Lift The Gifted! ®

GATE Symposiums

"Relevant Resolutions"

LiftTheGifted.org

Lift The Gifted! ©
Founded by Sharon Romeo

Our Mission is to provide a platform for students to research topics that are relevant to them, and to collaborate on these topics with their peers.

Through GATE Symposiums, students are encouraged to be creative, take intellectual risks, and develop presentation skills.

Most importantly, the experience provides mentorship for the inquisitive GATE mind, instills pride through rigorous accomplishment, and develops fellowships with like-minded peers.

Young Scholars Are Like Diamonds . . .
Brilliant   Resilient   Precious   Multi-Faceted

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Gate Symposium - "Relevant Resolutions"
Written by Sharon Romeo and Deborah Park
with contributions by April Salas.

"Relevant Resolutions"

STUDENT HANDBOOK

NAME: _____

GRADE: _____

PARTNER'S NAMES:

_____

MY MENTOR TEACHERS:

1. _____ Room #: _____

2. _____ Room #: _____

**LiftTheGifted.org
SITE PASSWORD:**

Lift The Gifted! ®
GATE Symposiums

Did you know that you can access the course documents and links to videos on this website? Check out LiftTheGifted.org and click on this year's "RELEVANT RESOLUTIONS" button!

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Permiso de Padre

GATE Symposium es una experiencia de exploración para que los estudiantes estudian un tema por investigación académica y la creatividad. Los estudiantes participantes serán apoyados durante todo el proceso con la ayuda de "maestros mentores", y una comunidad de compañeros formada por grupos de 1 a 3 estudiantes. Este proyecto requiere compromiso y mucho tiempo afuera de la escuela. También requiere una voluntad de aprender y satisfacer riguroso expectativas académicas. Esperamos que todos los estudiantes participantes se dan su mejor esfuerzo por dedicar su tiempo, curiosidad y esfuerzo en este proyecto.

Habrá sesiones de tutoría y mentoría después de la escuela y sesiones de los sábados. El calendario está incluido en este manual del estudiante. Los estudiantes, muchos días, tienen que trabajar con los miembros de su grupo después de las horas escolares. Estas sesiones no son obligatorias, pero son muy valiosas, ya que los estudiantes necesitarán más tiempo para trabajar con sus grupos y trabajar con sus mentores en sus proyectos.

Motivamos a los padres a que apoyen a sus hijos en este proceso. Pedimos que les dan el espacio y la independencia que necesitan para hacer su propio trabajo. Ustedes pueden ayudar a sus estudiantes cuando se necesita ayuda para cortar cartón o usar herramientas. ¡Gracias por tu apoyo!

Esta forma de permiso significa que el padre / guardián de _____ es consciente de las expectativas académicas y el compromiso que se requiere del GATE Symposium en la Escuela

Firma de los padres:

_____

Número de teléfono o correo electrónico: _____

Sinceramente,

GATE/PBL COORDINATOR

<div style="border:3px solid black; padding:20px;">

¡RESERVA Este Dia! GATE Symposium

</div>

Parent/Guardian Permission Form

GATE Symposium is an annual research experience that encourages young thinkers to explore a topic through academic research, discovery, and creativity. Student participants will be supported throughout the entire process with the help of "mentor teachers," and a community of peers made up of groups of 1 to 3 students. This project requires commitment, time management, and a willingness to learn through rigorous academic expectations. We hope that all student participants will strive to do their best and dedicate their time, curiosity, and effort into this project.

There will be after-school mentorship and Saturday sessions that are outlined in the schedule included in this student handbook. There may be days when students may have to work with their group members after school hours. These sessions are not required, but they are highly valuable, as students will need the extra time to work with their groups and meet with their mentors on their individual research projects.

We encourage parents/guardians to please support their children through this process, but give them the space and independence they need to take ownership of their work. We do, however, appreciate parental guidance and support in the creative aspect of the project (if students need help cutting cardboard or using tools). Thank you for your support!

This permission form signifies that the parent/guardian of _____ is aware of the academic expectations and commitment that is required of the GATE Symposium .

Parent Signature: _____

Phone Number or Email: _____

Sincerely,

GATE/PBL COORDINATOR

<div style="border:2px solid black; padding:10px;">

SAVE THE DATE FOR GATE SYMPOSIUM

DATE: _____   TIME: _____

PLACE: _____

</div>

What is GATE Symposium?

A GATE Symposium provides a forum for students to present their interests and hard work. The program is called "GATE" because it uses GATE strategies, such as GATE Depth and Complexity icons and Content Imperatives, as well as GATE Universal Themes within the curriculum. The program provides mentorship, GATE strategies, rigor, and creativity to students who are willing to participate, motivated to learn, and inspired by challenging work.

The projects must:
➢ Display creativity in thought and in design.
➢ Provide topics that are relevant to society.
➢ Integrate cross-curricular scholarly research centered around student insight and interest, with topics and themes chosen by students.
➢ Incorporate student-led research through interviews, surveys, or observations.
➢ Demonstrate problem-solving, critical thinking, and innovation through collaboration.
➢ Include multimedia, technology, or artistic components.
➢ Showcase and present findings orally and visually.

Theme: Relevant Resolutions!

This year, the theme is all about discovering **resolutions to conflicts** that are relevant to our lives, from a personal, community, or global context. You will explore a **topic** of your choice, investigate a **conflict within that topic,** and research that conflict through the lens of universal themes and **generalizations** (see below). Then, after you do your **scholarly research**, and you explore the conflict further through your own **student-led research**, your project will culminate with a **resolution map** that bridges the two opposing sides of your conflict together. All of this will be presented in a creative way through interactive elements, artistic board designs, and supplemental creative pieces that will be displayed to showcase your research and proposed resolution. Let's do this!

Your research must focus on 2-3 of these generalizations (Level 1) // (Level 2 - all generalizations)

CONFLICT (Universal theme - GENERALIZATIONS)
❖ Conflict is composed of opposing forces.
➢ There are two sides that are against each other.
❖ Conflict may be natural or man-made.
➢ The conflict is created by humans or created by nature.
❖ Conflict may be intentional or unintentional.
➢ The conflict is created on purpose or not on purpose.
❖ Conflict may allow for synthesis and change.
➢ The conflict can lead to new ideas to form together or the conflict can allow for changes to happen.
❖ Conflict is progressive.
➢ The conflict keeps changing over time or with modern times and newer situations.

Table of Contents

"Relevant Resolutions"

Calendars and Mentorship

This chapter includes due dates, calendars, and a list of mentors, as well as the mentorship log.

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GATE SYMPOSIUM CALENDAR

Week One: Symposium Kick-off Week - Explore and pick the conflict within the topic

Monday	Tuesday	Wednesday	Thursday	Friday
Symposium Overview	Topic Exploration + Research Conflict Exploration	Topic Exploration + Research	Topic Exploration + Research	INITIAL TOPIC-CONFLICT *due*

REMINDERS FOR THE WEEK:

Week Two: Exploration through Research - Construct a driving question

Monday	Tuesday	Wednesday	Thursday	Friday
Continue scholarly research + Article Tags	Continue scholarly research + Article Tags	Continue scholarly research + Article Tags	Continue scholarly research + Article Tags	Continue scholarly research + Article Tags

REMINDERS FOR THE WEEK:

Week Three: Exploration through Research - Student-led research (survey, interview, experiment, or observation)

Monday	Tuesday	Wednesday	Thursday	Friday
Continue scholarly research + Article Tags	**Scholarly Research** *due* (3-5 articles + tags for Level 1 // 9-12 articles + tags for Level 2)	Draft the Driving Question Create the SLR (Student-led Research) Plan	**DRIVING QUESTION** *due* (must be approved by mentor + coordinator) and work on the **REALLY BIG IDEA CHART**	Create the SLR (Student-led Research) Plan **[CHECKPOINT #4]** Reflection #1

REMINDERS FOR THE WEEK:

Week Four: Exploration through Research + Creativity - Prepare the presentation board, research results, and synthesize information

Monday	Tuesday	Wednesday	Thursday	Friday
(SLR) Student-led Research Plan *due* - must be approved	Conduct student-led research Work on Information synthesis	Conduct student-led research Work on Information synthesis	Conduct student-led research Work on Information synthesis	Conduct student-led research Work on Information synthesis Reflection #2

REMINDERS FOR THE WEEK:

Week Five: Exploration through Research + Creativity - Prepare the presentation board, research results, and synthesize information

Monday	Tuesday	Wednesday	Thursday	Friday
Student-led Research Results *due* Synthesize information Plan artistic board design	**Relevant Resolutions Map** *due* Synthesize information Plan artistic board design	Synthesize information Plan/draw out artistic board design and plan out supplemental creative piece.	Synthesize information Plan/draw out artistic board design and plan out supplemental creative piece.	**Board design + Supplemental creative piece PROPOSAL** *due* Synthesize information Work on the "ISD"

REMINDERS FOR THE WEEK:

GATE SYMPOSIUM CALENDAR

Week Six: Exploration through Creativity - Finish the presentation board and prepare the supplemental creative piece

Monday	Tuesday	Wednesday	Thursday	Friday
Prepare ISD (due tomorrow)	**Information Synthesis Document (ISD)** _due_ *(ALL THE INFO ON THE BOARD)*	Create and prepare board Create supplemental creative piece	Create and prepare board Create supplemental creative piece	Create and prepare board Create supplemental creative piece Reflection #3
REMINDERS FOR THE WEEK:				

Week Seven: Exploration through Creativity - Finish the board and supplemental creative piece

Monday	Tuesday	Wednesday	Thursday	Friday
Create and prepare board / Add info on board / Create supplemental creative piece	Create and prepare board / Add info on board / Create supplemental creative piece	Create and prepare board / Add info on board / Create supplemental creative piece	Create and prepare board / Add info on board / Create supplemental creative piece	Have mentor complete the "Pre-submission Evaluation form" BEFORE you submit your project.
REMINDERS FOR THE WEEK:				

Week Eight: Exploration through Revision and Project Completion

Monday	Tuesday	Wednesday	Thursday	Friday
Final touch-ups and finish **[CHECKPOINT#12] PRE-SUBMISSION MENTOR'S EVALUATION FORM**	Final touch-ups and finish PRE-SUBMISSION MENTOR'S EVALUATION FORM - COMPLETE?	Final touch-ups and finish	_Level 2 due date_ Approval stickers given	_Level 1 due date_ Approval stickers given
REMINDERS FOR THE WEEK:				

Week Nine: Exploration through Revision and Performance - Improve, and elevate the project + Practice Oral Presentations

Monday	Tuesday	Wednesday	Thursday	Friday
Oral Presentation Rehearsals and peer reviews Website _due_ - Level 2 Revision Week	Oral Presentation Rehearsals and peer reviews **Oral Presentation NOTECARDS DUE DATE**	Oral Presentation rehearsals // Revision Week // Supplemental Art Piece _due date_ (must be kept in your mentor teacher's classroom until 2 days before event)	_**FINAL DEADLINE**_ for projects that were personally given a chance for revisions by the coordinator. **(Projects that do not have approval stickers by this date will NOT be included in the event).**	Students should check their names, driving question, spelling, etc... for the program booklet. Reflection #4
REMINDERS FOR THE WEEK:				

Week Ten - Symposium Week 2018: Presentation Week Fine-tune the presentation and be ready!

Monday	Tuesday	Wednesday	Thursday	Friday
Set up boards + Practice Place trifold boards in gym Rehearse presentations	Set up boards + Practice Place creative pieces in gym / Rehearse presentations **PEER EVAL. FORMS COMPLETED?**	**GATE SYMPOSIUM EVENT** **Time:** **Place:**	Reflection #5 classes walk-thru	"Clean up" Day ALL trifolds and supplemental creative pieces must go home.
REMINDERS FOR THE WEEK:				

Timeline of the GATE Symposium Exploration and Learning Process

Due date: _____

Week	Phase	Reflection	Task
Week 1	EXPLORATION	Reflection #1 - EXPLORATION	Explore the topic.
Week 2			Conduct scholarly research.
Week 3	EXPLORATION THROUGH RESEARCH	Reflection #2 - RESEARCH	Submit scholarly research. Compose the driving question.
Week 4			Plan and administer student-led research. *(Experiment, Observation, Survey, or Interview)*
Week 5			Collect student-led research data. Explore a relevant resolution. Plan out a board design and a supplemental creative piece idea.
Week 6	EXPLORATION THROUGH CREATIVITY	Reflection #3 - CREATIVITY	Synthesize research findings using Conflict generalizations and GATE tools/strategies.
Week 7			Create original and symbolic backdrops as a stage for presenting one's research.
Week 8	EXPLORATION THROUGH REVISION + PERFORMANCE	Reflection #4 - REVISION	Submit project for review. Create a supplemental artwork or creative piece, performance, or installation that conveys the conflict and resolution. Continue revision process.
Week 9			Make notecards, practice oral presentations in front of teachers, adults, and peers. Use peer-evaluations to constructively improve presentations.
Week 10	EXPLORATION THROUGH SELF-EVALUATION	Reflection #5 - PERFORMANCE	Present at the Symposium event. Submit self-evaluation.

Choosing a mentor:

Your primary mentor teacher should be the teacher that is teaching you through a content course. This is because you see that teacher the most, and he or she will be delivering the content to you. You will also be graded through that teacher and your progress during the project will be reflected through various assignments in the gradebook. However, you can have an additional mentor that you can meet outside of the classroom, such as after school.

You are free to get help from ANY of the mentor teachers listed below, and they will all have different mentorship sessions on various days of the week. All of the mentors are available to support ALL Symposium participants. Their classrooms are open and welcome to all.

Teacher's name	Room Number	OFFICE HOURS (times the classroom is open for mentorship)

The Mentorship log:

You should strive to meet your mentor at least 1-2 times a week. When you meet with your mentor, it means you are having an actual conversation. When things start getting really busy, and due dates start rolling in, you should be meeting with your mentor twice a week! This can happen during class, or at an after-school mentorship session. Write down what you talked about. You also have checkpoints, where your mentor can sign off on due dates and deadlines. Mentor teachers can then use these sheets to give you scores in the gradebook periodically. Mentors should use a stamp, a check mark, or initials to save time.

Week One (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ PRE-TEST COMPLETED? ____
- ❏ TOPIC CONFLICT PROPOSAL SUBMITTED? ____

Week Two (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

Week Three (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ SCHOLARLY RESEARCH/ARTICLE TAGS CHECKED? ____
- ❏ DRIVING QUESTION PROPOSED? ____
- ❏ REFLECTION #1 COMPLETED? ____

Week Four (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ STUDENT-LED RESEARCH PLAN APPROVED? ____
- ❏ REFLECTION #2 COMPLETED? ____

_____

Week Five (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ STUDENT-LED RESEARCH RESULTS SHOWN/APPROVED? ____
- ❏ RELEVANT RESOLUTIONS MAP APPROVED? ____
- ❏ BOARD DESIGN + SUPPLEMENTAL CREATIVE PIECE PROPOSAL APPROVED? ____

_____

Week Six (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ INFORMATION SYNTHESIS DOCUMENT APPROVED? ____
- ❏ REFLECTION #3 COMPLETED? ____

_____

Week Seven (Dates: _____ to _____)

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ WORKING ON THE TRIFOLD BOARD AND ART? ____

Week Eight (Dates: _____ to _____) - DEADLINE WEEK -

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ Pre-submission Mentor's Evaluation form completed?_____
- ❏ PROJECT SUBMITTED + APPROVED (Trifold board)? _____

Week Nine (Dates: _____ to _____) - REVISION + PRACTICE WEEK -

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ Level 2 ONLY - WEBSITE APPROVED? _____
- ❏ NOTECARDS (all students) CHECKED? _____
- ❏ SUPPLEMENTAL ART PIECE SUBMITTED? _____
- ❏ WALK THROUGH REFLECTIONS CHECKED? and/or Supplemental Creative Piece checked by mentor? _____
- ❏ ORAL PRESENTATION - "PEER EVALUATIONS" CHECKED? (if applicable) _____
- ❏ REFLECTION #4 CHECKED? _____

Week Ten (Dates: _____ to _____) - SYMPOSIUM WEEK -

Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:
Date:	**What did you discuss?** *Use bullet points. Be brief.*	Mentor's initials:

- ❏ POST TEST COMPLETED? _____
- ❏ WALK THROUGH REFLECTIONS CHECKED? _____
- ❏ ORAL PRESENTATION - "PEER EVALUATIONS" CHECKED? _____
- ❏ REFLECTION #5 (SELF-EVALUATION DOC) CHECKED? _____

"Relevant Resolutions"

An Overview

This chapter includes the expectations of what you must do for the project this year for Level 1 and Level 2 students. There is a checklist, as well as an illustration of what you will be working on. This section also has directions for how to complete your reflections throughout the process. There is also a "Frequently Asked Questions" list as well.

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WHAT DO I NEED TO DO?

The next few pages is an overview of everything you need to do for this project! You will see a checklist and illustration to help you get your brain around what exactly you will be doing!

We have included:

- a checklist to check things off as you work
- an illustration of what it will look like

All of these say the same exact thing! They give you a break-down of what you need to do for this project-based learning experience over the next few weeks. Be sure to read the correct one -- Level 1 or Level 2.

Let's get started!

FREQUENTLY ASKED QUESTIONS

❖ **How many people can I work with?**

Groups can be made up of 2-3 students. You may NOT work in any group bigger than three students.

❖ **Can I work alone?**

Yes! However, you MUST get approval from your mentor teacher in order to work on this project alone. Only students who demonstrate academic excellence, independence, and responsibility are allowed to work alone.

❖ **Do I need to write in this handbook or can I do everything electronically?**

It all depends on your mentor teacher. Some teachers like using digital formats like Canvas or Google Classroom, and the book as well. We strongly encourage you to write in this book even if you are using an learning management system online. We've had many symposiums in the past, and generally, most students say in their reflection, that writing in the booklet was much more helpful in their creative process.

❖ **Does everyone in my group have to write in their own handbooks?**

Absolutely! Your teacher will be grading you individually throughout the entire process, so every student should be responsible for his or her own work, even if it is similar to your group members' work because you are working on exploring the same driving question.

In fact, you are responsible for having your OWN copies of your articles, and you should be able to answer ANY question that your mentor teacher asks you. For example, if your mentor teacher asks you about a detail from your research, you should not say "I did not read that. That was my partner's part." For GATE Symposium, **ALL knowledge gained through research must be shared by every member of the group.** Everyone must know about everything in terms of research.

❖ **Why is the project due so early?**

There will be a "revision week" and a "rehearsal week," which will be when students who do not get an approval notification will be given a little extra time to turn in revised projects. Only approved projects will make it to the event. Students who need to revise or improve their projects just a little more to make it to the exhibition will be notified and given the extra support during this time. During this week, all students should practice and rehearse their oral presentations.

❖ **Does everyone who participates in creating a GATE Symposium project get to show their work at the exhibition?**

No. Only student projects that are approved through the review process from a panel of teachers will determine which projects are shown in the gym. However, our goal is to help every group complete a project that can be approved!

❖ **Do I have to be in GATE or AVID to participate?**

No! We welcome any students who are willing, enthusiastic, and have the approval of a mentor teacher to participate!

