía Dalí en la academia de arte?**

- A. Reservado y obediente      B. Rebelde y provocador  
C. Apático y desinteresado      D. Siempre ausente

**7. ¿Quién fue Gala para Dalí?**

- A. Su madre      B. Su profesora de arte      C. Su musa y esposa      D. Su hermana

**8. ¿Por qué fue expulsado del grupo surrealista?**

- A. Por copiar a otros artistas      B. Por sus ideas religiosas  
C. Por participar en una exposición sin el grupo      D. Por irse a Estados Unidos

**9. ¿Qué producto diseñó Dalí en 1969?**

- A. La botella de Coca-Cola      B. El logo de Chupa Chups  
C. Un perfume para Chanel      D. El símbolo del Euro

**10. ¿Qué título nobiliario le dio el rey Juan Carlos I a Dalí?**

- A. Conde de Cadaqués
- B. Barón de Girona
- C. Marqués de Púbol
- D. Duque de Cataluña

**11. ¿En qué año murió Salvador Dalí?**

- A. 1980
- B. 1984
- C. 1987
- D. 1989

**12. ¿Qué impacto tuvo la relación con Gala en la vida personal y profesional de Dalí?**

- A. Le ayudó a reconciliarse con su padre y ganar fama en España.
- B. Fortaleció sus vínculos familiares, pero paró su carrera artística.
- C. Rompió definitivamente su relación con su padre y marcó una etapa clave en su desarrollo surrealista.
- D. No influyó significativamente en su vida artística ni familiar.

**13. ¿Qué relación tuvo Dalí con el mundo del cine, según el texto?**

- A. Fue actor en varias películas de Hollywood.
- B. Trabajó como director de documentales.
- C. Colaboró con cineastas como Buñuel, Hitchcock y Disney, fusionando surrealismo con narrativa visual.
- D. Fundó una escuela de cine en Nueva York.

**14. ¿Qué se puede inferir sobre la personalidad pública de Dalí por su aparición en revistas y publicidad?**

- A. Que prefería mantenerse lejos del ojo público.
- B. Que cultivaba una imagen excéntrica y provocadora para destacar.
- C. Que evitaba los medios por considerar que trivializaban su obra.
- D. Que usaba los medios solo para criticar el arte moderno.

## ¿Pretérito o Imperfecto?

1. Pablo Picasso \_\_\_\_ en Málaga, España, en 1881.  
a) nació                      b) nacía
2. Cuando Frida Kahlo \_\_\_\_ joven, sufría muchos problemas de salud.  
a) fue                          b) era
3. Diego Rivera \_\_\_\_ un mural impresionante en el Palacio Nacional.  
a) pintó                      b) pintaba
4. Los artistas del Renacimiento normalmente \_\_\_\_ temas religiosos en sus obras.  
a) usaron                      b) usaban
5. Mientras Salvador Dalí \_\_\_\_ en su estudio, se le ocurrió una idea surrealista.  
a) trabajó                      b) trabajaba
6. En 1937, Picasso \_\_\_\_ "Guernica" para mostrar el horror de la guerra.  
a) pintó                      b) pintaba
7. La familia de Frida Kahlo \_\_\_\_ en una casa azul que hoy es un museo.  
a) vivió                        b) vivía
8. El artista \_\_\_\_ muchos bocetos antes de comenzar la obra final.  
a) hizo                         b) hacía
9. De niño, Joan Miró siempre \_\_\_\_ colores vivos en sus dibujos.  
a) usó                         b) usaba
10. Salvador Dalí \_\_\_\_ un estilo muy particular que desafiaba la lógica.  
a) tuvo                         b) tenía
11. En 1931, Dalí \_\_\_\_ su famosa obra La persistencia de la memoria.  
a) pintó                      b) pintaba
12. Cuando Dalí \_\_\_\_ en París, conoció a varios artistas surrealistas.  
a) vivió                        b) vivía

