

# Contents

---

Preface

Introduction

To the Teacher

To the Student

Activities

Number	Title	Writing Activity	
1	What Next?	Advertisement	7
2	Blessings in Disguise	Short Story	13
3	Writing a Fortune	“Fortunes” for Fortune Cookies	19
4	Endangered Human Species	Essay	23
5	War	Ten-Minute Talk	27
6	Lunar Follies	Review for a Newspaper	34
7	For Sale	Short Story	38
8	Spoiled	Description of an Invention	44
9	Try to Remember	Poem	50
10	Acronyms Corrupt		
	Honorable English (ACHE)	Acronyms	56
11	Like That	Similes	60
12	Sweet Success	Essay	65
13	Tracking the Mind	Description of a Mental Activity	72
14	Couplets	Rhymed Verse	77
15	Hear Here!	Advertisement	83
16	A Man and a Butterfly	News Story	88
17	Feeling Colorful	Quintet	94
18	Music	Cinquain	99
19	Windless Sails	Humorous Dialogue	104
20	Impressions	Poem	110
21	Up and Out	Tall Tale	116

## Contents

Number	Title	Writing Activity	
22	Guilt	Predictions about Handling Guilt in the Future	121
23	Vanity	Dialogue	126
24	Heroism	Scene in the Life of a Future Hero	131
25	How Do You Say It?	Descriptive Paragraphs	136
26	Nature	Haiku	143
27	Joe Hunt's Image	Bizarre Story	149
28	The Persevering Porcupine	News Article	153
29	What's Going On?	Imagining a Solitary Sensing Time	159
30	Garbled Grammar	Limerick	167
31	Scientific Liars	Anecdote	173
32	Opposites	Dramatic Skit	178
33	Punny Names	Naming Unborn Offspring	184
34	Thirty Is All You Get	Television Commercial	189
35	The Poor Boy Who Was Rich	Short Story	197
	What Drives You Crazy?	Editorial	201
	Traps	Essay	208
	Free!	Science Fiction Story	214
	Rhyme's the Thing	Limerick	220
40	Bumper Ads	Bumper Sticker Messages	225
41	The Compulsive Buyer	Character Sketch	230
42	A Vile Violinist?	Paragraph with Alliteration	236
43	Business	Vignette	240
44	Goofs	Elaborate Alibis	244
45	Just Three Questions	Short Story	248
46	Civic Responsibilities	Anecdote	254
47	Find the Missing Facts	Mystery Story	258
48	Shortcuts	Letter to the Editor	263
49	Commonly Understood	Set of Commonalities	269
50	Squeaky Clean	Science Fiction	274
51	Twenty More Years	Narrative	278
52	Finished?	Predictions about the Future	282

## To the Teacher

### *Preparing for the Units*

There are very good reasons for our suggesting that you introduce the units and not simply assign them without any explanation. One basic reason for your leading in to the units is that you can determine what ideas might be appropriate for warming up and motivating your students so that they will be prepared to respond. You know best what ideas are suitable in spurring your students' thinking.

We perceive another important reason for your "setting up" the activities, namely, you could very well decide from your students' reactions that their mood will produce indifferent or negative results. If that is the case, it is usually a good procedure to switch to another activity. Master teachers are not afraid to throw out their original schedule and head in a different direction.

On the other hand, a teacher has to be a bit optimistic: some activities turn out very well when it seems as if they wouldn't. As you know, there are students who almost always complain when they are asked to write anything. Having a successful effort will usually cure them of this malady.

Success is crucial to *your* attitude also, and so, to begin with, you should select a unit that seems "surefire" (although there are certainly no guarantees of that in teaching). Find a unit in the book that seems especially suitable for your students, one that is also appropriate to your curricular objectives. Generally speaking, the units have something

going for them; that is, they are usually a change from regular curricular offerings. That advantage, coupled with a little enthusiasm on your part (the necessary ingredient in any academic offering), won't ensure success, but success should be obtainable.

Torrance offers the following suggestions to teachers to help them warm up students for creative thinking:

- Question students to heighten expectation and anticipation.
- Create an awareness of a problem to be solved, a possible future need, or a difficulty to be faced.
- Heighten concern about a problem or future need.
- Stimulate curiosity and the desire to know.
- Make the strange familiar and the familiar strange.
- Free students' minds from inhibiting mind sets.
- Look at the same information from different viewpoints.
- Ask provocative questions to make the learner think of information in new ways.
- Predict from limited information.
- Show the connection between the expected learning and current problems or a future career.
- Provide only enough structure to give clues and direction.
- Use a physical warm-up activity that is related to the information to be presented.