If you have any further questions, please see the GATE/PBL Coordinator

Level 1 or Level 2....
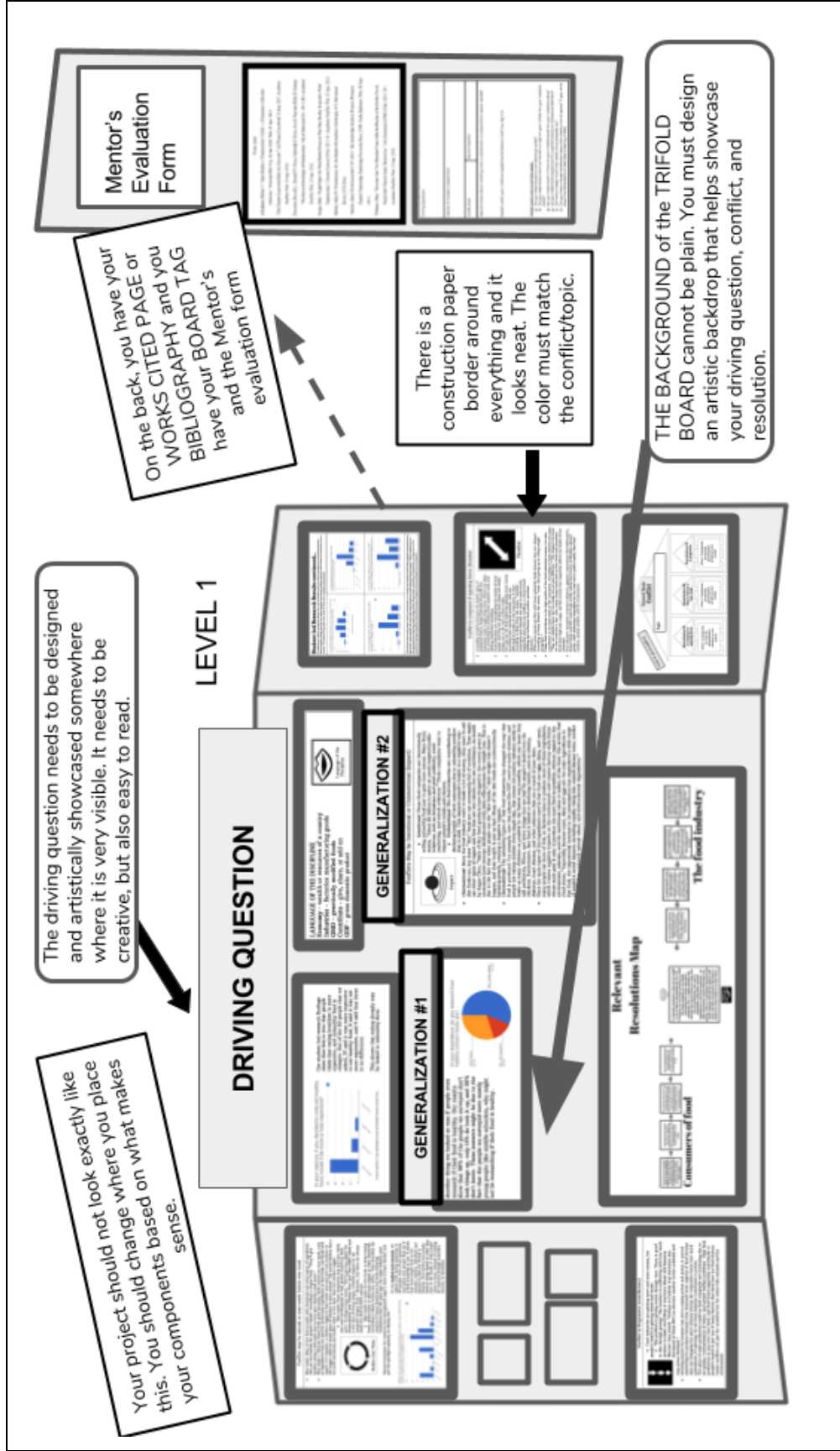
How are the expectations different?

Level 1 Symposium Projects	Level 2 Symposium Projects
Who: (Novice level) 6th-8th graders who are AVID students, who are doing GATE Symposium for the 1st or 2nd time, or students who are not doing the project in an honors course.	Who: (Expert level) 6th-8th graders who are doing the project for the 3rd time and who are currently enrolled in an honors course with a teacher who is teaching it within the course.
What: - **3-5** articles and article tags - Driving question has **2** components (topic word + conflict word) - You must use **2-3 generalizations** to organize your research. - **4 or more GATE** depth & complexity icons or content imperatives on your trifold board/Information Synthesis - You need a student-led research component - You need a creative piece - You need the resolution map on your board - You need to have a simple works cited page (list of links) glued on the back of your board.	What: - **9-12** articles and article tags - Driving question has **3** components (topic + conflict + GATE words) - You must use **ALL 5 generalizations** to organize your research - **6 or more GATE** depth & complexity icons or content imperatives on your trifold board/Information Synthesis - You need a student-led research component - You need a creative piece - You need the resolution map on your board - Your works cited page must in APA formatting - glued to the back of your board - Your analysis needs to include a **"PARALLELS" component** - You must have a website and **QR code** - You must have an **interactive element** in your presentation
When: Due date is Friday, March 2nd (turned in to room 308)	When: Due date is Thursday, March 1st or earlier (turned in to room 308)

Level 1- Novice Checklist

EVERYTHING YOU NEED TO DO FOR YOUR SYMPOSIUM PROJECT

- ☐ DRIVING QUESTION: Main Topic + [Universal Theme - CONFLICT - or a "conflict word"]

- ☐ GENERALIZATIONS (Research) - Research your topic using 2-3 generalizations under CONFLICT. Use credible information only (see CRAB Credibility Presentation and Article Tags).

- ☐ REALLY BIG IDEA CHART - This should be on your trifold board somewhere. This counts as one of your icons.

- ☐ 4 or more Gate ICONS and/or Content IMPERATIVES organize your research process. Remember, all of your research needs to connect with the generalizations as well. Remember, you HAVE to have Language of the Discipline (counts as one of your icons).

- ☐ RESEARCH findings - Include headings or subheadings, bullet points, graphs, charts, quotes w/sources, etc on your board. Please do not type out essays or long chunks of paragraphs for your board. WRITE the main ideas in bullet points or in small chunks of text (small paragraphs). Please make sure to include evidence for your claims by integrating it into your board. Do NOT simply copy and paste information from articles you find.

- ☐ STUDENT-LED RESEARCH findings (Interview, Survey, Experiment, or Observation) that are embedded within your GENERALIZATIONS and on your trifold board.

- ☐ "RELEVANT RESOLUTIONS MAP" - Do you have the two sides (Side A and Side B meeting in the center? Do you have a resolution in the center? Is your map neat and completed and on your trifold board?) Do you use a "resolution word" in the center box?

- ☐ On the back: Your board tag and Works Cited/Bibliography page listing out 3-5 sources.

- ☐ Creativity and refinement of your tri-fold board (no store-bought decor, no hand-written info, no crooked pieces of misinformation peeling off in the corners). You must have the GATE icons and imperatives glued onto your trifold board where it makes sense (under generalizations and possibly in your resolution).

- ☐ CREATIVE ART PIECE (mural, installation, sculpture, experience) or INTERACTIVE ELEMENT that brings people into your presentation and mesmerizes them.

- ☐ "WOW!" FACTOR - both in terms of aesthetic presentation AND complexity of content - Do people say "WOW" when they look at what your project looks like? Do people say "WOW I never thought of it like that!" when they read your information?

- ☐ COMPLEXITY FACTOR Does it make your audience THINK? Does it catch their attention because what you are exploring is provocative (not insulting), challenging (eye-opening), and RELEVANT to our lives?

- ☐ An amazing ORAL PRESENTATION (memorized and rehearsed, but still natural-- You should be able to answer any spontaneous questions thrown your way in both Spanish and English, with scholarly expertise.)

An illustration of what you need to do! - LEVEL 1 Symposium Projects "Relevant Resolutions"
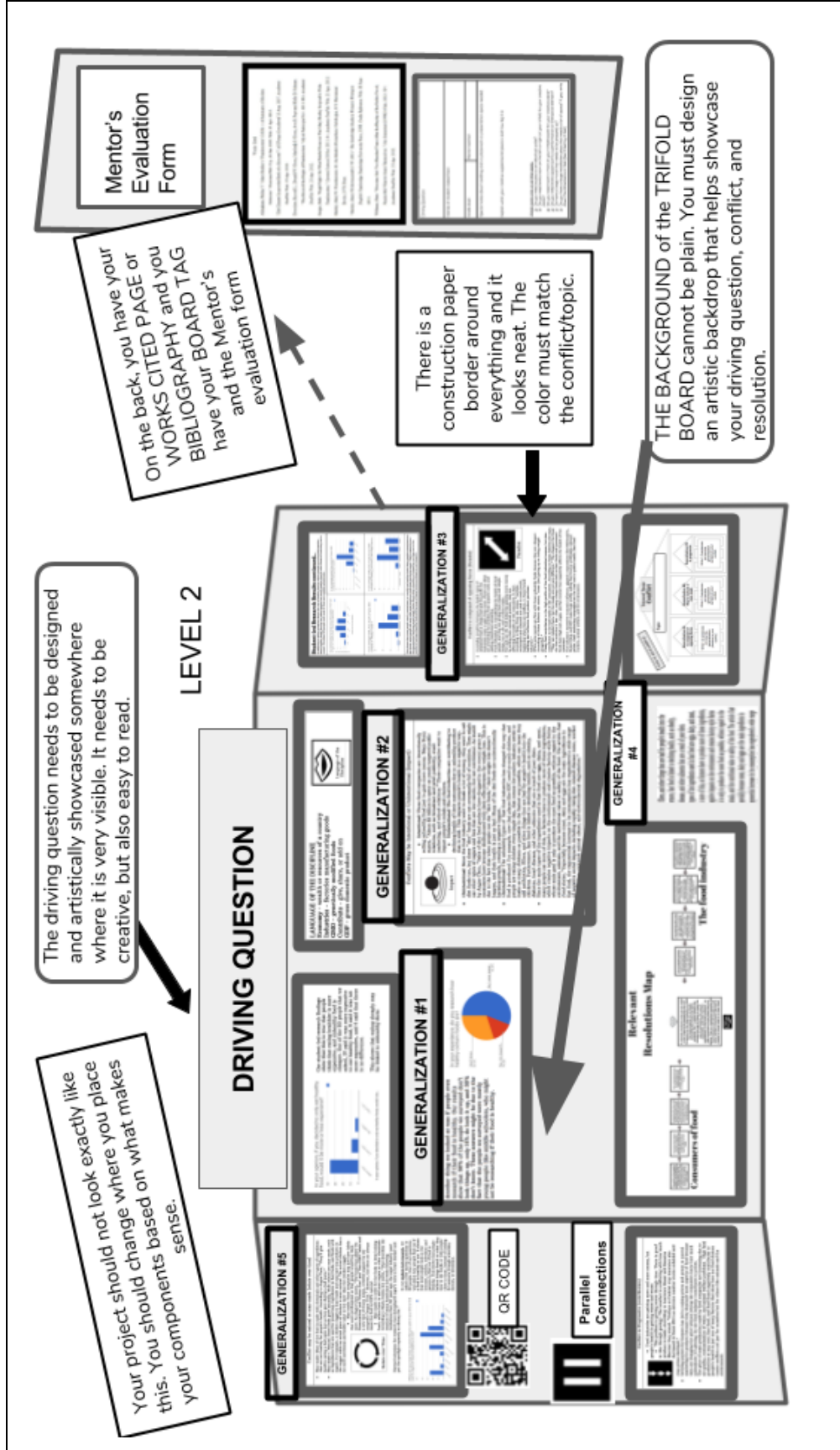

Mentor's Evaluation Form

On the back, you have your WORKS CITED PAGE or BIBLIOGRAPHY and you have your Mentor's BOARD TAG and the Mentor's evaluation form

There is a construction paper border around everything and it looks neat. The color must match the conflict/topic.

THE BACKGROUND of the TRIFOLD BOARD cannot be plain. You must design an artistic backdrop that helps showcase your driving question, conflict, and resolution.

LEVEL 1

The driving question needs to be designed and artistically showcased somewhere where it is very visible. It needs to be creative, but also easy to read.

DRIVING QUESTION

GENERALIZATION #2

GENERALIZATION #1

Your project should not look exactly like this. You should change where you place your components based on what makes sense.

Relevant Resolutions Map

The Food Industry

Consumers of food

Level 2 - Expert Checklist

EVERYTHING YOU NEED TO DO FOR YOUR SYMPOSIUM PROJECT

☐ DRIVING QUESTION: Main Topic + [Universal Theme - CONFLICT - or a "conflict word"] + GATE Depth & Complexity icon or Content imperative

☐ GENERALIZATIONS (Research) - Research your topic using all 5 generalizations under CONFLICT. Use credible information only (see CRAB Credibility Presentation and Article Tags).

☐ REALLY BIG IDEA CHART - This should be on your trifold board somewhere. This counts as one of your icons.

☐ 6 or more Gate ICONS and/or Content IMPERATIVES organize your research process. Remember, all of your research needs to connect with the generalizations as well. You HAVE to have Language of the Discipline (counts as one of your icons)

☐ RESEARCH findings – Include headings or subheadings, bullet points, graphs, charts, quotes w/sources, etc on your board. Please do not type out essays or long chunks of paragraphs for your board. WRITE the main ideas in bullet points or in small chunks of text (small paragraphs). Please make sure to include evidence for your claims by integrating it into your board. Do NOT simply copy and paste information from articles you find.

☐ STUDENT-LED RESEARCH findings (Interview, Survey, Experiment, or Observation) that are embedded within your GENERALIZATIONS and on your trifold board.

☐ "RELEVANT RESOLUTIONS MAP" - Do you have the two sides (Side A and Side B meeting in the center? Do you have a resolution in the center? Is your map neat and completed and on your trifold board?) Do you use a "resolution word" in the center box?

☐ PARALLELS section on your board (can count as one of your 6 icons/imperatives) - personal, community and global connections of your conflict are outlined and explained.

☐ On the back: Your board tag and Works Cited/Bibliography page listing out 9-12 sources in APA formatting.

☐ Creativity and refinement of your tri-fold board (no store-bought decor, no hand-written info, no crooked pieces of misinformation peeling off in the corners). You must have the GATE icons and imperatives glued onto your trifold board where it makes sense (under generalizations and possibly in your resolution).

☐ CREATIVE ART PIECE (mural, installation, sculpture, experience) or INTERACTIVE ELEMENT that brings people into your presentation and mesmerizes them.

☐ "WOW!" FACTOR - both in terms of aesthetic presentation AND complexity of content - Do people say "WOW" when they look at what your project looks like? Do people say "WOW I never thought of it like that!" when they read your information?

☐ COMPLEXITY FACTOR Does it make your audience THINK? Does it catch their attention because what you are exploring is provocative (not insulting), challenging (eye-opening), and RELEVANT to our lives?

☐ An amazing ORAL PRESENTATION (memorized and rehearsed, but still natural-- You should be able to answer any spontaneous questions thrown your way in both Spanish and English, with scholarly expertise.)

☐ QR Code - linking to your website that showcases more information, blogging, photographs, resources, and other digital formats that are related to your project.

An illustration of what you need to do! - LEVEL 2 Symposium Projects "Relevant Resolutions"

Mentor's Evaluation Form

On the back, you have your WORKS CITED PAGE or WORKS CITED PAGE and you BIBLIOGRAPHY and your BOARD TAG have your Mentor's and the Mentor's evaluation form

There is a construction paper border around everything and it looks neat. The color must match the conflict/topic.

THE BACKGROUND of the TRIFOLD BOARD cannot be plain. You must design an artistic backdrop that helps showcase your driving question, conflict, and resolution.

The driving question needs to be designed and artistically showcased somewhere where it is very visible. It needs to be creative, but also easy to read.

LEVEL 2

GENERALIZATION #3

GENERALIZATION #2

GENERALIZATION #4

DRIVING QUESTION

GENERALIZATION #1

Relevant Resolutions Map

The Steel Industry

Consumers of food

Your project should not look exactly like this. You should change where you place your components based on what makes sense.

GENERALIZATION #5

QR CODE

Parallel Connections

16

Reflecting on your learning

In the next few pages, you will see a series of FIVE different reflections that you should fill out throughout your exploration process from the beginning through the end of the GATE Symposium unit.

5 Reflections:

1. "Exploration" reflection
2. "Exploration through Research" reflection
3. "Exploration through Creativity" reflection
4. "Exploration through Revision and Performance"
5. GATE Symposium Self-evaluation Document

You can fill out your reflections directly on paper (on the provided sheets), or you can fill them out online by copying the template found here:

https://goo.gl/j5U7FR

You can have your mentor teacher sign off on them through the mentorship log, if they want to give you points for these reflections.

Complete this after you've drafted your driving question // DUE DATE: _____

Answer some or all of the following questions:
➔ Write down a 1-2 sentence synopsis or summary of each of the articles that you have found so far, and explain how they relate to your universal theme and which generalizations they connect to.
➔ So far, in your exploration of the topic, what did you learn that was new?
➔ In your exploration of your topic, did you change your topic, your driving question, conflict, or generalizations? Why did you change any of these elements, or why did you not change them?
➔ In your next steps, what other information do you hope to find?
➔ How is your collaboration going so far? What is working well and not working well?

Write your reflection here:

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Exploration through Research Reflection #2 of 5

Complete this after you've drafted your Student-led Research Plan // DUE DATE: _____

Answer some or all of the following questions:
➔ Since the last time you wrote about your research, what did you find out? Did your driving question or topic change? Why or why not?
➔ Now that you are in the "student-led research" part of the process, which student-led research option are you doing? (Survey, interview of an expert, observation, or experiment) Why?
➔ What has been easy and what has been difficult about this process?
➔ In your next steps, what do you need to do to make sure you successfully complete this component of the project? What are some things you need to do?
➔ How is your collaboration going so far? What is working well and not working well?

Write your reflection here:

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Exploration through Creativity

Complete this after you've worked on the ISD and you've submitted a proposed plan for the board design and creative piece // DUE DATE: _____

Answer some or all of the following questions:
➔ Since the last time you wrote about your research, what did you learn about your topic?
➔ What did you learn about yourself and your ability to work with others?
➔ What does your group want to do to make sure your trifold board background and imagery connects to your conflict, topic, and generalizations on a deep and symbolic level?
➔ What artistic or supplemental pieces (sculpture, film, performance, interactive element, tech component, painting, mural, etc…) are you planning on doing for your project? Please be sure to draw it in the blank spaces provided for you and write a justification for it.
➔ In your next steps, what do you need to do to make sure you successfully complete this component of the project? What are some things you need to do?
➔ How is your collaboration going so far? What is working well, and not working well?

Write your reflection here:

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Exploration through Revision & Performance Reflection #4 of 5

Complete this after you've turned in your trifold and notecards // DUE DATE: _____

Answer some or all of the following questions:
- ➔ What is your driving question?
- ➔ What are some of the revisions that you have made to your presentation as you have prepared and rehearsed?
- ➔ Did you learn about the importance revision and editing? Explain!
- ➔ What did you learn about scholarly and student-led research through this experience?
- ➔ What did you learn about the presenting in front of others?
- ➔ How do you think you did on collaborating with your group?
- ➔ If you could have done anything differently, what would it have been?
- ➔ What did you learn about creativity and design?
- ➔ What is one piece of advice you would give to an incoming student next year about the project-based learning experience of Symposium?

Write your reflection here:

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GATE SYMPOSIUM Self-Evaluation Document   (#5 of 5)

Complete this after GATE SYMPOSIUM is over.   DUE DATE: _____

Please do not forget to take the post-test! You can access it on LiftTheGifted.org

Each member of your group must complete this and turn it in individually.

GROUP WORK + COLLABORATION + INDIVIDUAL CONTRIBUTIONS - Your teacher will give you a score based on your responses here.

Student name:

Driving Question:

List all group members (first and last names)	Class period:

In your opinion, how well did you and your group work together (ie. communication among members, the number of times you met OUTSIDE of class to collaborate or work on project etc). Give specific examples.

Do you feel as though some members of the group worked harder than other members or was the work load spread evenly? How much fo the group was completed by you? Explain.

How many times did you meet with your mentor teachers (list each mentor teacher) outside of class. Write the dates of how often you met your mentor teacher by referencing your mentorship log. How well do you believe you accepted the guidance and advice of your mentor teachers? Explain.

Were you satisfied with the final product? Why or why not?

Go onto the next page to score your PERFORMANCE and contribution towards the project.

GATE SYMPOSIUM Self-Evaluation Document continued...

GROUP WORK SELF-SCORING SECTION:

Score descriptors:	On a scale of 1-5, how well did your group meet the objective/expectations listed to the left of this column. Highlight (if completing this online) or circle (if completing on paper) the score you believe your group deserves.	
Trifold board design	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Trifold board content	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Research process & dedication	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Collaboration & Mentorship	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Symposium Presentation	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**

WHAT IS YOUR SCORE OUT OF 25 POINTS?
Write your score in the box below (out of 25 points)

	/25 points

"Relevant Resolutions"

RESOURCES

This chapter includes the MOST IMPORTANT resources you will need for the project: The universal theme "conflict" and its generalizations, GATE Depth and Complexity Icons, GATE Content Imperatives, and a copy of the Article TAG + C.R.A.B. Checker. You should probably bookmark this section because you're going to need to flip to it frequently!

