

This alt-assessment activity is designed for students to have voice and choice in their demonstration of mastery using Howard Gardner's multiple intelligences; also providing opportunities for creativity and collaboration.

Unit #2 Choice Board

<p>Verbal/Linguistic</p> <ul style="list-style-type: none"> • Write instructions • Create a poem • Create crossword puzzle • Write a short story 	<p>Logical / Math</p> <ul style="list-style-type: none"> • Convert Real Examples • Create an outline of the steps of the Gemara • Design a timeline 	<p>Visual / Spatial</p> <ul style="list-style-type: none"> • Draw Contrast of Perspectives • Create a comic strip • Create a poster • Create a visual diagram
<p>Interpersonal</p> <ul style="list-style-type: none"> • Design a Game • Interview/Survey others • Create a skit 	<p>FREE CHOICE</p>	<p>Digital</p> <ul style="list-style-type: none"> • Create a Blendspace lesson • Make a video • Object Scavenger Hunt
<p>Musical / Rythmic</p> <ul style="list-style-type: none"> • Create a rap or slam poetry • Write a song 	<p>Naturalist</p> <ul style="list-style-type: none"> • Label & Classify everyday objects • Social Experiment 	<p>Intrapersonal</p> <ul style="list-style-type: none"> • Record a personal journal • Share a personal experience • How would it feel to... • Imagine in the future...

Instructions: Choose 3 activities to do in class. You can work with a partner on 2 of the 3 choices. At least one activity must be done independently. **The three activities must make a line (like in tic tac toe).**

For each activity, choose one of the following “themes” to focus on. You **must** choose a different theme from the following list for different activities. For example, if you choose to write a song focusing on *the list of items mentioned in the Mishna*, then you can no longer use that theme for a different activity from the choice board.

1. List of themes:

- The commandments in the Torah to return a lost item, and the questions we had on the pesukim.
- Items listed in the Mishna that one can keep if found
- Various vocabulary (Content, Functional Structures, etc. on quizlet)
- The AMDAT method
- Rabbi Yitzchak's rule of Kav B'Arbah Amot
- The process of how an item is allowed to be kept if found (how Yeush works)
- The breakdown of the Gemara (see Powerpoint on Haiku)
- How to read the Gemara properly (using our four steps - pronunciation, pausing and grouping, translation, explaining)

1. **Verbal / Linguistic:**

- a. **Write instructions** to a student that has never learned your theme before. You must write it in a clear fashion so that your student can master your theme that you choose for this activity.
- b. **Create a poem** (at least 16 lines) teaching and/or showcasing one of the themes.
- c. **Create a crossword puzzle** using terms or concepts of one of the themes.
- d. **Write a short story** that incorporates the principles, concepts, and/or lessons from the one of the themes.

2. **Logical / Math:**

- a. **Convert real examples** - List at least 3 real-life objects that are more than a Kav and 3 that are less than a Kav. Identify 3 real-life spaces that are more than 4 Amot and 3 that are less than 4 Amot. Use these objects and spaces to demonstrate when, according to the conclusion of our Gemara, you CAN or CANNOT keep it. You can write this all on paper or google docs and you can use a calculator.
- b. **Create an outline of the steps of Gemara** in a clear way that is easy to follow. You must identify the functional structures for each step.
- c. **Design a timeline** of one of the themes. Use your creativity on what should go on the timeline and where. You can use digital or paper.

3. **Visual / Spatial:**

- a. **Draw contrast of perspectives** - draw, color, or diagram the different perspectives of one of the themes. This could include different opinions in the Gemara, different perspectives from the person who lost the item and the person who found the item, or other contrasting perspectives that you can think of.
- b. **Create a comic strip** (either digital or paper) incorporating one of the themes from the list.
- c. **Create a poster** (either digital or paper) incorporating one of the themes from the list.
- d. **Create a visual diagram** that breaks down, classifies, organizes, or showcases the various components of one of the themes from the list.

4. **Interpersonal:**

- a. **Design a game** that is fun and challenging that incorporates one theme from the list. Games should include instructions, materials needed, and a writeup of how the game incorporates the theme you chose. You can modify an already existing game if you'd like.
- b. **Interview or survey others** - You can decide the focus of your interview based on one of the themes from the list. An example could be surveying the class to find out how often one loses an item, or the percentage of classmates who give up hope on a specific object, etc. Be creative. Writeup the results of the interview/survey.
- c. **Create a skit** incorporating one of the themes from the list.

5. **FREE CHOICE:** Come up with your own idea on teaching/showing mastery of one of the themes from the list.
6. **Digital:**
 - a. **Create a Blendspace lesson** incorporating one of the themes from the list. Make sure that if you were to present this to a student that never learned about your theme before they would be able to learn it. Also add an assessment in your lesson to make sure they got it.
 - b. **Make a video** - that incorporates the principles, concepts, and/or lessons from the one of the themes.
 - c. **Object Scavenger Hunt** - Create an object scavenger hunt that includes every day objects (at least 5 that you can keep if found and 5 that you would need to announce). Be creative.
7. **Musical / Rythmic:**
 - a. **Create a rap or slam poetry** - that incorporates the principles, concepts, and/or lessons from the one of the themes. Must be at least 1 minute long.
 - b. **Write a song** - that incorporates the principles, concepts, and/or lessons from the one of the themes. You can use an already existing tune and write lyrics.
8. **Naturalist:**
 - a. **Label & Classify** everyday objects based on the rules and principles we learned about whether or not these items can be kept. Choose at least ten items that can be found in an everyday setting. You can change or modify an object to your liking.
 - b. **Social Experiment** - Design a social experiment that showcases the theme that you chose. For example, leave an item in the school hallway and record how many people pass by it, take it and announce it, or take it and keep it. Be creative!
9. **Intrapersonal:**
 - a. **Record a sample personal journal entry** that you would write that incorporates one of the themes from the list.
 - b. **Share a personal experience** (in detail) of a time when you lost an item or a time when you found an item. Be specific and provide an analysis of your personal experience using the principles and rules we learned in our Gemara.
 - c. **How would it feel to** - Reflect on how it would feel to either find an item that you must announce (but you'd really like to keep) to show how special the mitzvah of Hashavat Haveidah can be, or how it feels to lose an item that you truly care for and someone goes out of their way to return it to you. You can create a video, a storyboard, or simply write it up in a way that is powerful and inspires an emotional feeling of this Mitzvah's importance.
 - d. **Imagine in the future** - Think of a futuristic innovation that could assist Jews in fulfilling the Mitzvah of Hashavat Aveidah. It can address one or more of the themes listed. You do not need to create the innovation - you can just design it and describe it. Be specific and thoughtful.

When you are finished with all 3 activities, write up an email to me (yfein@moriahschool.org) and put in the email any files or web links of digital activities you did and if you did any projects on paper just put in the email which activity you chose and that you did it on paper. Hand the paper to me at my desk.