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Don't Teach! Let Me Learn

Don't Teach! Let Me Learn! is a series of multi-disciplinary units of instruction capitalising on student interest and spotlighting necessary skill development. These units are intended to extend and enrich the school curriculum by broadening the topics and providing experiences to help students become more skilful in interpretation of materials, application of independent study skills and stimulation of creative thinking.

Activities in unit packs may be used as a supplement to the regular curriculum. Each unit may be used as a whole classroom study or with individual students exhibiting a special interest. Portions of the unit or single activities may be selected to enrich a specific lesson or to extend the work of a single student or group. Likewise, the entire unit may be used for a specialised, intense study on an independent basis.

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Elizabeth H. Marten

To the Teacher

Don't Teach! Let Me Learn! was developed by practising educators to provide a vehicle for reaching and motivating the intermediate-aged student. Each unit allows the student a wide variety of ways to learn and may be used in whole or in part as needed to supplement the regular school curriculum.

The level of difficulty of each individual activity is indicated on the Matrix Chart based on Bloom's Taxonomy of Cognitive Thinking. Activities are also classified by subject area. This will aide you in making choices consistent with your goals and objectives.

Also included for your use are suggestions for record-keeping. Student logs allow students to keep records of their progress and provide a means for you to evaluate or assess their progress.

Each unit study contains many activity choices providing stimulation and variation for your students. Activity titles and objectives are identified. Activity language is directed to the student. Activities are complete rather than dependent upon one another, therefore, they may be used to meet your classroom needs.

Objective Key

- K — Knowledge
- C — Comprehension
- Ap — Application
- An — Analysis
- S — Synthesis
- E — Evaluation

LEVEL	GOALS	ACTIVITY DESIGN
Knowledge	Ability to recall facts, concepts or principles.	List, recognise, label, locate, describe, define, observe.
Comprehension	Ability to translate or interpret information. A grasp of meaning, intent relationship is demonstrated in oral, written, or non-verbal communication.	Explain, demonstrate, show, paraphrase, experiment, discover, illustrate, infer, predict.
Application	Ability to apply previously acquired knowledge or information to a new or concrete situation.	Organise, collect, summarise, order, record, classify, model, construct, relate, generalise, transfer, code, draw, reconstruct.
Analysis	Ability to break down material into its components so that organisational structure may be understood.	Take away, put together, formulate, deduce, compare, contrast, combine, solve, discriminate, take apart, fill.
Synthesis	Ability to analyse the parts and put them together to form a new whole.	Create, imagine, suppose, predict, assume, translate, hypothesise, design, derive.
Evaluation	Ability to make judgments based on evidence and determine the value of material based on definite criteria.	Appraise, interpret, judge, validate, justify, criticise, assess, decide, defend, rate.

1. MYSTERY COMPARISONS

OBJECTIVE: Ap, An

Choose two good mystery stories you have read. What did they have in common? What were the differences? What techniques did the authors use to hold your attention?

3. MYSTERY PATTERNS

OBJECTIVE: An, S

Most mystery stories follow a similar pattern. There is an introduction that sets the stage. A second section builds the suspense and provides clues. Finally, the author solves the mystery. Try your skill at being a mystery writer. Create your own exciting mystery story.

5. MYSTERY CODES

OBJECTIVE: C, S, E

Secret codes are often used in mystery stories. Develop your own secret code. Send a message to a friend. See if your friend can decode the message by figuring out your code.

7. OLD FAVOURITES

OBJECTIVE: C, Ap, An, E

Nancy Drew and The Hardy Boys are two famous mystery series. Read several of these books. Compare and contrast them. Why do you believe they are so popular?