Lift The Gifted! ®
GATE Symposiums

www.liftthegifted.org

Digital copies, templates, and access online!
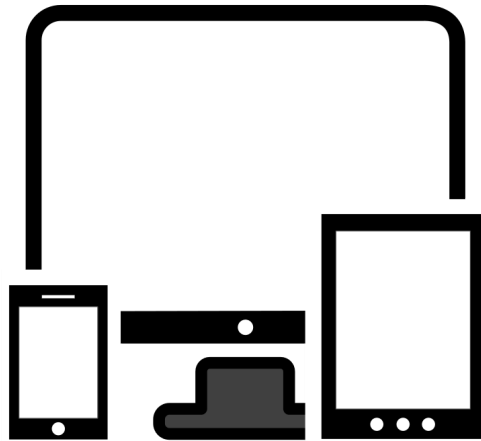
Find digital files for the GATE Symposium "Relevant Resolutions" theme at:

LiftTheGifted.org

Check with your coordinator to get the password for access to the digital files.

You have access to these "copy-save-editable" templates. Goo.gl URLs are provided in the directions within the chapters of the handbook, but here are a list of templates:

- Links for research **https://goo.gl/akQWhX**

- Reflections template: **https://goo.gl/j5U7FR**

- Really Big Idea template: **https://goo.gl/qxKSuL**

- Relevant Resolutions Map template: **https://goo.gl/2CdAaN**

- Information Synthesis Template (doc version) **https://goo.gl/Kd4GQU**

- Information Synthesis Template (slides version) **https://goo.gl/zvebUu**

UNIVERSAL THEMES AND GENERALIZATIONS

You will be exploring your topic using the **lenses** of Universal Themes and Generalizations.

Generalizations are underneath the universal theme in *bullet points*.
For this year's GATE Symposium, we are focusing on ONE of the universal themes!

CONFLICT!
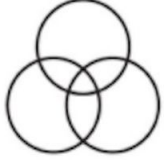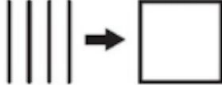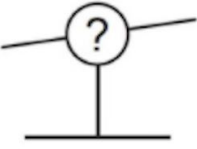
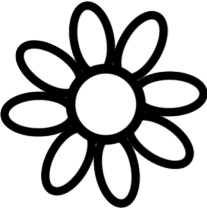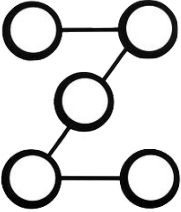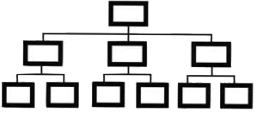|		
1 CHANGE • Generates additional change • Can be either positive or negative • Is inevitable • Is necessary for growth • Can be evolutionary or revolutionary	**5. FORCE** • Attracts, holds, or repels • Influences or changes • And inertia are co-dependent • May be countered with equal or greater force	**9. STRUCTURE** • Has parts that inter-relate • Parts support and are supported by other parts • May be combined to form larger structures • Is no stronger than its weakest component
2. COMMUNITY • Has members • Members share a common environment • Follow patterns of growth and change • When one community comes in contact with another community, change may occur	**6. ORDER** • May be natural or constructed • May allow for prediction • Is a form of communication • May have repeated patterns • Are reciprocals • Lead to one another	**10. SYSTEMS** • Work to complete a task or a mission • Are composed of sub systems and parts • Follow rules • May be influenced by other systems
CONFLICT... • is composed of opposing forces • may be natural or man-made • may be intentional or unintentional • may allow for synthesis and change • is progressive	**7. PATTERNS** • Have segments that are repeated • Allow for prediction • Have an internal order • Are enablers	**11. RELATIONSHIPS** • Everything is related in some way • Are powerful • Change over time • Have rules • Are everywhere
4. EXPLORATION • Requires recognizing purpose and responding to it • Confronts the unknown • May result in new findings or the confirmation of old findings.	**8. POWER** • Is the ability to influence • May be used or abused • Is always present in some form • May take many forms	**12. ADAPTATION** • Occurs over time • Can be positive or negative • Leads to change • Can be planned or spontaneous

S. Kaplan / J. Curry

➢Level 1 students - Use 2-3 generalizations
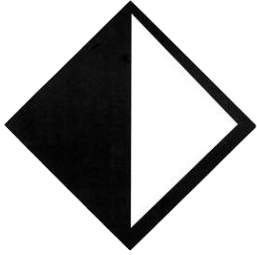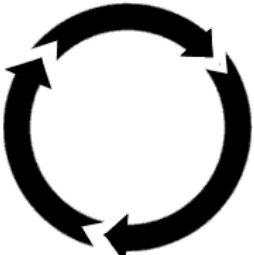➢Level 2 students - Use all 5 generalizations

NEW GATE DEPTH & COMPLEXITY ICONS

Depth & Complexity	Prompt	Key Questions	Thinking skills	Resources
	Context	- What determines the outcome of an event? - What features, conditions, or circumstances describe the situation? - How does the environment shape or affect what is happening?	● Define ● Describe ● Illustrate ● Influence	● Pictures ● Descriptive essay ● Narratives ● Virtual field trips ● Almanacs ● Video apes
	Translate	- What are the multiple and varied meanings of the language? - How is the same idea interpreted in different situations and by different people?	● Restate ● Interpret ● Recite ● Express ● Explain ● Convert ● Transfer	● Thesaurus ● Dictionary of professional terms ● Dictionary
	Original	- Why is it new? - What makes it new? - How does time and place make it new?	● Create ● Design ● Innovate ● Modify ● Redesign	● Copyright laws ● Encyclopedia ● Artifacts ● Museums ● Primary sources
	Judgment	- What factors will influence what is happening? - How is the decision to be made?	● Decide ● Determine ● Agree ● Disagree ● Verify ● Investigate ● Identify options to argue	● Laws ● Newspapers ● Philosophy books
	Impact	- How does ____ influence ____? - What are the effects of ____ on ____?	● Affect ● Identify ● Force	● Quotes ● Editorials ● Persuasive Essays
	Process	- What steps are used to create this? - What type of procedure is involved?	● Sequence ● Connect ● Link ● Arrange	● Continuum ● Storyboard ● Flow chart ● Timeline
	Motive	- What is causing this to happen? - How is the idea or work stimulated?	● Reason ● Excite ● Inquire ● Explain	● Biographies ● Autobiographies ● Interviews
	Proof	- What information verifies this? How can this be validated?	● Determine fact v. opinion ● Support with evidence ● Authenticate ● Prove ● Document	● Statistics ● Maps ● Encyclopedia

GATE DEPTH & COMPLEXITY ICONS

ICON	Depth & Complexity	DEFINITION + QUESTIONS	EXAMPLE
	Language of the Discipline	- What vocabulary terms are specific to the content or discipline? - What specialized vocabulary is needed to understand the topic? - What abbreviations, symbols, or key phrases are needed to understand the topic? - What common tools, skills, or tasks do experts use?	Tools, Jargon, Icons, Acronyms, Special phrases, terms, slang, abbreviations, academic language
	Details	- What are the defining features or characteristics? Find examples and evidence to support opinions and ideas. - What key traits, details, or characteristics define the topic? - Which important details make this different from other topics? - What details can be explained further?	Parts, Factors, Attributes, Variables, Distinguishing Traits
	Patterns	- What elements recur? What is the sequence or order of events? Make predictions based on past events. - What is the order of events? - Which elements, events, or ideas are recurring? - What predictions can be made based on the patterns seen?	Predictability, Repetition
	Unanswered Questions	- What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven? - What has not been explored, proven, or understood about the topic? - How is the information incomplete or lacking in explanation? - What conclusions need further evidence?	Missing Parts, Incomplete Ideas, Discrepancies, Unresolved Issues, Ambiguity
	Rules	- What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work? - How are the main ideas of the topic organized? - What rule or formula dictates how a system operates? - What is the hierarchy of the structure?	Structure, Order, Reasons, Organization, Explanation, Classification, "Because…"
	Trends	- Note factors (social, economic, political, geographic) that cause events to occur. Identify patterns of change over time. - What patterns have changed over time? - What actions created the changes in the trend? - What factors (e.g. social, political, economic, geographic) influenced the trend?	Influence, Forces, Direction, Course of Action, Compare, Contrast, and Forecast

	Ethics	● **What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?** ● What are some beliefs, values, or judgments that exist? ● How does society teach and spread its code of ethics on the topic? ● What moral principles are involved in the topic? ● How has bias, prejudice, or discrimination affected the topic?	Values, Morals, Pro and Con, Bias Discrimination, Prejudice, Judging, Differing Opinions, Point of View, Right and Wrong, Wisdom
	Big Ideas	● **What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?** ● What is the key idea, theory, or principle? ● What conclusions can be made based on the collection of facts? ● What evidence is needed to support the overarching statement?	Draw conclusions based on evidence, Make generalizations, Summarize, Theory, Principle, Main Idea
	Across the Disciplines	● **Relate the area of study to other subjects within, between, and across disciplines.** ● Across the disciplines: How does the topic influence and relate to other subjects? ● Describe a topic's place in more than one discipline. ● What are the perspectives of experts from other fields on the topic?	Connect, Associate, Integrate, Link Ideas, Cross-curricular study
	Changes Over Time	● **How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?** ● How has an idea changed during a particular time period? ● How has time affected how people view the topic? ● How and why did the idea change or remain the same over different time periods?	Connecting points in time, Examining a time period, Compare and Contrast
	Multiple Perspectives	● **How would others see the situation differently?** ● How do different people view the topic? ● What are the pros and cons of each viewpoint? ● What ideas about the topic will different perspectives question?	Different roles and knowledge, Opposing viewpoints
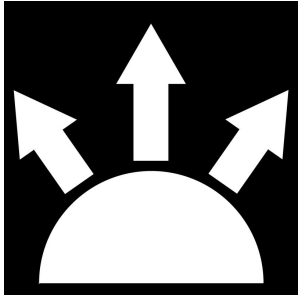
ORIGIN
The beginning, root, or source of an idea or event
- When and where did the topic originate?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?
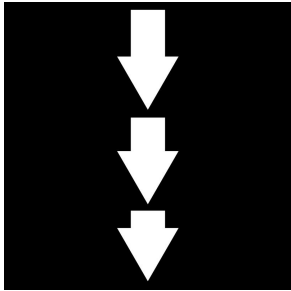
CONTRIBUTION
The significant part or result of an idea or event
- What was the significance or value of the topic?
- What changes occurred because of the topic?
- How did the topic impact and contribute to other ideas?
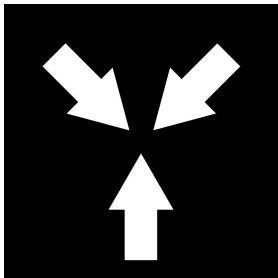
CONVERGENCE
The coming together or meeting point of events or ideas
- What factors merged together to cause the topic?
- When and where did the ideas come together?
- What emerged from all of the ideas coming together?
- What ties all of the ideas together?
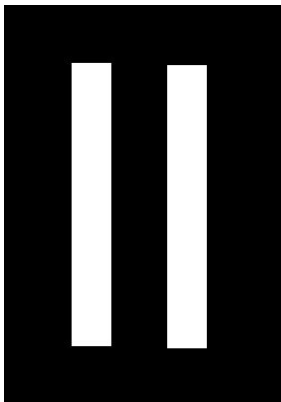
PARALLEL
Ideas or events that are similar and can be compared to one another
- What similar elements exist between the topic and other topics?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?

PARADOX
The contradictory elements in an event or idea
- What facts in the topic disagree with one another?
- What ideas contradict each other?
- What dilemmas or controversies exist in the topic?
- Why are the elements contradicting each other?

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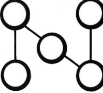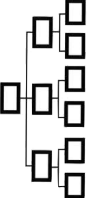
GATE DEPTH & COMPLEXITY ICONS with Sentence Starters

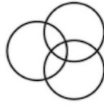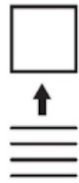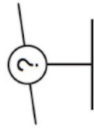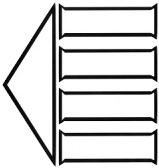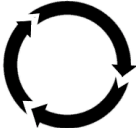| Depth & Complexity	Prompt	Key Questions	Thinking skills	Sentence Starters
	Context	-What determines the outcome of an event? -What features, conditions, or circumstances describe the situation? -How does the environment shape or affect what is happening?	define, describe Illustrate, Influence	The context or environment that surrounds the issue of _____ can be described by... The conditions of this issue/problem are... The background details of _____ are _____. Understanding the context is important because....
	Translate	-What are the multiple and varied meanings of the language? -How is the same idea interpreted in different situations and by different people?	Restate, interpret, recite, Express, explain, convert, transfer	The idea of _____ could also be interpreted as _____ by _____. In a different situation, _____ would look like _____ In different languages/cultures/scenarios, the meaning of that action/phrase/idea would be...
	Original	-Why is it new? -What makes it new? -How does time and place make it new?	create, design. Innovate. modify, redesign	One possible design could include _____ This idea is innovative or different because.... _____ could be redesigned in _____ / during _____. The fact that it was developed in _____ / during _____ makes this an original and innovative idea/solution. _____ could be modified by _____.
	Judgment	-What factors will influence what is happening? -How is the decision to be made?	decide, determine, agree, disagree, verify, investigate, identify options to argue	I have determined that _____. I disagree/agree with _____ in regards to _____ based on _____. I conclude that _____ is _____ because _____.
	Impact	-How does ____ influence ____ ? -What are the effects of _____ on _____?	affect, identify, force	_____ impacts _____ by... _____ affects _____ in _____ through... _____ changes _____ through... The idea of _____ has impacted people's beliefs by...
	Process	-What steps are used to create this? -What type of procedure is involved?	Sequence, connect, link, arrange	In order to _____, the following steps must be completed: The procedure involved includes...
	Motive	-What is causing this to happen? -How is the idea or work stimulated?	reason, excite, inquire, explain	The motive/reason behind _____ is _____. The reason why this idea exists is because... The author's purpose is to....
	Proof	-What information verifies this? -How can this be validated?	determine fact v. opinion, support with evidence. Authenticate, prove, document	Based on _____, the _____ is valid because _____. We see evidence of _____ when _____ states that _____

These have sentence starters if you need them!

GATE DEPTH & COMPLEXITY ICONS

ICON	Depth & Complexity	DEFINITION + QUESTIONS	SENTENCE STARTERS
	Language of the Discipline	**What vocabulary terms are specific to the content or discipline?** -What specialized vocabulary is needed to understand the topic? -What abbreviations, symbols, or key phrases are needed to understand the topic? -What common tools, skills, or tasks do experts use?	_____ was a phrase/word used during the _____ time period. Experts in this field use terms such as... to describe... Words that are significant for a person to understand this topic are... _____ means ..... This word is significant because.... _____ can be defined as ....
	Details	**What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.** -What key traits, details, or characteristics define the topic? -Which important details make this different from other topics? -What details can be explained further?	The details of the topic include _____. This event happens in ____ during _____. The people involved are _____. Characteristics of this idea/topic/problem are... The main details that are important to know are... Important details include...
	Patterns	**What elements recur? What is the sequence or order of events? Make predictions based on past events.** -What is the order of events? -Which elements, events, or ideas are recurring? -What predictions can be made based on the patterns seen?	The patterns that exist within this situation are... Repeating patterns within this topic/issue are... ____ happen repeatedly, creating a pattern of... The order of events when _____ create a pattern of _____. Based on these patterns, the prediction that ____ can be made because...
	Unanswered Questions	**What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?** -What has not been explored, proven, or understood about the topic? -How is the information incomplete or lacking in explanation? -What conclusions need further evidence?	Missing parts/incomplete ideas/ discrepancies/ unresolved issues that are related to this issue/topic include... Some unanswered questions that have not been addressed are... The research/study/article lacks evidence about...and raises the question of....
	Rules	**What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?** -How are the main ideas of the topic organized? -What rule or formula dictates how a system operates? -What is the hierarchy of the structure?	The structure behind _____ includes.... Order exists within ____ because.... The main ideas within the topic create rules such as... ____ is seen as superior to ____ because.... ____ is seen as inferior to ____ because.... The social/political/cultural/gender/class/racial rules that exist within the _____ community/society are...
	Trends	**Note factors (social, economic, political, geographic) that cause events to occur. Identify patterns of change over time.** -What patterns have changed over time? -What actions created the changes in the trend? -What factors (e.g. social, political, economic, geographic) influenced the trend?	Trends or patterns that happen over time are... During the time period of ____ to _____, trends such as _____ are.... Social/political, economic, and geographic trends during the time period/era/decade of _____ were.... These trends existed because.... These trends have stayed the same because .... These trends have changed because....

		Questions	Sentence Starters
	Ethics	**What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?** -What are some beliefs, values, or judgments that exist? -How does society teach and spread its code of ethics on the topic? -What moral principles are involved in the topic? -How has bias, prejudice, or discrimination affected the topic?	People's religious, cultural, moral, or personal values that are involved are.... The moral and immoral aspects of this situation include.... The underlying moral principles behind ____ are.... Values and beliefs that influence ____ are.... Ethical controversies or debates on the right and wrong surrounding the issue of ____ are....
	Big Ideas	**What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?** -What is the key idea, theory, or principle? -What conclusions can be made based on the collection of facts? -What evidence is needed to support the overarching statement?	A general theory or significant idea that results from this ____ is ____. The message/lesson/moral of the ____ is ____. The main purpose or idea that is expressed is ____ which can be supported by the fact that ____ One general conclusion that can be made about this issue/study/piece/work is ____ because of ____. As a result, the overarching theme is....
	Across the Disciplines	**Relate the area of study to other subjects within, between, and across disciplines.** -Across the disciplines: How does the topic influence and relate to other subjects? -Describe a topic's place in more than one discipline. -What are the perspectives of experts from other fields on the topic?	This idea can be studied through multiple subjects or disciplines, such as.... This ____/topic is relevant to the subject areas of.... This topic influences or relates to industries such as ..... because.... Experts from the fields of ____ and ____ both view this topic/issue by...
	Changes Over Time	**How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?** -How has an idea changed during a particular time period? -How has time affected how people view the topic? -How and why did the idea change or remain the same over different time periods?	Throughout time, changes such as ____ have occurred surrounding the issue of.... Over time, people's views changed by.... Over time, this issue has remained the same because... Over time, changes have occurred such as... Over time, this issue/problem has not changed because...
	Multiple Perspectives	**How would others see the situation differently?** -How do different people view the topic? -What are the pros and cons of each viewpoint? -What ideas about the topic will different perspectives question?	The different roles that exist are.... The opposing viewpoints that surround this issue include... People who agree with this believe...while people who disagree believe... Opponents argue that...while supporters claim that... This issue can be seen through multiple perspectives, such as... The pros and cons of ____ are... The advantages and disadvantages that exist surrounding ____ are...

GATE CONTENT IMPERATIVES:

SENTENCE STARTERS:

ORIGIN
The beginning, root, or source of an idea or event
- When and where did the topic originate?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?

Sentence starters:
The origin of (the topic/issue) is...
The cause or root of the problem is.
This issue originated from...
This idea came from...
____ originates from...
The source or origin of this idea/trend/phenomena is...
This is rooted in the idea that...

CONTRIBUTION
The significant part or result of an idea or event
- What was the significance or value of the topic?
- What changes occurred because of the topic?
- How did the topic impact and contribute to other ideas?

Sentence starters:
____ contributes to ____ by...
One important contributor of ____ is ____
Throughout time, contributions to ____ have been made by
The most significant contribution towards ____ is ____
Due to the contribution of ____ to ____, changes such as ____ have occurred.
____'s contribution towards ____ is ____
____ is a contributing factor of ____

CONVERGENCE
The coming together or meeting point of events or ideas
- What factors merged together to cause the topic?
- When and where did the ideas come together?
- What emerged from all of the ideas coming together?
- What ties all of the ideas together?

Sentence starters:
Various ____ come together or converge to create ____
____ is a convergence of various issues/problems/etc...
Multiple factors converge to create the problem of ____, such as...
These ideas all come together and create ____.
An idea that ties all of this together is....
The various elements/factors/systems converge of ____, ____, and ____ are tied together through...
____, ____, and ____ converge to create the problem of....

PARALLEL
Ideas or events that are similar and can be compared to one another
- What similar elements exist between the topic and other topics?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?

Sentence starters:
The events that happened during ____ (time/era/event/situation) are parallel to the events that happened during ____ because...
The two ideas are parallel because....
Similar elements exist within these two situations, such as...
The events/actions/ideas of ____ are similar in that they both....
Commonalities or similarities between ____ and ____ are...
The qualities/characteristics/similarities between ____ and ____ include...
The ideas of ____ and ____ are parallel in that...
This conflict is parallel to ____ in...
This idea has parallels to my personal life/our community, the global environment/society as a whole because...