13. Mientras el guía \_\_\_\_ sobre la vida de Dalí, los visitantes observaban sus obras.  
a) habló                      b) hablaba
14. Dalí y Gala \_\_\_\_ juntos por muchos años.  
a) vivieron                    b) vivían
15. Los estudiantes \_\_\_\_ emocionados mientras exploraban las salas del museo.  
a) estuvieron                b) estaban
16. El grafitero \_\_\_\_ un mural gigante en solo dos noches.  
a) pintó                        b) pintaba
17. Cuando era adolescente, él siempre \_\_\_\_ con aerosoles en las paredes de su barrio.  
a) pintó                        b) pintaba
18. Ayer, la galería \_\_\_\_ una exposición de grafiti urbano.  
a) organizó                    b) organizaba
19. El artista \_\_\_\_ un dragón muy detallado en la espalda del cliente.  
a) tatuó                        b) tatuaba
20. Cuando yo \_\_\_\_ mi primer tatuaje, estaba muy nervioso.  
a) recibí                        b) recibía

Hawi Englertn Co-Pilot - resources to help  
find passages in book  
club choices

In *Refugee* by Alan Gratz, the characters face numerous challenges, including fleeing their homes and escaping authorities. Here are some key chapters:

### Characters Fleeing Their Homes:

- **Josef's Story:**

- **Chapter 1:** Josef's family is forced to leave their home in Berlin after Nazi soldiers invade their house during Kristallnacht[1].
- **Chapter 6:** Josef's family boards the MS St. Louis to escape to Cuba[2].

- **Isabel's Story:**

- **Chapter 2:** Isabel's family decides to flee Cuba due to the political unrest and economic hardship[1].
- **Chapter 6:** Isabel's family sets off on a makeshift boat to the United States[2].

- **Mahmoud's Story:**

- **Chapter 3:** Mahmoud's family decides to leave Aleppo, Syria, after their apartment is destroyed by a missile[1].
- **Chapter 6:** Mahmoud's family begins their journey to Turkey[2].

### Characters Being Searched or Escaping Authorities:

- **Josef's Story:**

- **Chapter 1:** Nazi soldiers search Josef's home and arrest his father[1].
- **Chapter 27:** Josef's family faces the threat of being captured by the Nazis in France[2].

- **Isabel's Story:**

- **Chapter 6:** Isabel's family is pursued by the Cuban police as they attempt to escape[2].

- **Mahmoud's Story:**

- **Chapter 12:** Mahmoud's family is stopped and searched by Hungarian police[2].
- **Chapter 15:** Mahmoud's family escapes from a refugee detention center in Hungary[2].

These chapters highlight the intense and dangerous journeys the characters undertake in their quest for safety.

Are you reading *Refugee* for a class or personal interest?

## References

[1] [Refugee Summary, Characters and Themes | Alan Gratz - BooksThatSlay](#)

[2] [Refugee \(Alan Gratz\) Summary & Study Guide - BookRags.com](#)

[3] [Refugee Book Summary And Characters - Selected Reads](#)

[4] [Refugee Chapter Summaries - eNotes.com](#)

[5] [Refugee by Alan Gratz Plot Summary - LitCharts](#)

In *Salt to the Sea* by Ruta Sepetys, characters are fleeing their homes to seek safety throughout the novel. Key chapters that highlight this include:

- **Chapter 1:** Introduces Joana, Florian, Emilia, and Alfred, each fleeing their respective homes due to the advancing Soviet forces[1].
- **Chapter 2:** Continues to depict the characters' journeys as they escape the dangers of war[2].
- **Chapter 3:** Further explores the characters' struggles and the harsh realities they face while seeking refuge[2].

These chapters set the stage for the characters' harrowing experiences and the bonds they form along the way.

Are you reading this book for a class or personal interest?

## References

[1] [Salt to the Sea Character Analysis - LitCharts](#)

[2] [Salt to the Sea Study Guide: Plot, Characters, Themes - studylib.net](#)

[3] [Salt to the Sea Study Guide | Literature Guide - LitCharts](#)

Yes, in *Ashes* by Kathryn Lasky, there is a scene where Gaby's home is searched by the Nazis. This occurs in **Chapter 15**[1][2]. The search is a tense moment that reflects the growing danger and oppression faced by Gaby and her family during Hitler's rise to power.

Are you reading this book for a class or personal interest?