Torrance goes on to say that "in using activities of the kinds listed above, the teacher must keep in mind the purposes of such experiences:

- to create the desire to know,
- to heighten anticipation and expectation,
- to get attention,
- to arouse curiosity,
- to tickle imagination, and
- to give purpose and motivation."

## *Predicting the Future*

As you probably know, predicting future events has become a very popular activity in the past decade or so. People devote enormous amounts of energy to producing forecasts concerning every phase of human and infrahuman existence, from next year to more than a

# 1 What Next?

---

## ***An Invitation to Write an Advertisement***

### *Overview*

The initial unit of this book deals with one of the most important activities of creative production—combining ideas and elements. The kind of combining in “What Next?” is the obvious kind in which a toaster is combined with an oven, or a knife sharpener is added to a can opener. In this unit, it is supposed that manufacturers of appliances, furniture, and vehicles will continue this combining trend in the future. The business of this unit is to involve your students in guessing what combinations are in store for us.

### *Creative Thinking Skill to Be Developed: Combining Ideas and Elements*

This first unit attempts to involve your students in a basic and natural way of creating: putting things together. Children make believe that ordinary objects are cars, people, monsters, buildings, machines, and so on, when they play. They also quite naturally combine those objects in ways that make the objects into other imaginary things.

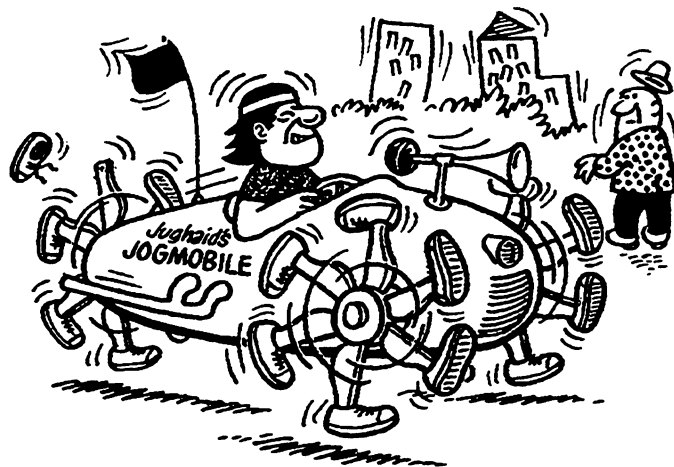
In the last three decades, retail merchandising has become almost obsessed with performing the same trick, combining two, three, and even more items into new products. The last time we glanced at a catalogue, this combining and recombining business was still in full swing. Undoubtedly the idea of putting together three or four appliances is “old hat” to your students, but the feat may have been done so often now as to present a challenge to them when it comes to combining in new ways those items we have listed in the unit.

### *Preparing for the Unit*

It is a good idea to introduce an activity with something visible, audible, or tangible if it is possible to do so. In the event you happen to have the kind of watch advertised at the beginning of the student unit, you will have the perfect

# 1 What Next?

1. Here are the highlights of a recent newspaper advertisement. (The prices will undoubtedly have changed by the time you read this.)



## **FANTASTIC WATCH SALE!**

- Water Sports Casio—water resistant, date (calendar), countdown, daily and hourly alarm . . . **\$29.88**
- Alarm Chronograph—stopwatch, daily and hourly alarm . . . **\$24.88**
- 2-Way Casio—analogue and digital, calendar, stopwatch, melody alarm. . . **\$49.95**
- Calculator Chronograph—hour, date, day; 8-digit 4-function; alarms; stopwatch; varied tones . . . **\$54.88**
- Musical Alarm—variety of date, alarm melodies; countdown and stopwatch . . . **\$17.88**

Not only can we buy a wristwatch with a musical alarm clock, a calendar, and a calculator, but we can purchase a television set that is also a telephone. Manufacturers have been combining such a great variety of appliances and gadgets to make life easier and more entertaining for us that more and more of these combinations can be expected in the years to come. Sometimes, though, someone gets carried away. Once, before the advent of transistors, a manufacturer of ranges tried to entertain the cook by adding a radio to the appliance—with predictable results. After the first chicken was roasted, the condensers melted and the householder had to turn on another radio or the TV if she or he wanted to be entertained while cooking.