PARADOX
The contradictory elements in an event or idea
- What facts in the topic disagree with one another?
- What ideas contradict each other?
- What dilemmas or controversies exist in the topic?
- Why are the elements contradicting each other?

Sentence starters:
While the ____ (topic) may be viewed as ____, it can also be viewed as ____ (opposite).
The ____ represents ____ and ____ at the same time.
The idea of ____ is being stretched in opposite directions, by ____ and ____. This creates a paradoxical situation because....
The contradiction of ____ and ____ existing at the same time creates the problem of ____.
These two opposite forces disagree with each other causing....

GATE SYMPOSIUM 2018 ARTICLE TAG (Front side). The article tag continues on the back side!
Attach an article tag to each article you find. Level 1 (3-5 articles) // Level 2 (9-12 articles)

Your mentor teacher:	Circle your grade 6th 7th 8th

Your name:	

What is your CONFLICT TOPIC (or DRIVING QUESTION? - if you already have it ready)?

GATE Symposium Article Tag #_____	Citation - Please copy-paste the URL here:

Title of the article:	Date of publication or copyright:
	_____
Name of journalist/author (if there is no author, write the organization or website name here):	This is a (check all that apply)
	❑ news source
--	❑ scholarly source
	❑ government source
Name of Publication (organization, newspaper site, university, online site name):	❑ organization source
	❑ a video or film
	❑ a podcast/radio story
	❑ other

THE C.R.A.B. CHECKER

CONTEXT
Out of 5 points, what score does this article get?

/5

CONTEXT
- The author has a degree, specializes in the topic, and/or does research on this subject for a living. 1pt
- The author has published many works on the subject. 1pt
- The author's/organization's contact information is available on the website. 1pt
- The author has published other articles or has a thorough understanding about this topic through credible sources. 1pt
- The organization, company, or institution publishing this information is well-respected and trusted. 1pt
....

RELEVANCY
Out of 2 points, what score does this article get?

/2

RELEVANCY
- The article/information was published in the past five years. 1pt
- The article has been updated in the last 1-2 years. 1pt
....

ACCURACY + CORROBORATION
Out of 3 points, what score does this article get?

/3

ACCURACY
- Factual information contained in my article or website can be found in at least two other articles or websites by different authors. 1pt
- The opinions and claims made by the author of this article is supported by scholarly and expert-led research, primary sources, or data collection (interviews, observations, experiments, surveys). 1pt
- The author provides a list of other sources he/she used in the research (secondary research). *Author may include these throughout their article OR they may list all their sources at the END of their article.* 1pt
....

BIAS
Out of 5 points, what score does this article get?

/5

TOTAL SCORE:

/15

BIAS
- The article is not published by a political party, religious group, or corporation/group trying to sell something. 1pt
- There are no ads on this webpage. 1pt
- The website URL ends in .edu, .gov, .org which shows that it is not-for-profit. 1pt
- The article/information has MORE facts than opinions (highlight with different colors facts and opinions). 1pt
- The article does not use emotion to appeal to readers. 1pt

If your article receives a 9 or above, you can use it. If your article receives an 8 or lower, then you cannot use the article.

KEEP GOING! This article tag has more steps on the back-side.

Your teacher has extra copies of these. You do not need to rip this one out of the book!

Check the Author's Purpose: Check any that apply
- ❏ to entertain
- ❏ to inform or explain
- ❏ to persuade/convince
- ❏ to sell an idea or product
- ❏ to criticize
- ❏ to express one's opinion
- ❏ to report facts or findings
- ❏ to investigate
- ❏ to question an idea
- ❏ to elaborate or go further in studying an idea
- ❏ Other - explain:

How is this article related to your conflict topic? Check at least one or any of the generalizations that apply.
- ❏ Conflict is composed of opposing forces.
- ❏ Conflict may be natural or man-made.
- ❏ Conflict may be intentional or unintentional.
- ❏ Conflict may allow for synthesis and change.
- ❏ Conflict is progressive.

What hashtags can you give this article? Use 1-3 hashtags and write them below:

Summarize the article in 3-5 sentences. This article is about...

GATE CONNECTIONS - Which GATE icons or imperatives are relevant to this article?
Please circle 1 or a maximum of 3 of the following icons or imperatives that are most relevant or connected to the information in the article you found.

GATE Depth & Complexity icons	Language of the discipline	Over Time	Big Idea
Details	Patterns	Across Disciplines	Unanswered Questions
Multiple Perspectives	Trends	Ethics	Context
Translate	Judgment	Impact	Process
Motive	Proof	Original	Rules

GATE Content Imperatives	Origin	Contribution	Convergence	Parallel	Paradox

Draw the GATE Depth and Complexity icon or Content Imperative symbol below.	GATE CONNECTIONS + EXPLANATIONS Use this space to explain how your 1-3 GATE Depth & Complexity icons or Content imperatives are relevant to this article.

Look at this sample of how to fill out an Article Tag

Level 1 students must have 3-5 articles + article tags

Level 2 students must have 9-12 articles + article tags

GATE SYMPOSIUM ARTICLE TAG 2018 (Part II)

Check the Author's Purpose: Check any that apply

- to entertain
- to inform or explain
- to persuade/convince
- to sell an idea or product
- to criticize
- to express one's opinion
- to report facts or findings
- to investigate
- to question an idea
- to elaborate or go further in studying an idea
- Other - explain:

How is this article related to your conflict topic? Check at least one or any of the generalizations that apply.

- ☑ Conflict is composed of opposing forces.
- ☐ Conflict may be natural or man-made.
- ☐ Conflict may be intentional or unintentional.
- ☑ Conflict may allow for synthesis and change.
- ☑ Conflict is progressive.

What hashtags can you give this article? Use 1-3 hashtags and write them below: #CyberbullyingOverview

#HelpfulResources #Definitions

Summarize the article in 3-5 sentences. This article is about...
This article provides an overview of what cyberbullying is and where or how it occurs. The article goes over three characteristics of cyberbullying (persistent, permanent, and hard to notice), the laws or sanctions on cyberbullying (including links to laws and policies sites), and multiple studies on cyberbullying. Some of the sources and links this article includes are the School Crime Supplement and the Youth Risk Behavior Surveillance System from the Centers for Disease Control and Prevention.

GATE CONNECTIONS - Which GATE icons or imperatives are relevant to this article?
Please circle 1 or a maximum of 3 of the following icons or imperatives that are most relevant or connected to the information in the article you found.

GATE Depth & Complexity icons			
Language of the discipline	Over Time	Big Idea	
Details	Patterns	Across Disciplines	Unanswered Questions
Translate	Trends	Ethics	Context
Motive	Judgment	Impact	Process
	Proof	Original	Rules

GATE Content Imperatives	Origin	Contribution	Convergence	Parallel	Paradox
Multiple Perspectives					

GATE CONNECTIONS + EXPLANATIONS
Use this space to explain how your 1-3 GATE Depth & Complexity icons or Content imperatives are relevant to this article.

Draw the GATE Depth and Complexity icon or Content Imperative symbol below.

Language of the Discipline "Cyberbullying - Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.".
Cyberbullying is "persistent, permanent, and hard to notice"
persistent - Digital devices offer an ability to immediately and continuously communicated 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief." // Permanent - "Most information communicated electronically is permanent and public, if not reprinted and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life. // Hard to notice - "Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize."

Context - The article explains the context in which cyberbullying usually occurs. The author explains that cyberbullying commonly occurs on social media such as Facebook, Instagram, Snapchat, and Twitter, through SMS or text messages sent through devices, and through instant messages or email

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GATE SYMPOSIUM 2018 ARTICLE TAG (Front side). The article tag continues on the back side!
Attach an article tag to each article you find. Level 1 (3-5 articles) // Level 2 (9-12 articles)

Your mentor teacher: **Ms. Park**

Your name: **Selena Rodriguez**

Circle your grade   6th   7th   **8th**

What is your CONFLICT TOPIC (or DRIVING QUESTION? - if you already have it ready)?
Teen cyberbullying

GATE Symposium Article Tag # **1**

Citation - Please copy-paste the URL here:
https://www.stopbullying.gov/cyberbullying/what-is-it/index.html

Title of the article: **"What is cyberbullying?"**

Date of publication or copyright:
Content last reviewed on September 18, 2017

Name of journalist/author (if there is no author, write the organization or website name here):
U.S. Department of Health and Human Services

This is a (check all that apply)
- news source
- scholarly source
- ☑ government source
- organization source
- a video or film
- a podcast/radio story
- other

Name of Publication (organization, newspaper site, university, online site name): **stopbullying.gov**

THE C.R.A.B. CHECKER

CONTEXT
- The author has a degree, specializes in the topic, and/or does research on this subject for a living. (1pt)
- The author has published many works on the subject. (1pt)
- The author's/organization's contact information is available on the website. (1pt)
- The author has published other articles or has a thorough understanding about this topic through credible sources. (1pt)
- The organization, company, or institution publishing this information is well-respected and trusted (1pt)

RELEVANCY
- The article/information was published in the past five years. (1pt)
- The article has been updated in the last 1-2 years. (1pt)

ACCURACY
- Factual information contained in my article or website can be found in at least two other articles or websites by different authors. (1pt)
- The opinions and claims made by the author of this article is supported by scholarly and expert-led research, primary sources, or data collection (interviews, observations, experiments, surveys). (1pt)
- The author provides a list of other sources he/she used in the research (secondary research). *Author may include these throughout their article OR they may list all their sources at the END of their article.* (1pt)

BIAS
- The article is not published by a political party, religious group, or corporation/group trying to sell something. (1pt)
- There are no ads on this webpage. (1pt)
- The website URL ends in .edu, .gov, .org which shows that it is not-for-profit (1pt)
- The article/information has MORE facts than opinions (highlight with different colors facts and opinions). (1pt)
- The article does not use emotion to appeal to readers. (1pt)

CONTEXT	RELEVANCY	ACCURACY + CORROBORATION	BIAS	TOTAL SCORE:
Out of 5 points, what score does this article get?	Out of 2 points, what score does this article get?	Out of 3 points, what score does this article get?	Out of 5 points, what score does this article get?	
5 /5	2 /2	3 /3	5 /5	15 /15

If your article receives an 8 or lower, then you cannot use the article.

Your teacher has copies of the ARTICLE TAG. You do not have to rip out the blank tag on the next page.

38

"Relevant Resolutions"

EXPLORATION

THROUGH SCHOLARLY RESEARCH

This chapter includes resources that will help you get from topic to conflict. Then it will guide you towards finding excellent articles and resources online to explore your conflict/topic, using the C.R.A.B. checker and article tags.

Lift The Gifted! ®

GATE Symposiums

www.liftthegifted.org

Getting started.

Have you ever wondered why things that seem so simple to solve aren't always so simple? Have you ever looked at an issue and thought, "The solution is so easy, why don't they just do_____?"

This year it's your turn to find an issue that needs a resolution! It can be a global issue, an issue that affects your community, or a personal issue. Any issue that impacts you and is important to you is important to all of us!

Therefore, this year's theme is...
"RELEVANT RESOLUTIONS"

RELEVANT...

Relevant means closely connected or appropriate to an idea. Relevant means that your solution will be meaningful and useful to the problem that you have chosen to focus on. Remember, it must make sense to the topic, your audience and (of course) you!

Resolutions...

Resolutions are decisions that are made to help solve a problem. Resolutions can be...

> **A course of action -**
> - What plan can I make that can help the problem?
>
> **A method** - a certain way to do something -
> - How can I make something work better?
> - How can I make something work better? What new idea can be done to make things better?
>
> **A procedure or process** - steps or ways that something should be done -
> - How can this idea be done? What are all of the steps needed to make this resolution work?
>
> **A treaty** - a promise made between two opposing groups that didn't agree at first -
> - Is there a way for two groups that didn't agree to agree? Can they make a promise to each other?
>
> **A compromise** - an agreement made between two groups that may not get exactly what they wanted, but agree with the decision because they get some parts of what they want -
> - Even though everyone did not get exactly what they wanted, can they still agree on some things?
>
> **A decision** - this can be a personal decision, a major decision that a company makes, a financial decision, health decision, a law that a government passes, or much more… -
> - Can we create a law or policy that will help the conflict get better?

Remember, resolutions can help lessen the problems of a conflict. Some resolutions may not be a complete solution that will erase the conflict or solve it entirely. Some resolutions are more like compromises, where only parts of the conflict will be resolved. Sometimes, resolutions may seem nearly impossible, so finding a resolution requires innovation (new thinking), creativity, and the convergence (combining together) of multiple perspectives.

Relevant Resolutions:

The purpose of your Symposium research project this year is to find a relevant resolution. If you need to find a relevant resolution, then it means that your topic will be a conflict or problem. You will be exploring this topic/conflict for this year's Symposium project.

➔ The purpose of your Symposium research project is to find a relevant resolution a problem.You will eventually:
➔ Write a Driving question
➔ Conduct your own research
➔ Create a creative product (or more than one!)
➔ Present to an audience

It seems like a lot, but remember that we are here to mentor you every step of the way!

This packet will help you organize your thoughts. Your ideas and interests are important to us, we want to see the brilliance of that wonderful brain of yours!

IMPORTANT! Your topic must be of interest to YOU! If you are interested in your topic, then we will be interested in your topic. What matters to you matters to us. Your brain is the star of this show!

🤔 So…my topics this year has to be a conflict?

YES! Everyone will be choosing a UNDERLINE CONFLICT as their TOPIC!

Fun fact: Did you know that "CONFLICT" is one of the 12 Universal Themes and Generalizations for GATE Symposium? This year, every single student will be picking the SAME universal theme, which is CONFLICT! Pretty simple, right?

Then, what is a conflict? _PLEASE READ THIS PARAGRAPH!_

A conflict is a struggle, battle, or fight between two or more sides. This doesn't mean that all conflicts are wars or real battles (but they can be). Conflicts can be battles **between ideas or controversies where people have different ideas that go against each other**. Conflicts can be a problem between two or more different feelings, effects, or ideas. Conflicts can be **within a person, between people, between communities or cultures, between countries, or within countries**! Conflicts can happen anywhere and can affect one person, many people, or entire nations. Conflicts can be **mental struggles, political clashes, or strong opinions about issues that people feel passionate about.** Conflicts are problems that affect the world we live in.

Chances are that by the time you have read this, you have experienced some type of conflict. Maybe it was **internal,** a struggle that you are having with yourself. Or maybe it was **external**, something that happened between you and someone else, or you and your environment (community, technology, society etc.).

Where do we see these conflicts on a larger scale? History maybe? Science? Sports? The news? Social media?

Take a moment to identify these struggles that we see or learn about everyday!

What conflicts can I explore?

Anything that you are truly interested in! But remember, that this year, we are looking at the conflicts within the topic, *not just the topic itself.*

- You are encouraged to explore ANY conflict you desire, as long as it is a real and genuine conflict or problem that exists within the topic you are interested in.
- Some topics to look at include: conflicts related to the economy, in politics, the arts, technology, the sciences, history, current events, the environment, entertainment, etc...
- Be innovative. Think differently! Find a conflict that you truly care about!

Okay…it's time to brainstorm!

STEP ONE:

Use a thinking map like a bubble map or circle map to brainstorm conflicts that you care about on the next page. Before you jot down some ideas, ask yourself:
- What do you care about? What bothers you? What problems make you upset or sad?
- What problems do you think shouldn't exist in this world?
- What problems or conflicts do you think affect the most people?
- What conflicts affect people like you?
- What conflicts should be solved?

☀ BRAINSTORM!

Please write out your bubble map or circle map of potential topics - conflicts.

☀ BRAINSTORM continued...

Please write out your bubble map or circle map of potential topics - conflicts.

STEP TWO:

After completing your thinking map of potential conflicts that you care about, you should complete the "How is it relevant" activity on the following page.

HOW IS IT RELEVANT? 📔

How are your conflicts relevant to your life, to your community, or to the world?

STEP TWO: Use this space to organize your ideas into global, community, and personal conflicts. You can put the same conflicts in more than one box!

For example, the conflict of "Syrian refugees" can be written in all three boxes (if you have a personal friend who is a Syrian refugee, if your community of Orange County is home to Syrian refugees, and obviously the globe since the Syrian refugee crisis affects many countries around the world).

Personal conflicts	
Which conflicts that you brainstormed are related to your personal life? This can affect you, your friends, peers, family members, teachers, people in your everyday life.	Write the topic ideas from the previous page here:
Community conflicts	
Which conflicts that you brainstormed are related to the community that you are a part of or a community that exists near you? This can affect a neighborhood, city, school district, state, cultural or ethnic group, state, or even parts of the country.	Write the topic ideas from the previous page here:
Global conflicts	
Which conflicts that you brainstormed are related to the world (global)? This can affect different countries, multiple countries, the entire world, etc…	Write the topic ideas from the previous page here:

A SPACE FOR THINKING AND PROCESSING

STEP THREE:

Then, you should circle 3-5 of your FAVORITE conflicts that you are very interested in exploring. By narrowing down your conflicts to 3-5 possible choices, you are getting closer to deciding upon a topic. You may want to discuss your ideas with your future group members before choosing on a final topic. Symposium groups must be 1, 2, or 3 people in total. Groups of 4 or more are not allowed. Only students who gain permission from their main teacher are allowed to work alone. You might also start researching your topic and decide to change your topic. This is totally normal! Just remember that by second semester, when you get your handbook, you want to have a pretty good idea of what your topic will be, so you can construct a strong driving questions later.

Learn about your topic.

Where can you start exploring various conflicts? Here are a list of resources! You can find conflicts on other sites as well, but be sure that the site you are using is CREDIBLE! Use article tags (your teacher has them) for each of the articles you find. An example of a filled-out article tag is provided in the RESOURCE section.

News/Publications	Organizations	Scholarly/Educational
Newsela PBS News Scholastic News New York Times National Public Radio BBC News Reuters AP Press Wired Magazine TIME for Kids National Geographic Smithsonian Tween Tribune *Always look at multiple perspectives when reading from newspapers and be careful. Sometimes even well-established papers will backtrack or make big mistakes in their reporting. Be careful with "editorial" articles which are opinion-pieces.* The Washington Post The Wall Street Journal The Los Angeles Times TIME Magazine Sites that are harder to read: The Economist The New Yorker	Pew Research United Nations American Psychological Association CIA.gov Amnesty International American Civil Liberties Union Southern Poverty Law Center Reporters without Borders Freedom House The Human Rights Watch ------------------------------ How to find "scholarly" articles: **_Most_** university websites and museum websites are educational and credible. Go to the museum or university website, can click on the departments that are related to the conflict/topic that you are interested in exploring. You can find articles there. Go to **scholar.google.com** to find scholarly articles (written by experts in the field like scientists and researchers who work at universities to study their topic of expertise).	Library of Congress http://www.prattlibrary.org/research/ Free online full-text articles can be found on http://highwire.stanford.edu/lists/freeart.dtl Ebsco Host - Free full-text articles https://www.ebsco.com/who-we-serve/academic-libraries/subjects/free-databases **To access this document online, so you can directly click on the links, go here: https://goo.gl/akQWhX**

Wikipedia?
Wikipedia is a site that can only be used as a launching point. You are NOT allowed to cite wikipedia as a source. Wikipedia is handy for the citations on the bottom. Scroll down to the end of the page to find hyperlinks to the original articles that the information pertaining to your topic on Wikipedia comes from.

EXTRA TIPS ON SCHOLARLY RESEARCH

Scholarly Research and Timeliness

Can we use articles that are more than 5-10 years old?

Yes, you can, but only in certain situations! Read the examples to learn more.

Example 1: If you are researching social media and how it contributes to conflicts within teenagers today, then you need to find articles that are very recent. Studies and articles from the very beginning of social media, back in 2002 or so, is not going to help you address your driving question. In that instance, you need to use the most up to date articles that should not be more than 5 years old.

Example 2: If you are researching the parallels between how the media covers conflicts during two different wars, such as the Syrian Civil War and the Gulf War, then you might need to go back to sources that pertain to the Gulf War, which was in the early 90s. In this case, you might be using a couple of articles that are 25+ years old!

Example 3: If you are looking at the changes over time of pharmaceutical companies, you might have to look at older articles. If you are looking at how they impact the economy today, you need to look at current articles from this year or last year.

Statistics are always helpful for your research because it allows you see context, patterns, and trends!