### References

[1] [Ashes Flashcards - Quizlet](#)

[2] [Ashes – Book Review | Syosset Public Library TeenSpace Blog](#)

[3] [Ashes by Kathryn Lasky - Goodreads](#)

In *The Book Thief* by Markus Zusak, the search of the basement occurs in **Part 5: The Floating Book (Part 1)**[1][2]. This part of the book is tense as the characters fear the discovery of Max, who is hiding in the basement.

Are you enjoying the book so far?

### References

[1] [The Book Thief Part 4: Pages from the Basement Summary ... - LitCharts](#)

[2] [Pages from the Basement - CliffsNotes](#)

[3] [BOOK THIEF chapter titles - Frontier Central School District](#)

In *Under a War-Torn Sky* by L.M. Elliott, Henry is tortured by the Germans in **Chapter 15**[1][2]. This chapter is intense and highlights the brutal realities of war and the resilience Henry must muster to survive.

How are you finding the book so far?

### References

[1] [Under a war-torn sky : Elliott, Laura : Free Download, Borrow, and ...](#)

[2] [under a war-torn sky - AdLit](#)

[3] [Under A War Torn Sky Test Review - Quizlet](#)

[4] <https://archive.org/embed/underwartornsky00elli>

In *Under a War-Torn Sky* by L.M. Elliott, the protagonist, Henry, hides with the young boy, Pierre, on Pierre's farm in **Chapter 12**[1][2]. This chapter highlights the bond that forms between Henry and Pierre as they teach each other their respective languages and navigate the dangers of wartime France.

In *Under a War-Torn Sky* by L.M. Elliott, the protagonist, Henry, hides with the young boy, Pierre, on Pierre's farm in **Chapter 12**[1][2]. This chapter highlights the bond that forms between Henry and Pierre as they teach each other their respective languages and navigate the dangers of wartime France.

Are you enjoying the book so far?

### References

[1] [Under a War Torn Sky Flashcards - Quizlet](#)

[2] [Under a War Torn Sky Section 1 Flashcards - Quizlet](#)

[3] [Under a War Torn sky Quiz Flashcards | Quizlet](#)

In *Yellow Star* by Jennifer Roy, Sylvia and her family are forced out of their home and into the Lodz Ghetto in **Chapter 1**[1]. This chapter introduces the harsh realities they face as they are marked with yellow stars and confined to the ghetto.

Are you reading this book for a class or personal interest?

### References

[1] [Yellow Star Summary and Study Guide | SuperSummary](#)

[2] [Yellow Star - Pages 93 - 164 Summary & Analysis - BookRags.com](#)

[3] [Summary of 'Yellow Star' by Jennifer Roy: A Detailed Synopsis](#)

In *Between Shades of Gray* by Ruta Sepetys, the family is forced out of their home in **Chapter 1**[1]. This chapter sets the stage for the harrowing journey that Lina and her family endure as they are taken by Soviet officers and sent to a labor camp.

Are you reading this book for a class or personal interest?

### References

[1] [Between Shades of Gray Summary & Study Guide - BookRags.com](#)

[2] [Between Shades of Gray: Chapter 28 Summary & Analysis](#)

[3] [Between Shades of Gray - Chapters 25 through 35 Summary & Analysis](#)

In **Chapter 5** of *Weedflower* by Cynthia Kadohata, Sumiko and her family are forced to leave their home and are sent to an internment camp[1]. This chapter captures the emotional and physical upheaval they experience as they are uprooted from their lives.

Have you been reading *Weedflower* for a class or personal interest?

### References

- [1] [Weedflower Summary and Study Guide | SuperSummary](#)
- [2] [Chapter Reading Guide - Ag in the Classroom](#)
- [3] [Weedflower : Kadohata, Cynthia : Free Download, Borrow, and Streaming ...](#)
- [4] <https://iaitc.co/history>

### References

- [1] [Under a War Torn Sky Flashcards - Quizlet](#)
- [2] [Under a War Torn Sky Section 1 Flashcards - Quizlet](#)
- [3] [Under a War Torn sky Quiz Flashcards | Quizlet](#)

### TORTURE:

In *Code Name Verity* by Elizabeth Wein, Queenie (also known as Julie) is tortured by the Gestapo in **Part 1** of the book[1][2]. This section is framed as her written confession while she is imprisoned in Ormaie, France. The narrative details the physical and psychological torture she endures as she is forced to reveal information.