U.S. Census https://www.census.gov/
Google Public Data https://www.google.com/publicdata/directory
USA.gov https://www.usa.gov/statistics
Statista https://www.statista.com/
World Health Organization http://www.who.int/gho/publications/world_health_statistics/en/
CIA World Fact Book https://www.cia.gov/library/publications/the-world-factbook/
United Nations Statistics Division https://unstats.un.org/home/

Primary sources are the bomb dot com!

Library of Congress https://www.loc.gov/
National Archives https://www.archives.gov/education/research/primary-sources
DocsTeach https://www.docsteach.org/documents
Spartacus Educational http://spartacus-educational.com/
Fordham University https://sourcebooks.fordham.edu/halsall/mod/modsbookfull.asp
The Avalon project http://web.library.yale.edu/digital-collections/avalon-project
Life Magazine Photo Archive http://images.google.com/hosted/life

Seek experts!

If you are looking for medical research, go to medical review journals where the authors are doctors or scientists of medicine. If you are looking at environmental conflicts, go to environmental journals or magazines, where the authors have Ph.Ds in environmental science.

To access this document online, so you can directly click on the links, go here: https://goo.gl/akQWhX

Before doing the article tags, make sure you are familiar with the "C.R.A.B. Checker" — Go to the end of this chapter to review what "C.R.A.B." stands for and means!

Article Tags - Track and save your resources.

Keep track of your resources! Things that will help you:
- Keep your links of the articles on google docs.
- Print and save your annotated articles (or save the annotated Kami files in a google drive) according to your mentor teacher's directions.
- Use the Article tags with CRAB checkers (this is mandatory).
- YOU NEED A MINIMUM OF 3-5 ARTICLES FOR YOUR SYMPOSIUM PROJECT.

Now what?

Review the 3-5 topics that you found are most interesting to you and try to pick one topic with your group members that you all agree on. Your group can be 2 or 3 people in total. You may also work alone, with permission. Remember, it is important to choose a topic that will spark your interest for 6-7 weeks! You want to pick something that you are passionate about and genuinely interested in!

A. Read articles about your topic. Find resources that you can use for your research! Create article tags for each article!

B. Take notes about your topic.

After choosing an initial conflict topic, you should start writing down notes about your conflict! Remember, your notes are going to help you come up with a driving question later. You might not know exactly what your Symposium project will be about yet. This is the first step of figuring that out!
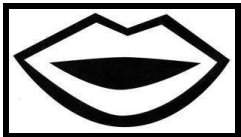
LANGUAGE OF THE DISCIPLINE
● Key knowledge and understanding - What keywords are relevant to your topic?   ● Can you define the topic/conflict in your own words?   ● How experts (people who study your topic) define the topic/conflict?
Jot down your notes and include the sources/citations where you found these ideas! DO NOT PLAGIARIZE! *Do not copy other people's words and use them as your own.*

MULTIPLE PERSPECTIVES

- What sides surround the conflict/topic. Who agrees or disagrees? What are the various sides that are related to this conflict?
- Are there more than two sides? Why or why not?
- How would others see this situation differently? How do different people view this topic?
- What are the pros and cons of each viewpoint?
- What ideas about the topic will different perspectives question or ask?

Jot down your notes and include the sources/citations where you found these ideas! DO NOT PLAGIARIZE !
Do not copy other people's words and use them as your own.

IMPACT:
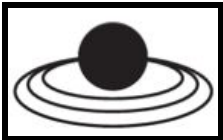
- Why is this a conflict or a problem?
- Who does it affect?
- Why is it necessary for the problem or conflict to be solved?
- How does the conflict influence your life, your community, the globe? What or who does the conflict influence?
- What are the effects, results, or consequences of your conflict?
- If the conflict gets solved, who or what does it help? If your conflict gets solved, who are what may be positively or negatively affected?

Jot down your notes and include the sources/citations where you found these ideas! DO NOT PLAGIARIZE !
Do not copy other people's words and use them as your own.

B. Organize your topic by generalizations.

BIG IDEAS: This year, all Symposium projects will be centered around the same exact universal theme, which is CONFLICT. According to the GATE Universal Themes and Generalizations list, there are FIVE generalizations (bullet points) under "conflict." Look at the generalizations below. Which of the generalizations are relevant or related to your topic/conflict? You are encouraged to include 2-3 of the generalizations in your research and on your tri fold board (later). Jot down ways in which your topic is relevant to the generalizations! Which generalizations fit best? Why?

CONFLICT (Your topic must be relevant to 2-3 of the following generalizations)

- ❖ *Conflict is composed of opposing forces.*
  - ➤ There are two sides that are against each other.
- ❖ *Conflict may be natural or man-made.*
  - ➤ The conflict is created by humans or created by nature.
- ❖ *Conflict may be intentional or unintentional.*
  - ➤ The conflict is created on purpose or not on purpose.
- ❖ *Conflict may allow for synthesis and change.*
  - ➤ The conflict can lead to new ideas to form together or the conflict can allow for changes to happen.
- ❖ *Conflict is progressive.*
  - ➤ The conflict keeps changing over time or with modern times and newer situations.

> *There are FIVE generalizations. Level 1 students only need to pick 2 or 3 of them!*

PICK TWO-THREE GENERALIZATIONS AND LIST THEM BELOW!

Generalization #1 *(Write one of the five generalizations listed in the box above that makes sense with your conflict topic here).*	*Explain how the generalization fits your conflict topic.*
Generalization #2 *(Write one of the five generalizations listed in the box above that makes sense with your conflict topic here).*	*Explain how the generalization fits your conflict topic.*
OPTIONAL Generalization #3 *(Write one of the five generalizations listed in the box above that makes sense with your conflict topic here).*	*Explain how the generalization fits your conflict topic.*

A SPACE FOR THINKING AND PROCESSING

Propose your conflict topic.

Start brainstorming what exactly about your conflict that you would like to explore.

What is your conflict topic?

Why do you want to research this conflict? What makes it a problem that you face, your community faces, your country faces, or our world faces?

How would resolving this problem/conflict help you, the community, or the world?

The group members in my Symposium group are… (If you are working alone, write down "I am working independently). Symposium groups can be 1, 2, or 3 total people (including yourself).

Teacher's initials: _____

Look at this sample of how to fill out an Article Tag

Level 1 students must have 3-5 articles + article tags

Level 2 students must have 9-12 articles + article tags

GATE SYMPOSIUM ARTICLE TAG 2018 (Part II)

Check the Author's Purpose: Check any that apply
- to entertain
- to inform or explain
- to persuade/convince
- to sell an idea or product
- to criticize
- to express one's opinion
- to report facts or findings
- to investigate
- to question an idea
- to elaborate or go further in studying an idea
- Other - explain:

How is this article related to your conflict topic? Check at least one or any of the generalizations that apply.
- Conflict is composed of opposing forces.
- Conflict may be natural or man-made.
- Conflict may be intentional or unintentional.
- Conflict may allow for synthesis and change.
- Conflict is progressive.

What hashtags can you give this article? Use 1-3 hashtags and write them below: #CyberbullyingOverview
#HelpfulResources #Definitions

Summarize the article in 3-5 sentences. This article is about...
This article provides an overview of what cyberbullying is and where or how it occurs. The article goes over three characteristics of cyberbullying (persistent, permanent, and hard to notice), the laws or sanctions on cyberbullying (including links to laws and policies sites), and multiple studies on cyberbullying. Some of the sources and links this article includes are the School Crime Supplement and the Youth Risk Behavior Surveillance System from the Centers for Disease Control and Prevention.

GATE CONNECTIONS - Which GATE icons or imperatives are relevant to this article?
Please circle 1 or a maximum of 3 of the following icons or imperatives that are most relevant or connected to the information in the article you found.

GATE Depth & Complexity icons			
Language of the discipline	Over Time	Big Idea	
Details	Patterns	Across Disciplines	Unanswered Questions
Multiple Perspectives	Trends	Ethics	Context
Translate	Judgment	Impact	Process
Motive	Proof	Original	Rules

GATE Content Imperatives	Origin	Contribution	Convergence	Parallel	Paradox

GATE CONNECTIONS + EXPLANATIONS
Use this space to explain how your 1-3 GATE Depth & Complexity icons or Content imperatives are relevant to this article.

Language of the Discipline "Cyberbullying - Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.".
Cyberbullying is "persistent, permanent, and hard to notice"
persistent - Digital devices offer an ability to immediately and continuously communicated 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief." // Permanent - "Most information communicated electronically is permanent and public, if not reprinted and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life. // Hard to notice - "Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize."

Context - The article explains the context in which cyberbullying usually occurs. The author explains that cyberbullying commonly occurs on social media such as Facebook, Instagram, Snapchat, and Twitter, through SMS or text messages sent through devices, and through instant messages or email

Draw the GATE Depth and Complexity icon or Content Imperative symbol below.

GATE SYMPOSIUM 2018 ARTICLE TAG (Front side). The article tag continues on the back side!

Attach an article tag to each article you find. Level 1 (3-5 articles) // Level 2 (9-12 articles)

Your mentor teacher: **Ms. Park**

Your name: **Selena Rodriguez**

Circle your grade   6th   7th   **8th**

What is your CONFLICT TOPIC (or DRIVING QUESTION? - if you already have it ready)?
Teen cyberbullying

GATE Symposium Article Tag **# 1**

Citation - Please copy-paste the URL here:
https://www.stopbullying.gov/cyberbullying/what-is-it/index.html

Title of the article: **"What is cyberbullying?"**

Date of publication or copyright:
Content last reviewed on September 18, 2017

Name of journalist/author (if there is no author, write the organization or website name here):
U.S. Department of Health and Human Services

Name of Publication (organization, newspaper site, university, online site name): **stopbullying.gov**

This is a (check all that apply)
- news source
- scholarly source
- ✓ government source
- organization source
- a video or film
- a podcast/radio story
- other

THE C.R.A.B. CHECKER

CONTEXT
- The author has a degree, specializes in the topic, and/or does research on this subject for a living. (1pt)
- The author has published many works on the subject. (1pt)
- The author's/organization's contact information is available on the website. (1pt)
- The author has published other articles or has a thorough understanding about this topic through credible sources. (1pt)
- The organization, company, or institution publishing this information is well-respected and trusted. (1pt)

RELEVANCY
- The article/information was published in the past five years. (1pt)
- The article has been updated in the last 1-2 years. (1pt)

ACCURACY + CORROBORATION
- Factual information contained in my article or website can be found in at least two other articles or websites by different authors. (1pt)
- The opinions and claims made by the author of this article is supported by scholarly and expert-led research, primary sources, or data collection (interviews, observations, experiments, surveys). (1pt)
- The author provides a list of other sources he/she used in the research (secondary research). *Author may include these throughout their article OR they may list all their sources at the END of their article.* (1pt)

BIAS
- The article is not published by a political party, religious group, or corporation/group trying to sell something. (1pt)
- There are no ads on this webpage. (1pt)
- The website URL ends in .edu, .gov, .org which shows that it is not-for-profit. (1pt)
- The article/information has MORE facts than opinions (highlight with different colors facts and opinions). (1pt)
- The article does not use emotion to appeal to readers. (1pt)

CONTEXT
Out of 5 points, what score does this article get?
5 /5

RELEVANCY
Out of 2 points, what score does this article get?
2 /2

ACCURACY + CORROBORATION
Out of 3 points, what score does this article get?
3 /3

BIAS
Out of 5 points, what score does this article get?
5 /5

TOTAL SCORE:
15 /15

If your article receives a 9 or above, you can use it. If your article receives an 8 or lower, then you cannot use the article.

Your teacher has copies of the ARTICLE TAG. You do not have to rip out the blank tag on the next page.

Your mentor teacher:	Circle your grade 6th 7th 8th

Your name:

What is your CONFLICT TOPIC (or DRIVING QUESTION? - if you already have it ready)**?**

GATE Symposium Article Tag #_____	Citation - Please copy-paste the URL here:

Title of the article:	Date of publication or copyright:
	_____

Name of journalist/author (if there is no author, write the organization or website name here): -- Name of Publication (organization, newspaper site, university, online site name):	This is a (check all that apply) ❑ news source ❑ scholarly source ❑ government source ❑ organization source ❑ a video or film ❑ a podcast/radio story ❑ other

Go to the end of this section to view the "CRAB CHECKER" lesson!

THE C.R.A.B. CHECKER

CONTEXT
Out of 5 points, what score does this article get?

/5

CONTEXT
- The author has a degree, specializes in the topic, and/or does research on this subject for a living. 1pt
- The author has published many works on the subject. 1pt
- The author's/organization's contact information is available on the website. 1pt
- The author has published other articles or has a thorough understanding about this topic through credible sources. 1pt
- The organization, company, or institution publishing this information is well-respected and trusted. 1pt

RELEVANCY
Out of 2 points, what score does this article get?

/2

RELEVANCY
- The article/information was published in the past five years. 1pt
- The article has been updated in the last 1-2 years. 1pt

ACCURACY +
CORROBORATION
Out of 3 points, what score does this article get?

/3

ACCURACY
- Factual information contained in my article or website can be found in at least two other articles or websites by different authors. 1pt
- The opinions and claims made by the author of this article is supported by scholarly and expert-led research, primary sources, or data collection (interviews, observations, experiments, surveys). 1pt
- The author provides a list of other sources he/she used in the research (secondary research). *Author may include these throughout their article OR they may list all their sources at the END of their article.* 1pt

BIAS
Out of 5 points, what score does this article get?

/5

BIAS
- The article is not published by a political party, religious group, or corporation/group trying to sell something. 1pt
- There are no ads on this webpage. 1pt
- The website URL ends in .edu, .gov, .org which shows that it is not-for-profit. 1pt
- The article/information has MORE facts than opinions (highlight with different colors facts and opinions). 1pt
- The article does not use emotion to appeal to readers. 1pt

TOTAL SCORE:
/15

If your article receives a 9 or above, you can use it. If your article receives an 8 or lower, then you cannot use the article.

KEEP GOING! This article tag has more steps on the back-side.

Check the Author's Purpose: Check any that apply
- ❏ to entertain
- ❏ to inform or explain
- ❏ to persuade/convince
- ❏ to sell an idea or product
- ❏ to criticize
- ❏ to express one's opinion
- ❏ to report facts or findings
- ❏ to investigate
- ❏ to question an idea
- ❏ to elaborate or go further in studying an idea
- ❏ Other - explain:

How is this article related to your conflict topic? Check at least one or any of the generalizations that apply.
- ❏ Conflict is composed of opposing forces.
- ❏ Conflict may be natural or man-made.
- ❏ Conflict may be intentional or unintentional.
- ❏ Conflict may allow for synthesis and change.
- ❏ Conflict is progressive.

What hashtags can you give this article? Use 1-3 hashtags and write them below:

Summarize the article in 3-5 sentences. This article is about...

GATE CONNECTIONS - Which GATE icons or imperatives are relevant to this article?
Please circle 1 or a maximum of 3 of the following icons or imperatives that are most relevant or connected to the information in the article you found.

GATE Depth & Complexity icons	Language of the discipline	Over Time	Big Idea
Details	Patterns	Across Disciplines	Unanswered Questions
Multiple Perspectives	Trends	Ethics	Context
Translate	Judgment	Impact	Process
Motive	Proof	Original	Rules

GATE Content Imperatives	Origin	Contribution	Convergence	Parallel	Paradox

Draw the GATE Depth and Complexity icon or Content Imperative symbol below.	GATE CONNECTIONS + EXPLANATIONS Use this space to explain how your 1-3 GATE Depth & Complexity icons or Content imperatives are relevant to this article.

Our Dilemma...

In today's society with the **abundance** of information available at our fingertips, it's easy to accept all information as truth. However, we must be aware that *not* all sources, especially online, are equal in **quality** and therefore, **credibility**.

C.R.A.B.

The Middle Schooler's Guide to Conducting Credible Research

Imagine for a Moment...

Imagine for a moment that you are famous football player who makes millions of dollars a year. During a game, you injure your knee and will now require surgery. You are nervous because your career is very important to you and your livelihood ($) is on the line if the surgery goes wrong. When it comes to choosing a doctor to perform the surgery, what kind of doctor would you choose?

"Don't believe everything you read on the Internet just because there's a picture with a quote next to it."

—Abraham Lincoln

Before You Choose Your Surgeon, Consider…

- School/University he/she attended
- Specialization or area of expertise
- Type of doctor (surgeon, general practice etc .)
- What other doctors say about him/her
- What other patients say about him/her
- Successful surgeries that he/she has completed
- Research this surgeon has done in their field in their area of expertise
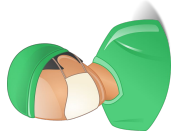
Why do these matter? These matter because they determine the quality and care you will receive. You want only the best quality of doctor for the task at hand. Quality determines credibility, or trustworthiness.

Quality is also important when it comes to academic research!

Quality matters when selecting which documents to use in your research. To determine quality and credibility, you can use the following acronym:

C.R.A.B.

- **C**ontext (Background)
- **R**elevancy
- **A**ccuracy & Corroboration
- **B**ias

Context (Background)

Context, or background includes a person's training, experience, and education. It is important that the author's background qualifies him/her to write about the subject/topic. You should be able to check each of the following to ensure a strong background:

- Author's field of study and expertise is noted on website or article and pertains to topic being studied. Sometimes, a biography or "about the author" section is included on website.
- Author's degree (BA, MA, **Doctorate** etc.) is related to what they're writing about.
- The author has published **other** research, articles, and books on the topic.
- The author is respected by their peers and academic community (may have peer reviews on their work)
- The organization, company, institution which is publishing this author's information has a good reputation and is well-respected (ie. National Geographic, PBS, Stanford University etc.)
- Contact information for the author should be available on the website.

Go to goo.gl/l4WYvo for sample website

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Let's Practice…

Roxy is doing a science report on volcanoes. She finds a website with a lot of information on volcanoes. It is published by a 6th grade student from Dallas, Texas who enjoys learning about volcanoes in his spare time and writing about them.

Would this 6th grade student's background be enough for Roxy to consider using him as a source? Why or why not?

Relevancy

Relevancy is how appropriate the information you find online is to the topic of your research.

- *Example: If you are researching the impact of immigration in **America**, then a website on immigration to **England** might not be appropriate.*

Relevancy is also how information you find is appropriate to the time period being studied.

- *Example #1: If you are looking up immigration in America in today's society, your articles should have been published recently.*
- *Example #2- If you are looking at immigration in the past such as the 1800s, then you can look at articles on immigration published in the 1800s (primary sources).*
- *Example #3 - If you are looking at how ideas **change over time OR comparing events from the past and the present**, then you can look at documents from different time periods.*

Relevancy Cont'd

You should be able to check each of the following to ensure an article or information is relevant:

Topic Relevancy
- Website topic should be related to what you're specifically studying for your project.

Time/Date Relevancy
- If researching a topic related to society today, information in articles should have been **published** (first written) in the last five to ten years. Websites should be updated in the past year or two.
- *If researching events in the past, primary source documents from that time period should be used*
- If comparing and contrasting current AND past events, then documents should be from each time period.

Accuracy and Corroboration

Accuracy is the quality of being correct and true, especially as it pertains to stated facts. Corroboration is when evidence is used to support a statement or claim and when other sources make similar claims. You should be able to check each of the following to ensure accuracy and corroboration:

- Factual information that you find in the article can be found on at least two other articles or websites (written by different authors)
- The opinions and claims of the author are supported with evidence from their own primary research (ie. interviews, observations, scientific data, experiments, surveys etc.)
- The author provides a list of websites and/or documents that they used in their own research (known as secondary research). This is usually mentioned throughout the article OR the author will list at the every end of the article.

Let's Practice...

Daniel is doing a research report on the effects of social media on teens between 13- and 18 years old in today's society. He finds an online article from 2002. It is about how MySpace has become an internet sensation and how students are using it to stay connected.

Would you consider this information relevant? Why or why not?

Let's Practice...

Alex is researching the effects of the American Civil War. He finds Website A that states that there were 500,000 deaths in this war, but he finds that this number is different on other websites and documents. Alex cannot find another website that supports the 500,000 death count. **Should he use Website A? Is the information on Website A accurate? Why or why not?**

Sue is doing research on the pros and cons of year-round school. She effectively creates and distributes a survey to students who currently attend year-round schools in surrounding areas. Is this information useful? Why or why not?

Jose is doing research on vegetables that can be grown in space. He finds information from other researchers who have already grown certain kinds of vegetables in space and recorded their observations and findings. Is the information worth using? Why or why not?

Bias

Bias is prejudice in favor or against a thing, person, group, or idea. Bias is considered to be unfair. There is always some bias in information, however, you should be able to check off many of the following items to ensure that there is as little bias as possible in the articles you are using:

☐ The article is not published by a political party, religious group, or corporation/groups trying to sell something.

☐ There are no ads on this webpage so the website is not trying to sell you anything.

☐ The publishing organization, company, or institution publishing the information is **not making money for profit**. Their websites usually end in **.edu, .gov, and .org.**

☐ The article/information has MORE facts than opinions and claims. Facts are true and actually exist while opinions are personal beliefs. Opinions can be argued.

☐ The article/information **does not** use emotion to appeal to readers.

☐ The article gives more than one perspective on the topic/subject OR more than one article has been identified on topic to provide you with multiple perspectives

☐ The author acknowledges the limitations of their research or their unanswered questions

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Let's Practice...

Tony is looking up information on whether or not schools should require kids to take art. He finds an article published online by a group of art teachers that are in favor of the idea and list many reasons why they believe art education should be required in school. They have little research to support their claims, but their ideas sound good. Is there a chance that there might be bias in this article? Explain your thinking.

Let's Play...

Directions:

In groups of 3-4 students, identify a website that will assist you in answering the following question:

Should students be required to study the arts in school (ie. art history, painting, music etc.)?

Think about the keywords you will search in Google. Write them down. Your teacher can assist you with keywords to search.

Next, take 10 minutes to look through various websites on this topic. Think about some of the things you have learned in this presentation. After ten minutes, pick one website on the topic that you will use for the game we will play -**C.R.A.B. Tic-Tac-Toe**

Let's Play Tic-Tac-Toe

Contact information for the author can be found on the website.	The article was published by a researcher who has a background, including a specialized degree, in the subject of the article	The web document contains two or more points of view or perspectives on the topic.
There are more facts than opinions on this web document.	The web page is ad free.	The article was published in the past five years.
The website url of this website ends in either .edu .gov .org .edu	The article and/or author lists other websites where from where they got their information (throughout the article OR lists at bottom of webpage)	The web document has been updated in the past year or two.

Playing C.R.A.B. Tic-Tac-Toe

Now that you have your website picked out, let's play! Take out a colored-marker. You will also receive a printed tic-tac-toe board from your teacher. When your teacher says go, you will try to identify each element on your tic-tac-toe board using your chosen website. Once you fill up an **entire line** (vertical, horizontal, diagonal), yell BRAB! Your teacher will verify your findings.

Note: At any point, you may find another website on the same topic if needed, BUT you have to clear off your board each time and start over.

"Relevant Resolutions"

EXPLORING THE DRIVING QUESTION
and CONFLICT GENERALIZATIONS

This chapter includes resources on how to write your driving question (Level 1 and Level 2 students). This is the foundation of your project! This section also provides you with a REALLY BIG IDEA CHART, where you will select your main CONFLICT generalizations that will help you explore your topic in a deeper way!

Lift The Gifted! ®
GATE Symposiums

www.liftthegifted.org

A SPACE FOR THINKING AND PROCESSING

The Driving Question (Level 1)

(?)	The driving question is the main question that you wish to explore or investigate in your research. Your driving question MUST include certain components and must be approved by your mentor teacher as well as the GATE, PBL, or AVID coordinator.
☑	Please be sure to go through the checklist of criteria for effective driving questions to ensure that you have a strong driving question. This checklist can be found on the next page. Your driving question should be able to carry you through the ten weeks that you will spend on this project.
📝	Use the "thinking and processing" space paper to brainstorm your driving question before writing it below. Only after you have written out your best draft, should you write it in the box below.

The DRIVING QUESTION must be clearly displayed on your trifold board. When someone walks by your board, they should immediately know exactly what your DRIVING QUESTION is. ALL of your scholarly research, student-led research, artwork, and most importantly, your resolution should be related to your driving question.

Your driving question MUST HAVE THESE TWO COMPONENTS (does not have to be in this order), with a QUESTION MARK at the end.

TOPIC word[s]	+	"CONFLICT" word[s]	?
Your topic is like "global warming" or "childhood obesity" or "the Syrian Civil War" -- it's your topic/ issue/ subject - Your topic can be more specific than the examples listed above. *Of course, your question will have many other words than just the topic and conflict word, but MAKE SURE that your question does have these two parts!*		Your "conflict" word can be the word "CONFLICT" or...it can be: problem, dilemma, contradiction, controversy, disagreement, struggle, battle, encounter, war, contention, rivalry, clash, resistance, hostility, discord, dissension, debate, dispute, opposition, opposing, friction, appease, lessen, divisive, misunderstanding, dichotomy, polarization, rebel, rebellion, repel, argument, dissolution, breakdown, division, separation, divide, etc… *If you are using a "conflict" word that is not in this list, get permission from your mentor teacher.*	

CONSTRUCT a question combining your "topic" and "conflict" words in a question that you can explore through research. Use the brainstorming page to revise your drafts. Use pencil to write your final draft here.

MY DRIVING QUESTION:

Mentor teacher's signature: _____ Date of Approval: _____

Coordinator's signature: _____ Date of Approval: _____

A SPACE FOR THINKING AND PROCESSING

The Driving Question (Level 2)

The driving question is the main question that you wish to explore or investigate in your research. Your driving question MUST include certain components and must be approved by your mentor teacher as well as the GATE, PBL, or AVID coordinator.

> The DRIVING QUESTION must be clearly displayed on your trifold board. When someone walks by your board, they should immediately know exactly what your DRIVING QUESTION is. ALL of your scholarly research, student-led research, artwork, and most importantly, your resolution should be related to your driving question.

Your driving question MUST HAVE THESE _THREE_ COMPONENTS (does not have to be in this order), with a QUESTION MARK at the end.

TOPIC word[s]	+	"CONFLICT" word[s]	+	GATE Depth & Complexity icon or content imperative	?
Your topic is like "global warming" or "childhood obesity" or "the Syrian Civil War" -- it's your topic/ issue/ subject. However, you should be MORE SPECIFIC than general. This will come to you as you research.		Your "conflict" word can be the word "CONFLICT" or…it can be: problem, dilemma, contradiction, controversy, disagreement, struggle, battle, encounter, war, contention, rivalry, clash, resistance, hostility, discord, dissension, debate, dispute, opposition, opposing, friction, appease, lessen, divisive, misunderstanding, dichotomy, polarized, rebel, rebellion, repel, argument, dissolution, breakdown, division, separation, divide, etc… _If you are using a "conflict" word that is not in this list, get permission from your mentor teacher._		Context, translate, original, judgment, impact, process, motive, proof, language of the discipline, details, patterns, unanswered questions, rules, trends, ethics, big ideas, across the disciplines, changes over time, multiple perspectives, origin, contribution, convergence, parallel, paradox	

CONSTRUCT a question combining your "topic" / "conflict" / and "GATE" words in a question that you can explore through research. Use the brainstorming page to revise your drafts. Use pencil to write your final draft here.

MY DRIVING QUESTION:

Mentor teacher's signature: _____ Date of Approval: _____

Coordinator's signature: _____ Date of Approval: _____

A SPACE FOR THINKING AND PROCESSING

THE REALLY BIG IDEA CHART!

- Level 1 students - pick 2-3 generalizations that best fit your research!
- Level 2 students - use all 5 generalizations!

Fill out the REALLY BIG IDEA CHART by writing in your generalizations, your topic, and a 1-2 sentence explanation of why that generalization fits with the conflict within your topic!

You can find a digital template here! Use the URL below!

https://goo.gl/qxKSuL

All you need to do is click the link, make a copy, and you can directly type in your own answers! Then, you can get it approved and print it out for your board later!

This is what it looks like. Be sure to choose the right template!

THIS IS AN EXAMPLE:

Universal Theme:
Conflict

Topic:

Generalization #1:
Is composed of opposing forces

Write 1-2 sentences on how this generalization pertains to your conflict.

Generalization #2:
May be natural or man-made

Write 1-2 sentences on how this generalization pertains to your conflict.

Generalization #3:
Is progressive

Write 1-2 sentences on how this generalization pertains to your conflict.

You can use the templates on the next few pages to write out "rough drafts" and to brainstorm before typing in your ideas into the online template!

There is a chart for Level 1 groups who are using 2 generalizations:

Universal Theme: **Conflict**

Topic:

Generalization #2:

Generalization #1:

This is for Level 1 project with 2 generalizations. Fill it out, cut it out, and place it your board.
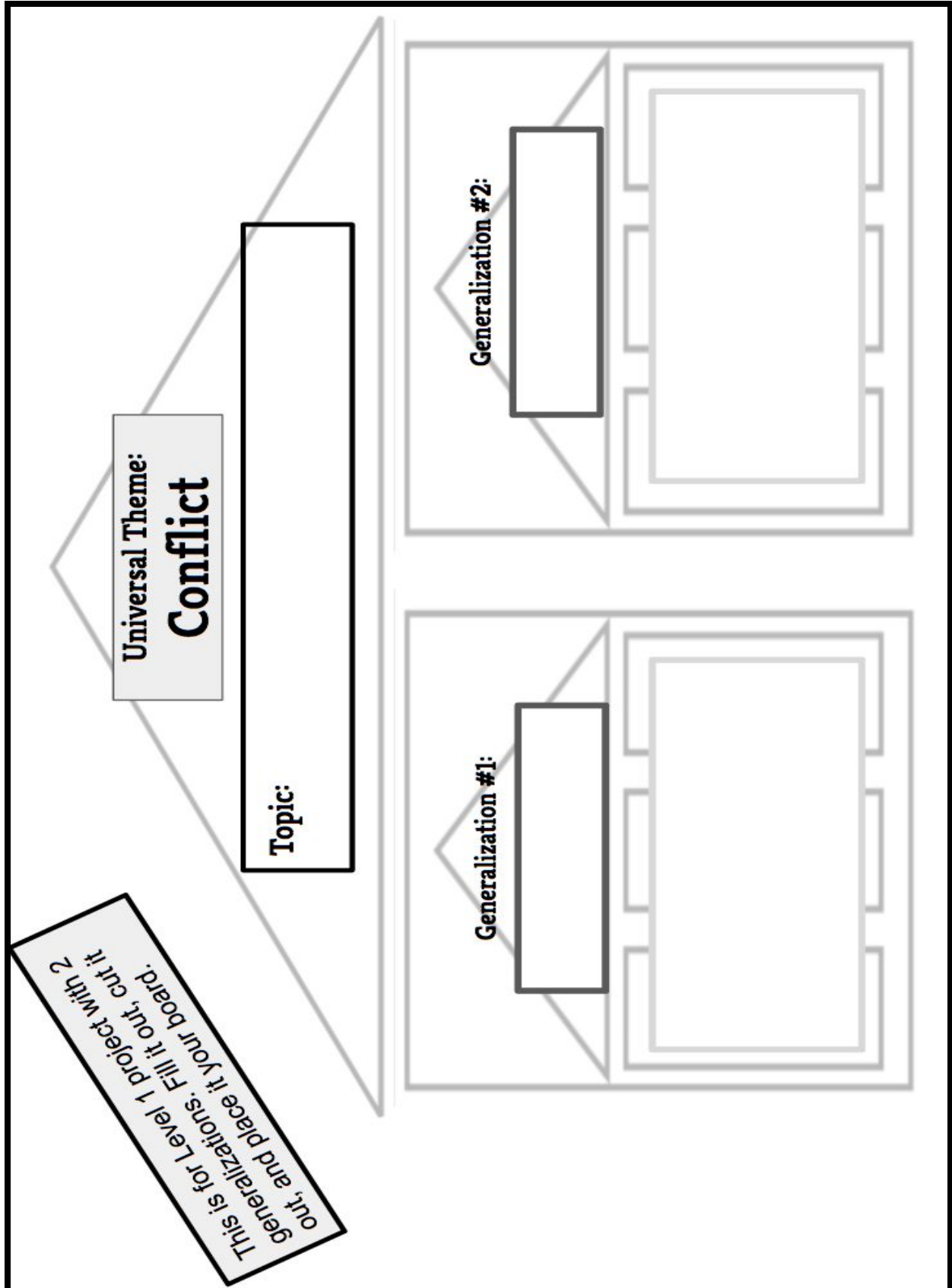
Find the digital template by using this URL: https://goo.gl/qxKSuL

Level 1 groups using 3 generalizations:

Universal Theme:
Conflict

Topic:

Generalization #3:

Generalization #2:

Generalization #1:

This is for Level 1 project with 3 generalizations. Fill it out, cut it out, and place it your board.
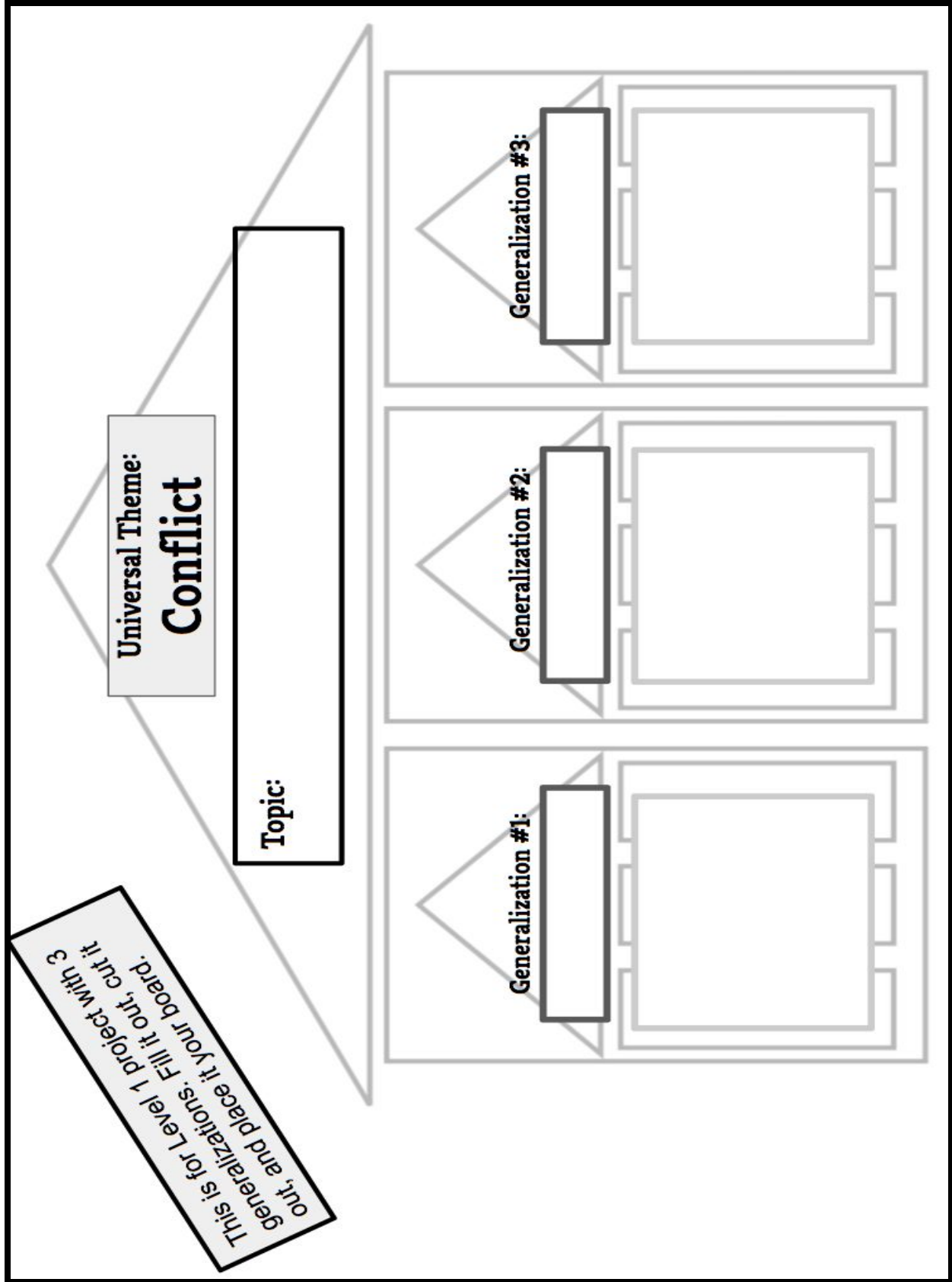
Find the digital template by using this URL: https://goo.gl/qxKSuL

Level 2 groups using 5 generalizations:

Universal Theme: **Conflict**

Topic:

This is for Level 2 projects with 5 generalizations. Fill it out, cut it out, and place it your board.

Generalization #1:

Generalization #1:

Generalization #1:

Generalization #1:

Generalization #1:
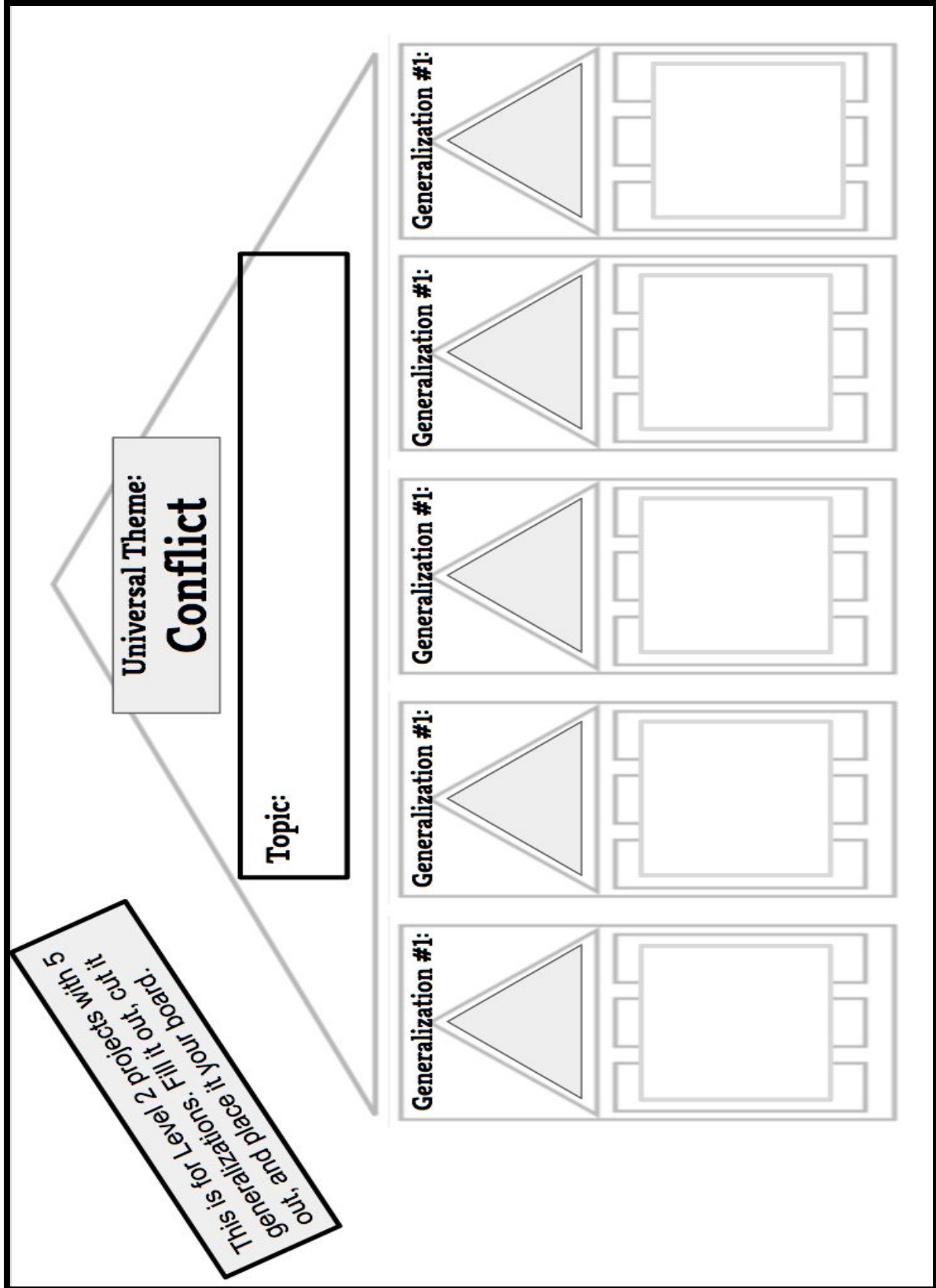
Find the digital template by using this URL: https://goo.gl/qxKSuL

Where do I put this REALLY BIG IDEA chart?