Are you finding the book engaging so far?

### References

- [1] [Julie/The Narrator/Queenie/Verity Character Analysis - LitCharts](#)
- [2] [Code Name Verity Summary & Study Guide - BookRags.com](#)
- [3] [Code Name Verity by Elizabeth Wein Plot Summary - LitCharts](#)

In *Rose Under Fire* by Elizabeth Wein, several specific events highlight the torture and brutal treatment endured by Rose and her fellow prisoners at Ravensbrück:

1. **Medical Experiments:** The "Rabbits," a group of Polish women, are subjected to horrific medical experiments. Rose witnesses their suffering and the long-term effects of these experiments[1].
2. **Interrogations:** Rose herself is subjected to harsh interrogations and beatings by the camp guards, which are vividly described in the narrative[2].
3. **Starvation and Forced Labor:** The prisoners endure severe starvation and are forced to perform grueling labor under inhumane conditions[1].

These events are depicted with stark realism, emphasizing the resilience and solidarity among the prisoners as they struggle to survive.

Are you finding the book compelling despite its difficult subject matter?

## References

[1] [Summary of 'Rose Under Fire' by Elizabeth Wein: A Detailed Synopsis](#)

[2] [Rose Under Fire - Wikipedia](#)

[3] ["Rose Under Fire" Summary - bookbrief.io](#)

In *Rose Under Fire* by Elizabeth Wein, the specific descriptions of the medical experiments conducted on the "Rabbits" are detailed in the middle chapters of the book. These chapters vividly depict the cruel and inhumane procedures the Polish women endure, highlighting the physical and psychological trauma inflicted upon them[1][2].

The narrative captures the horror of these experiments and the resilience of the women who survive them, providing a stark portrayal of the atrocities committed during World War II.

Are you finding the book compelling despite its difficult subject matter?

## References

[1] [Rose Under Fire Summary & Study Guide - BookRags.com](#)

[2] [Summary of 'Rose Under Fire' by Elizabeth Wein: A Detailed Synopsis](#)

[3] [Rose Under Fire Summary | SuperSummary](#)

In *Unbroken* by Laura Hillenbrand, the chapters that describe the torture Louis Zamperini endured are primarily **Chapters 22 and 23**[1]. These chapters detail his experiences in the prisoner of war camps, including the brutal treatment by guards, particularly Mutsuhiro Watanabe, known as "The Bird"[1][2].

Are you finding the book compelling despite its difficult subject matter?

## References

[1] [Unbroken Chapters 22 & 23 Summary & Analysis - SparkNotes](#)

[2] [Unbroken: Questions & Answers - SparkNotes](#)

[3] [Unbroken Discussion Questions - bookey.app](#)

Holli Englerth - Co-Pilot - Created sample IP for student modeling

The thematic statement "it is important to make choices that reflect your true self" in the short film *La Luna* relates closely to the theme of Robert Frost's poem "The Road Not Taken," which emphasizes the significance of making choices that are true to one's own identity. In *La Luna*, the young boy, Bambino, is faced with the challenge of choosing between the methods of his father and grandfather as they clean the moon. Instead of simply copying either of their ways, Bambino decides to follow his own instincts and uses a unique approach to sweep the stars. This choice reflects his true self and leads to a successful and fulfilling outcome, showing that being true to oneself can lead to personal satisfaction. Similarly, in "The Road Not Taken," the speaker reflects on the decision to take the less traveled road, which symbolizes making a choice that is true to one's own desires and identity. The speaker acknowledges that this choice "has made all the difference," suggesting that staying true to oneself can lead to a more meaningful and fulfilling life (Frost). Both *La Luna* and "The Road Not Taken" highlight the importance of making choices that reflect one's true self. By doing so, individuals can experience personal growth and a deeper sense of fulfillment. Ultimately, this connection shows that whether in a whimsical short film or a reflective poem, the idea of staying true to oneself is a powerful and universal theme.