Fill out only the template that relates to how many generalizations you have. Then, delete the other slides you don't need! Just find the template by using this URL: https://goo.gl/qxKSuL

- ❖ Be sure to include this on your trifold board! It doesn't have to be large. It can be printed pretty small, but big enough to read, and pasted in the corner.

- ❖ Remember to put a border around it (using construction paper in a color that matches your ideas) just like everything else on your board.

- ❖ It's a good reminder and an effective way to think about how to organize your thoughts when you present!

- ❖ This REALLY BIG IDEA chart also shows unity among all the projects because this year, our theme is about CONFLICT and how to resolve the conflict (the resolution map --- more on that later!).

- ❖ Even better, this BIG IDEA CHART can count as ONE of your Gate Depth & Complexity Icon or Content Imperative requirements that you need on your board!

A SPACE FOR THINKING AND PROCESSING

"Relevant Resolutions"

Student-Led Research

This chapter includes resources on how to conduct the "student-led research" component of your project. You will have to include of the following in your project (survey, observation, experiment, or interview).

Lift The Gifted! ®
GATE Symposiums

www.liftthegifted.org

Student-led Research
Tips & Advice for Students - PLEASE CHOOSE ONLY <u>ONE</u> OPTION!
- Interview
- Survey
- Observation
- Experiment

<u>WARNING</u>: All students must meet with their primary mentor before making any decisions to administer surveys, interview experts, or conduct an experiment. All survey questions, email correspondences, etc...must be done with completel communication and approval by the mentor teacher. Student who do not follow these directions will have their results disqualified.

In addition to scholarly research, we want students to incorporate their own student-led research data into the research process. This makes your research more robust and relevant to you, your community, and your lives!

<u>GREAT IDEA!</u> You can continue your research in your interactive project during symposium!. This can be part of your creativity piece. Using your audience can be an effective way of bringing the audience into the research. You can even incorporate your surveys, experiements, and observations into your art piece! Use your imagination!

Option 1 - Interview an expert.

What is it?
Interview an expert in the field of study that is related to your topic. It is very important that you select your "expert" wisely. Experts are **professors** who focus on or have an extensive amount of knowledge about your topic or **community leaders** or **professionals** who have a lot of experience or specialization with your particular issue. Although it is most ideal for an interview to occur face-to-face, some students may have to be creative by conducting a phone interview or an email interview, depending on the location of your expert. Before conducting interviews, you must contact the person in the most considerate way. You cannot assume that adults are receptive and happy to answer questions from middle schoolers. That is why you MUST secure your interview through the help of your mentor, who will help you draft the initial email or put you in contact with the experts. If you have parents who know people, or contacts through a sibling's professor or a friend of a family friend, you still need to get everything approved by your mentor!

You MUST interview one of the following:
- Professors that are experts in your topic
- or Community leaders that are connected to your topic
- or Professionals that specialize and have experience within your topic

Your interview MAY be
- Face to face
- or Over the phone
- or Via e-mail

YOU MUST GET YOUR INTERVIEW CONTACTS AND QUESTIONS APPROVED BY YOUR MENTOR. iF YOU DO NOT GET APPROVAL, IT WILL NOT COUNT TOWARDS YOUR PROJECT!
http://www.qualres.org/HomeInte-3595.html

Important tips on interviewing and expert:

- When conducting the interview, you must have adult supervision (a parent, teacher, tutor, or older sibling who is approved by your mentor).
- All interview questions must be approved by the mentor. ALL questions must ALIGN with what you are hoping to study/explore through your symposium project. Just because you ask questions related to your topic does not mean you are asking questions that help you learn more about or research your topic/Driving Initial Question.
- Do your research before asking questions. It's NOT a good idea to ask a professor who specializes in drones the following question: "Do you know what drones are?"… "Do you like drones?"… "What are drones?"
- NEVER ask yes or no questions or questions that have obvious answers, like "Do you think that bullying should stop in schools?" Please don't waste their time.
- If you are interviewing an expert in the field, you must do your best to read about the latest findings (your articles!) or your expert's own published work BEFORE you ask questions. This will elevate your scholarliness and make the interview worthwhile for the expert. If you cannot get an interview with the expert, look to see if they have published any videos where they are interviewed. You can use their quotes as part of your SLR.
- Make sure you choose your expert wisely - For example, would you choose a math teacher to be an expert on Global Warming? No. Unless they have significant expertise on the subject, they would not be a relevant resource for this subject. However, your math teacher might have a friend who is a professor who studies global warming. You can be resourceful and ask your teachers to help you find a person to interview!
- BE SURE TO GET THE APPROVAL FROM YOUR MENTOR BEFORE CHOOSING YOUR EXPERT!
- Write a nice thank you card thanking the person you interviewed. Be polite and respectful!

WARNING #1: Please see the "How to write an email" page at the end of this section. NEVER send an email directly to a person without your teacher being cc'd after he/she has approved and proof-read the email.

WARNING #2: DO NOT ASK PROFESSORS questions that are not respectful of their time, such as "What is war?" "Where is Syria?" etc… **That's why you must get your questions approved by your mentor teacher!**

Option 2 - Make an observation

What is it?
In the social science world, observations are called "Field Reports." You can observe a social situation by going to a certain setting that is relevant to your topic in order to research an issue in the real world. Another option is to conduct an observation or survey of currently existing information. Here are some examples:

- One group studying the role of men and women went to local stores in the community to make observations about what men and women did, which aisles they shopped, how many men or women were in the store, etc…

- Another group looked at 200 randomized tweets they found online and had a key for "narcissism" where certain tweets such as selfies were rated higher on a scale than others such as links to external websites (using a detailed key), to determine how many out of the 200 tweets projected self-absorbed behaviors. http://libguides.usc.edu/writingguide/fieldreport
- **YOU NEED TO BE SURE TO PLAN AHEAD OF TIME FOR THIS. Last minute experiments or field work do not create valid results.**

Important tips on making an observation:
- Make sure the phenomenon you are researching matches your main driving question that has your universal theme and topic.
- Your observation should not be common sense, such as "When there was a red light, 98% of the cars stopped." These types of observations don't count.
- If you are making an observation out in the community, you must have parental or adult supervision, and the entire plan must be approved by your primary mentor.
- If you are tallying up scores or quantities, you need a key with specific details defining what those numbers or scores mean, so that every group member will consistently interpret the scene or score the information in the same way. For example, if you are going to watch 10 news stories about a company, and you want to see if the news is positive, negative, or neutral, then you need to have a key (+ for positive, o for neutral and - for negative), to see how many positive, negative, or neutral statements are made about the company.

Option 3 - Administer a survey

What is it?
Surveys are a series of questions that you ask to a group of people so that you can view and interpret the results. Your surveys should be:
- straight to the point
- not be too long
- easy to access
- anonymous
- include well thought out questions

Ask your mentor to help you figure out the best way to administer your survey. **YOUR SURVEY AND THE WAY YOU ADMINISTER IT MUST BE APPROVED BY YOUR MENTOR TEACHER.** Many students choose to administer their surveys at school because it is most convenient. When you administer the survey, you must NOT allow for your own classmates to take the survey for you. In fact, the people who take your survey must not know that it is for your project. Everything must be anonymous. One way of doing this is for Class A students to take a survey for a group in Class B. Once again, the mentor will help you coordinate this and figure out the best way to administer your survey so that it is done correctly. **Please go to the following link for help:** http://psr.iq.harvard.edu/book/questionnaire-design-tip-sheet

Important tips on administering a survey:

- Your survey should have a minimum of 5 questions, and no more than 10 questions.
- While you construct your survey, keep asking yourselves the following question: **HOW DOES THIS RELATE TO MY TOPIC? DO I NEED THIS QUESTION? WHY DO I NEED THIS QUESTION?** ALL of your questions must be closely related and aligned with your main driving question that has your universal theme and topic that you hope to explore.
- Surveys will be administered to other students at school :, who must NOT know that the survey belongs to you (both the surveyor and the surveyed will be anonymous). Don't go around yelling out that your survey is about this topic or that topic, because your friends may answer questions differently to 'help you out' instead of honestly answering the

questions. Only certain groups who are approved will be allowed to survey other groups of people who are not students of our school(aka teachers, adults, professionals, parents, etc...) for specific situations where student respondents would be inappropriate.

- Ask between 30-50 people to take your survey. This is a very small sample size, so be sure to discuss it in your limitations explanation *(a paragraph where you explain why your survey is not perfect and might not have the most valid results)*

- ## **There are various types of answers you can use in your survey:**
  - ### **Likert scale** (where you have a number scale and have each number mean something like they strongly agree-5, they don't agree at all-1, they don't know-0, or they are neutral-3);
  - ### **Yes or no** questions are fine for surveys
  - ### **Free response** questions are okay, but are very difficult to analyze
  - ### **Check boxes** with "check all that apply" are okay too.
  - ### **Multiple choice** (be careful about what you put for choices, and always include a "none of the above, other, NA or I don't know" for questions that people might not have the answer to.

- **RESEARCH OTHER SURVEYS and get ideas on how to shape your questions! You can find surveys online - google it!**
- **Only ask questions that you need to ask.** For example, if age and gender is NOT going to be integrated into your data, then there's no need to ask about age or gender. However, if you want to see how age or gender may affect a person's answer (does it relate to your main topic?), then it would be fine to ask those questions.
- **Don't assume that your respondents know what you are talking about.** For example, if there is a difficult word or concept that you learned through your research, you should not intimidate the respondent by using that difficult word. Instead, include an explanation of the word or ask the same question with simpler words. Sometimes, an idea will have multiple meanings, so you need to clarify. For example, if a student is asked to write down his or her GPA, then the question should indicate which GPA (First Semester? After the 5th grading period? Just the most recent GPA in Aeries? The average GPA over three years?
so that it is very clear.
- **Do not write a question that gives you an answer. For example, the question, "Isn't global warming wrong?" would give the respondent an idea that you believe it is wrong. Remember we want their opinion, not yours.**
- Order and context matter. Sometimes, asking a question before another question can create bias. For example, if you present an idea in a negative way in question #1, and then in question #2 ask if the topic is negative or positive, the respondent will most likely choose 'negative' because of the way you made question #1 sound. That's why it is very important to be very careful about creating leading questions or biased questions that make respondents choose one answer over another not because they believe it, but because you convinced them to. Don't use emotional words or adjectives that are going to convince respondents to answer a certain way.
- Avoid complex sentences where you're asking multiple questions at once. You want to keep questions SIMPLE.
- Your answer choices should include ALL possibilities, just as "I do not know" or "Does not apply"
- You can create a paper survey OR an online survey through Google Form, Survey Monkey, Poll Everywhere, Zoho Survey, etc... PLEASE DO NOT PAY FOR SURVEYS AND PLEASE READ THE FINE PRINT. Some websites only allow a certain number of responses, or will make you pay if you want to see the results.

Option 4 - Conduct an experiment

What is it?
In order to conduct a social experiment, you must have a strong understanding of independent and dependent variables. The question you are exploring for your Symposium project MUST be directly aligned with what you are testing out in your social experiment. There should be two groups - a control group and the experimental group. In the control group, you are NOT going to be introducing the independent variable, while in the experimental group, you are. Therefore, you can see the effect of the independent variable versus not incorporating that variable. The effect is the dependent variable. Here's an example. If you are seeing how sleep affects the reaction time of students, (the amount of time it takes a student to do a task) then you would be testing out the reaction time of Group A (the control group, which has a normal 8-10 hours of sleep) versus Group B (which is sleep deprived with only 2 hours of sleep). The reaction time is the dependent variable.
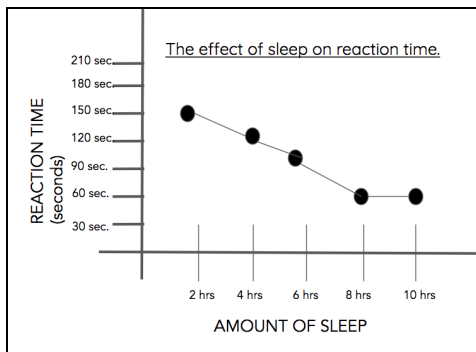
In social experiments, you would be seeing how the implementation or addition of the independent variable will affect human action/thought/dependent variable.
http://www.socialresearchmethods.net/kb/desexper.php

Important tips:
- Your experiment must be possible with the resources, time, place, and take into account student availability.
- When you get your results, you must be very careful about making bold claims. "Causation" (when one thing you change causes something else to happen) is very different than "Correlation" (when two ideas are connected, but you cannot be sure that one causes the other).
- An experiment that would work for Symposium projects would have to explore human behavior such as perceptions, choices, actions, or opinions after an independent variable (something new) is introduced. There are many types of social experiments that are ethically wrong, such as tricking people or causing harm onto others for the sake of research. **Therefore, it is VERY important that if you choose to conduct a social experiment, you get it completely approved by your primary mentor, and have a science teacher double-check your experimental design.**
- Another way to go is to replicate an already existing experiment that you read about in your research articles (if it is possible to replicate). This way you can see whether or not the findings are consistent within a different community or age group. However, always remember that the goal of your experiment must perfectly match the goal of your driving question that has your universal theme and topic.

NEXT STEPS: Making meaning out of what you find out. How to integrate your findings onto your ISD and on your tri fold board presentation.

- What does your research (interview + survey, observation, or experiments) indicate? Compare and contrast your findings with those of the scholarly articles you read. Explain why or why not your findings match or do not match with the findings that you read about.
- Analyze your results using GATE icons/thinking strategies such as trends, big idea, patterns, or unanswered questions.
- BE VERY CAREFUL NOT TO CONFUSE CAUSATION (cause and effect)WITH CORRELATION (connectivity). Just because two variables have a direct relationship, it does not mean that one causes the other. Also, don't write that ALL people think one way because there is no way that your research will be externally valid (relatable) to all the people of the world unless you researched every type of person that lives in the world today.
- Explain the limits of your research. What were some of the shortcomings or design flaws that may have changed your results or made them not as valid?
- Present your findings in clear ways on your presentation board (examples: concise bullet points, graphs, pie-charts, or infographics)
- Finally, which universal theme generalizations do your research findings fall into? Be sure to find a connection to your generalizations!

::

Great tools for surveys: SURVEYS ARE THE MOST POPULAR OPTION!

Remember to survey 30-50 people for your sample!

Google Forms

Paper Survey

https://surveynuts.com/en (be careful-- sometimes these sites make you pay if you have more than a certain number of respondents)

https://www.surveymonkey.com/

Great tools for making pie charts and other things:

Google Forms (after you create survey & collect responses, it will create charts using your data)

Google sheets (you can create charts by selecting the info in the boxes, and then clicking 'insert table')

https://nces.ed.gov/nceskids/createagraph/

https://piktochart.com/

https://live.amcharts.com/

Example of a survey and an example of an observation/survey: One group decided to ask a few questions on people's knowledge of the food that they eat.

FOOD CONFLICT SURVEY (GATE Symposium Survey)
Please answer the following questions to the best of your ability. Do not write your name on this paper or discuss your answers with others. Your responses will be kept anonymous. Thank you for participating!

Age:
- ❏ 10-15 years old
- ❏ 16-20 years old
- ❏ 21 or older

In an average week, how much of your diet consists of each type of food?
"Healthy foods" (fruits and vegetables)
- ❏ Never
- ❏ Rarely
- ❏ Sometimes
- ❏ Usually
- ❏ Always

"Meaty foods"
- ❏ Never
- ❏ Rarely
- ❏ Sometimes
- ❏ Usually
- ❏ Always

"Junk foods"
- ❏ Never
- ❏ Rarely
- ❏ Sometimes
- ❏ Usually
- ❏ Always

"Fast foods"
- ❏ Never
- ❏ Rarely
- ❏ Sometimes
- ❏ Usually
- ❏ Always

In your opinion, if you decided to only eat healthy foods, would it be more expensive or less expensive?
- ❏ More expensive to eat healthy food
- ❏ Less expensive to eat healthy food
- ❏ No difference between healthy and junk food
- ❏ I don't know

In your experience, do you research how healthy certain foods are?
- ❏ No, I never research this information.
- ❏ Yes, I do research this information.
- ❏ I don't know.

In your experience, check the TOP THREE sources that use in your life to find out if a type of food is healthy or not.
- ❏ television
- ❏ school
- ❏ teachers
- ❏ friends
- ❏ parents or family members
- ❏ books
- ❏ the Internet
- ❏ articles
- ❏ doctors
- ❏ scientists
- ❏ dietician

During their presentation, they also had an interactive element, where they had visitors check off a grocery list with only 10 dollars. This was to serve the purpose of showing how cost/food prices affects the selection of healthy/unhealthy foods by consumers.

Here are some data tables that the group was able to make and integrate into their ISD (to go on their trifold board).

FOOD CONFLICT INTERACTIVE PIECE:

GROCERY LIST - Pick your groceries for the week with $10.00 to spend!
- ❏ Grapes ~ $1.00
- ❏ Flax Seeds ~ $2.00
- ❏ Fish ~ $2.25
- ❏ Takis ~ $1.00
- ❏ Hot cheetos ~ $1.00
- ❏ Lays ~ $.75
- ❏ Jolly rancher ~ $.50
- ❏ Pizza ~ $3.00
- ❏ Burgers ~ $1.50
- ❏ Fries ~ $1.00
- ❏ Potato chips ~ $1.50
- ❏ Ice cream ~ $1.25
- ❏ Cookies ~ $1.00
- ❏ Desserts ~ $0.75
- ❏ Twinkies ~ $0.75
- ❏ Chicken Nuggets ~ $0.75
- ❏ Soda ~ $1.00
- ❏ Sopa Maruchan ~ $0.50
- ❏ Jamba Juice ~ $2.50
- ❏ Donuts ~ $0.75
- ❏ Pop Corn ~ $0.75
- ❏ Gatorade ~ $1.50
- ❏ Oranges ~ $0.99
- ❏ Fresh Salad ~ $4.00

TOTAL SPENT: $ _____

In your experience, do you research how healthy certain foods are?
- I don't know. 30.0%
- No, I never resear… 56.0%
- Yes, I do research… 14.0%

In your opinion, if you decided to only eat healthy food, would it be more or less expensive?
In your opinion, if you decided to only eat healthy foods, would it be…
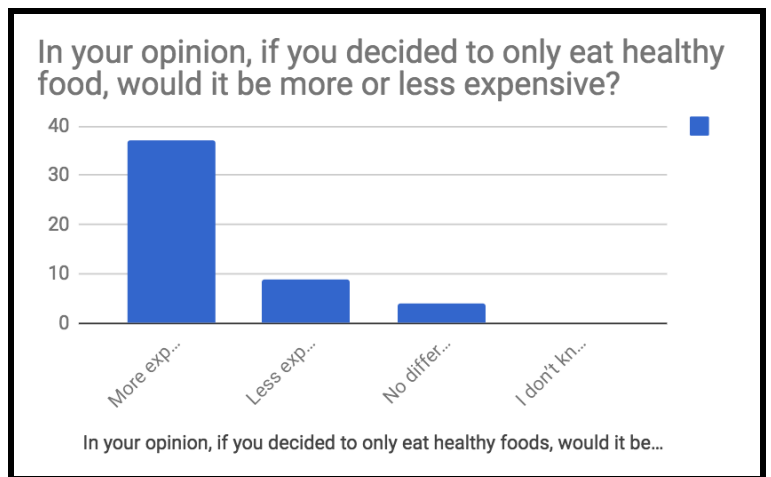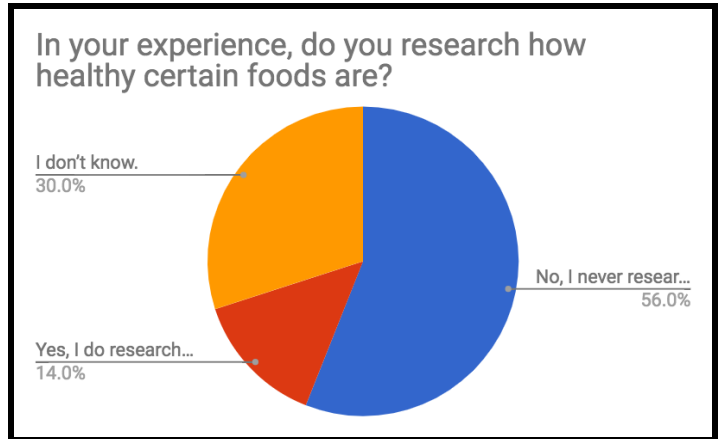
Always include a section about "RESEARCH LIMITATIONS" by explaining how your results may not be completely accurate (it does not have external validity) to the real world because you asked mostly middle school students and your sample size is not that large (only 30-50 people).

What are your top three sources that you use in your life to find out if a type of food is healthy or not?
In your experience, check the TOP THREE sources that use in your life to find out if a type…
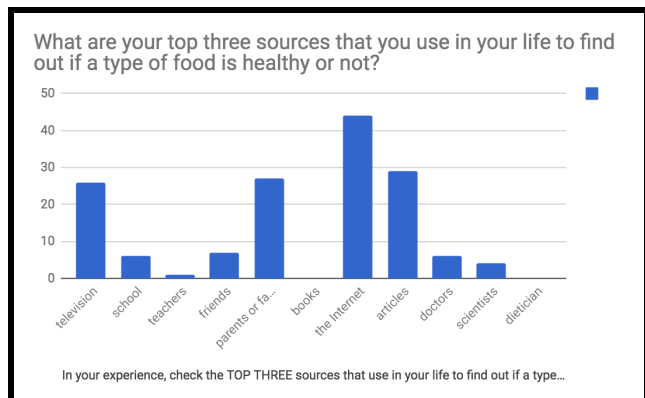
Most of your interviews will be with people that you know or people who know people you know (i.e., family friend, teacher's friend, relative, etc...). However, if you do plan on emailing someone, you MUST follow this protocol

  (1) Ask your mentor about it and explain who the person is
  (2) Draft the email
  (3) Have your mentor check it to make sure that it sounds right
  (4) Send the email with your teacher cc'd on the email.

How to write an email to an expert about setting up an interview:

A standard email reaching out to an expert may sound like the example shown below. Please be sure to get it checked by a mentor before pressing "send."

<u>YOU MAY NEVER EVER SEND AN EMAIL TO AN EXPERT WITHOUT YOUR TEACHER READING THE ENTIRE EMAIL AND APPROVING IT.</u>

When you send an email, ALWAYS "cc" your teacher, so the adult knows that there is another adult that is part of the conversation.
....
To _____,

My name is _____ and I am a ____ grader at a middle school in Santa Ana, California. We are researching the topic _____ for our annual GATE Symposium, which is a school-wide research program that allows us to explore an issue that matters to our lives. In our research, we found that we could learn more by asking an expert a few questions on our topic. We know that you are _____ and we would be so honored to get your input on our topic. Do you mind setting up a phone interview with us so we can ask you some questions? If not, would it be possible to get your answers through email? Our questions are below:
1.
2.
3.
4.
5.

<div style="border: 2px solid gray; text-align: center; font-weight: bold; font-size: 2em;">EMAIL TEMPLATE</div>
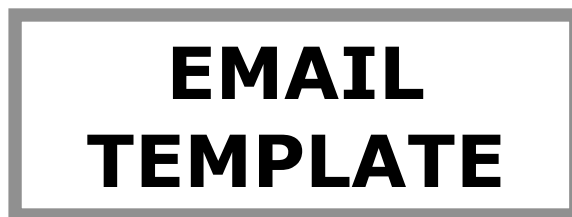
Thank you so much for your time, and we would appreciate it if you could let us know if this is possible. We understand you must be very busy, so we thank you once again!

If you have any questions, you can email our teacher who is cc'd to this email.

Sincerely,
YOUR NAMES (you and your group members)

SLR PROPOSAL (SLR = Student-led Research)

What do you plan on doing for your SLR?
- ❏ Interview
- ❏ Survey
- ❏ Observation
- ❏ Experiment

Why? How does it help you research your driving question?

_____

_____

_____

_____

_____

_____

What are you going to do? Who do you need to contact? How are you going to do this?

_____

_____

_____

_____

_____

_____

➢ If you are doing a survey, please write your survey questions on a google doc or a google form and get it approved by your mentor teacher.
➢ If you are doing an interview, please have your five interview questions and interview request (email) or the person you want to interview approved by your mentor teacher.
➢ If you are doing an experiment or observation, you must discuss this proposal with your mentor teacher and have him/her sign off on it as well.

ALWAYS TRACK YOUR MENTOR TEACHER'S APPROVALS ON YOUR MENTORSHIP LOG IN THE FRONT OF THIS HANDBOOK.

A SPACE FOR THINKING AND PROCESSING

"Relevant Resolutions"

Exploring resolutions

This chapter includes resources on how to come up with a resolution to your conflict, and it includes the template for the "RELEVANT RESOLUTIONS" map, which is <u>a required component that must be on your trifold board</u>.

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Relevant Resolutions Map

You must include a Relevant Resolutions Map because this year, the theme is "Relevant Resolutions." Through your research, what resolution have you discovered?

Remember, resolutions are decisions that are made to help solve a problem. Resolutions can be…

A course of action -
- What plan can I make that can help the problem?

A method - a certain way to do something -
- How can I make something work better?
- How can I make something work better? What new idea can be done to make things better?

A procedure or process - steps or ways that something should be done -
- How can this idea be done? What are all of the steps needed to make this resolution work?

A treaty - a promise made between two opposing groups that didn't agree at first -
- Is there a way for two groups that didn't agree to agree? Can they make a promise to each other?

A compromise - an agreement made between two groups that may not get exactly what they wanted, but agree with the decision because they get some parts of what they want -
- Even though everyone did not get exactly what they wanted, can they still agree on some things?

A decision - this can be a personal decision, a major decision that a company makes, a financial decision, health decision, a law that a government passes, or much more… -
- Can we create a law or policy that will help the conflict get better?

Your relevant resolutions map will look like this:
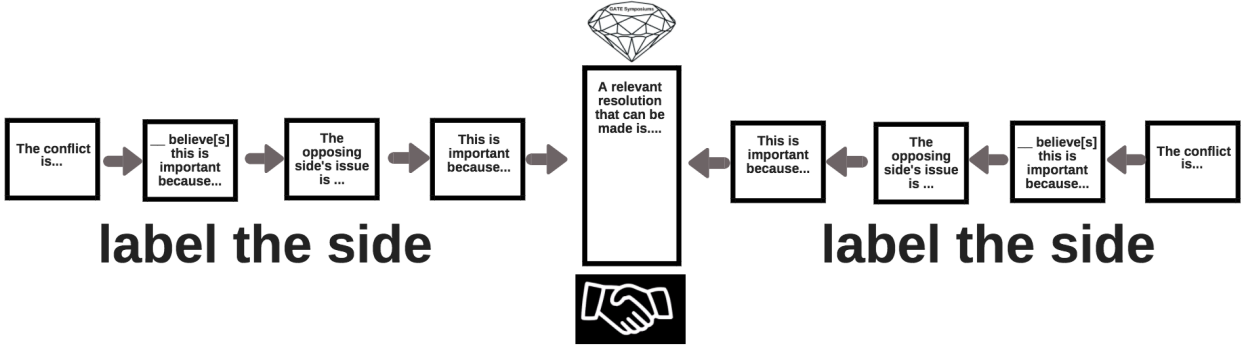
Please use the digital/online template (make a copy of it) that can be found on

https://goo.gl/2CdAaN

Fill out each of the boxes, make sure it is approved by your mentor, print it out, cut it out, border it, and place it on your board in the correct order as shown in the illustration above!

Directions on how to fill out the relevant resolutions map:
- The left side boxes and the right side boxes represent the two opposing sides of the conflict. There are four boxes that you need to fill out for each opposing side.
- Use the directions below to find out what to write in each of the boxes.
- Repeat for the other side.

SIDE "A" (the left side boxes)

1st BOX: "The conflict is…"
- In this box, write the conflict as described by one side (let's call it "SIDE A")

2nd BOX: "___ believe[s] this is important because…
- In this box write down the name of "SIDE A" (For example, in the food conflict example, FOOD CONSUMERS can be SIDE A, and the FOOD INDUSTRY can be SIDE B. Be sure to label the side on the bottom, as shown in the example (on the next page)

3rd BOX: "The opposing side's issues is…"
- In this box, write down the other side's (Side B) opinion or stance on the conflict. You are writing the OTHER side's stance.

4th BOX: "This is important because…"
- In this box, write down why the OTHER SIDE (Side B) believes their opinion or stance is important.

SIDE "B" (the right side boxes)

1st BOX: "The conflict is…"
- In this box, write the conflict as described by one side (let's call it "SIDE B") of the conflict

2nd BOX: "___ believe[s] this is important because…
- In this box write down the name of "SIDE B" (For example, the FOOD INDUSTRY can be SIDE B. Be sure to label the side on the bottom, as shown in the example on the next page.

3rd BOX: "The opposing side's issues is…"
- In this box, write down the other side's (Side A) opinion or stance on the conflict. You are writing the OTHER side's stance.

4th BOX: "This is important because…"
- In this box, write down why the OTHER SIDE (Side A) believes their opinion or stance is important.

CENTER BOX: A relevant resolution that can be made is...

- In this box, write down a possible resolution and why this makes sense as a resolution.You don't have to use the word "resolution." Both sides of the conflict (Side A and Side B aka the food consumers and the food industry need to semi-agree on this resolution). You can use any of the "resolution words" that you see below.

RESOLUTION WORD BOX:				
peace	truce	agreement	surrender	accord
stability	pact	amendment	decree	bill
policy	measure	statute	resolution	compromise
treaty	agreement	solution	method	procedure
judgment	process	sentence	decision	plan of action
Punishment	declaration	You can use other words that are "resolution words" as long as you get permission from your mentor teacher.		

Remember, resolutions can help lessen the problems of a conflict. Some resolutions may not be a complete solution that will erase the conflict or solve it entirely. Some resolutions are more like compromises, where only parts of the conflict will be resolved. Sometimes, resolutions may seem nearly impossible, so finding a resolution requires innovation (new thinking), creativity, and the convergence (combining together) of multiple perspectives.

You need to place this on your trifold board, where it is very visible!

Relevant Resolutions Map
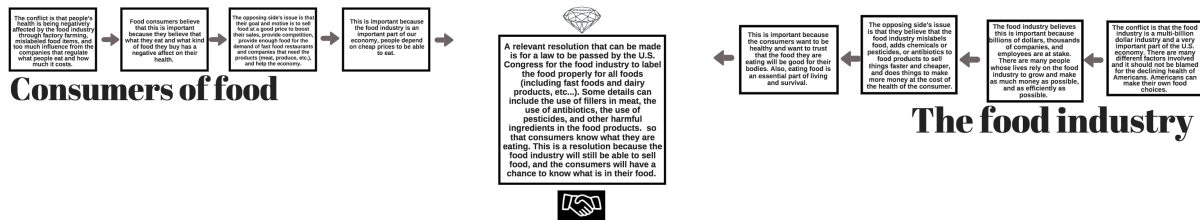
Here's an example of a filled out Relevant Resolutions map!
See the next page to see an enlarged version! When you print it out, you want to make it larger so that people can easily read the information on your board! This means, you might have to print it in pieces, and then piece it together with glue and construction paper! THIS MUST GO ON YOUR TRIFOLD BOARD!

Relevant Resolutions Map

| This is important because the consumers want to be healthy and want to trust that the food they are eating will be good for their bodies. Also, eating food is an essential part of living and survival. | ← | The opposing side's issue is that they believe that the food industry mislabels food, adds chemicals or pesticides, or antibiotics to food products to sell things faster and cheaper, and does things to make more money at the cost of the health of the consumer. | ← | The food industry believes this is important because billions of dollars, thousands of companies, and employees are at stake. There are many people whose lives rely on the food industry to grow and make as much money as possible, and as efficiently as possible. | ← | The conflict is that the food industry is a multi-billion dollar industry and a very important part of the U.S. economy. There are many different factors involved and it should not be blamed for the declining health of Americans. Americans can make their own food choices. |

The food industry

A relevant resolution that can be made is for a law to be passed by the U.S. Congress for the food industry to label the food properly for all foods (including fast foods and dairy products, etc...). Some details can include the use of fillers in meat, the use of antibiotics, the use of pesticides, and other harmful ingredients in the food products. so that consumers know what they are eating. This is a resolution because the food industry will still be able to sell food, and the consumers will have a chance to know what is in their food.

| The conflict is that people's health is being negatively affected by the food industry through factory farming, mislabeled food items, and too much influence from the companies that regulate what people eat and how much it costs. | → | Food consumers believe that this is important because they believe that what they eat and what kind of food they buy has a negative affect on their health. | → | The opposing side's issue is that their goal and motive is to sell food at a good price to boost their sales, provide competition, provide enough food for the demand of fast food restaurants and companies that need the products (meat, produce, etc.), and help the economy. | → | This is important because the food industry is an important part of our economy, people depend on cheap prices to be able to eat. | → |

Consumers of food

Make sure it looks like this on your board (but bigger):

If you need the electronic file for the template for the Relevant Resolutions map, go to:

https://goo.gl/2CdAaN

You will find a template that looks like the images below. You can make a copy for yourself, and type directly into it! Then, get it approved, print it out, put a construction paper border on it, and glue it on your trifold board when you are ready!
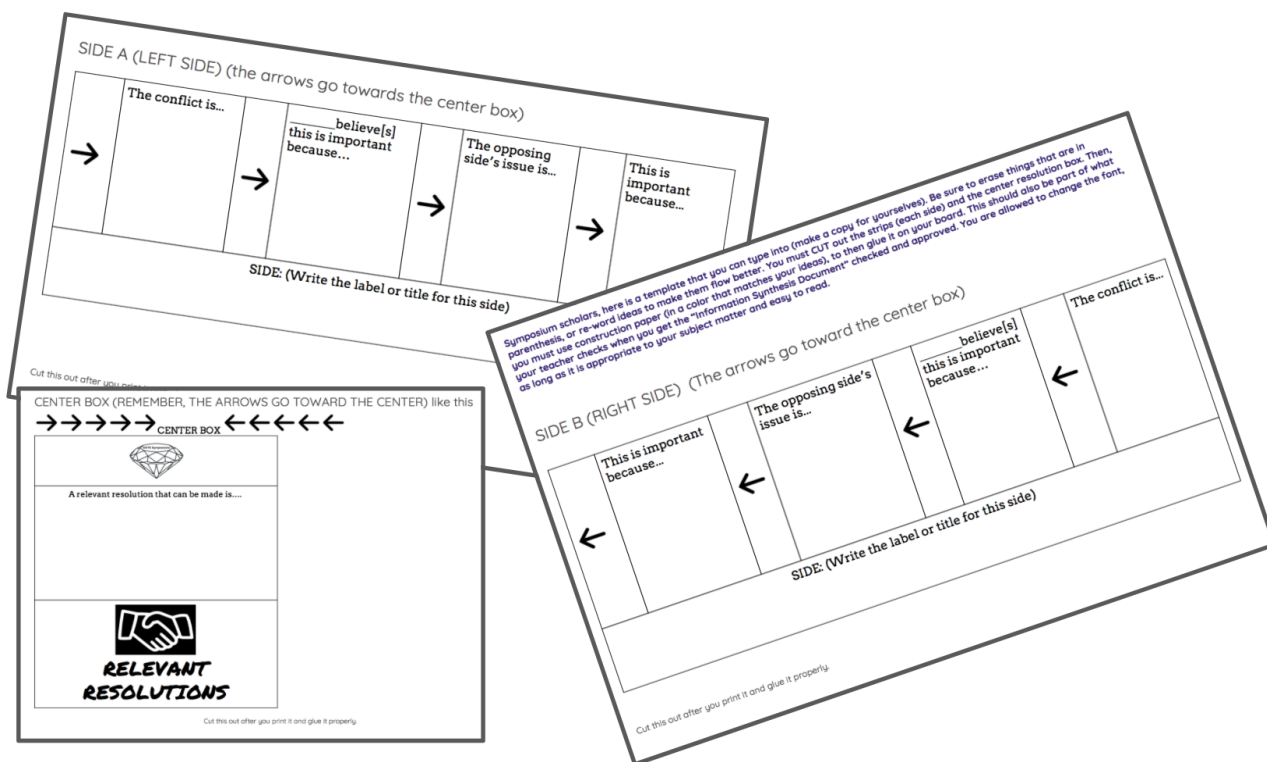
GET THE ONLINE TEMPLATE! USE THE URL:

https://goo.gl/2CdAaN

This is what needs to be filled out for your "RELEVANT RESOLUTIONS MAP" for your Information Synthesis Document and trifold board.

"Relevant Resolutions"

Synthesizing your findings

Putting together your research, student-led research results, and making sense of it all through the Information Synthesis Document ("ISD")

This chapter includes resources and examples on how to put all your information together! You have tons of research, you have your data/results from your student-led research, and you have your Relevant Resolutions Map! Now what? It's time to type it all up and get it checked, so you can print it, cut it, border it, and place it on your trifold boards!

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The Information Synthesis Document

It is important that your hard work gets presented correctly. You've done a lot of research (scholarly and student-led) and you've learned so much about your driving question!

➔ Now, it's time to put it all together in one place!
➔ In order to do that, you need to organize all of your thoughts correctly!
➔ That's why you are going to create an "INFORMATION SYNTHESIS DOCUMENT" or "the ISD"
➔ The ISD is ALL your information and research findings typed out on a google doc or slides, CHECKED AND APPROVED BY YOUR MENTOR, ready to print out, border, and glue on your board.
➔ Synthesis means "combining and putting together" to create something new. Look at the picture below! It shows synthesis!
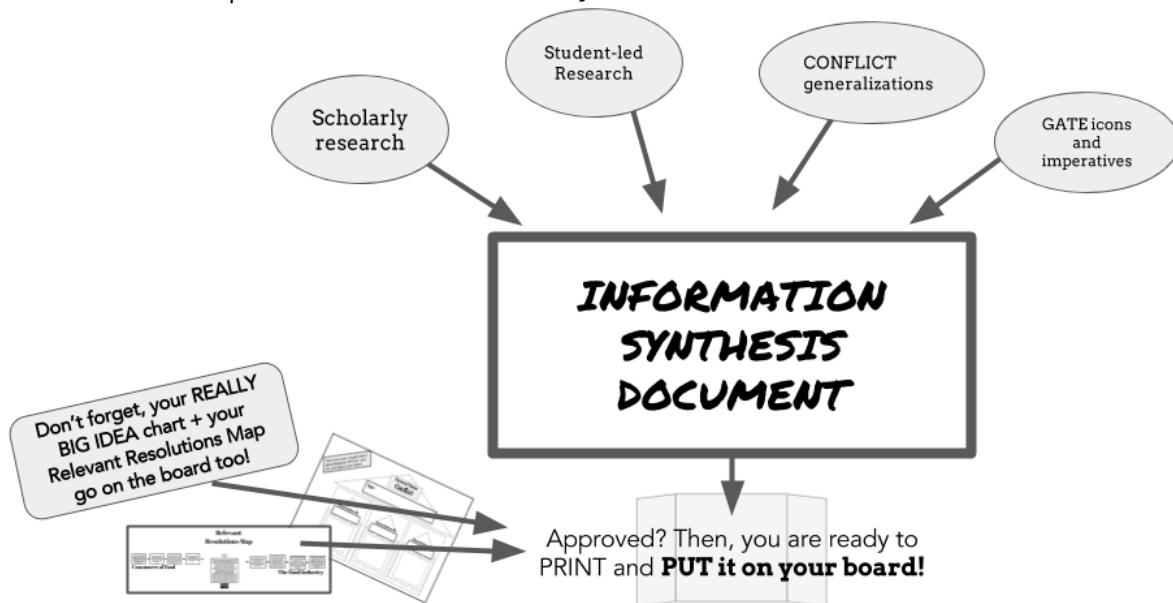
Yes, that's a lot of work! The good news is we can help!

In order to help you out, we made you a **template**! Level 1 students, please click on the template!

USE THIS LINK FOR THE "ISD" TEMPLATE ON GOOGLE DOCS:
https://goo.gl/Kd4GQU
USE THIS LINK FOR THE "ISD" TEMPLATE ON GOOGLE SLIDES:
https://goo.gl/zvebUu

(They are exactly the same. Just choose what you prefer - docs or slides! When you print it, they look the same too!)

● There are tons of **sentence starters** provided for you on the following pages as well. There are lots of **resources, tools, helpful directions**, and so much more in the **next few pages!** Then, we even give you an example of a completed "ISD" at the end.
● So, **use the template** to write up your own ISD, and be sure to read the directions and use the sentence starters in this chapter..

A template is an outline or skeleton of what you need to fill out. When you click on the ISD templates, they look like this! We give you lots of directions, sentence starters, prompts, and guiding questions to help you write in an organized, clear manner!

Remember to only use the sentence starters and prompts that are relevant to your information.

USE THIS LINK FOR THE "ISD" TEMPLATE ON GOOGLE DOCS:
https://goo.gl/Kd4GQU
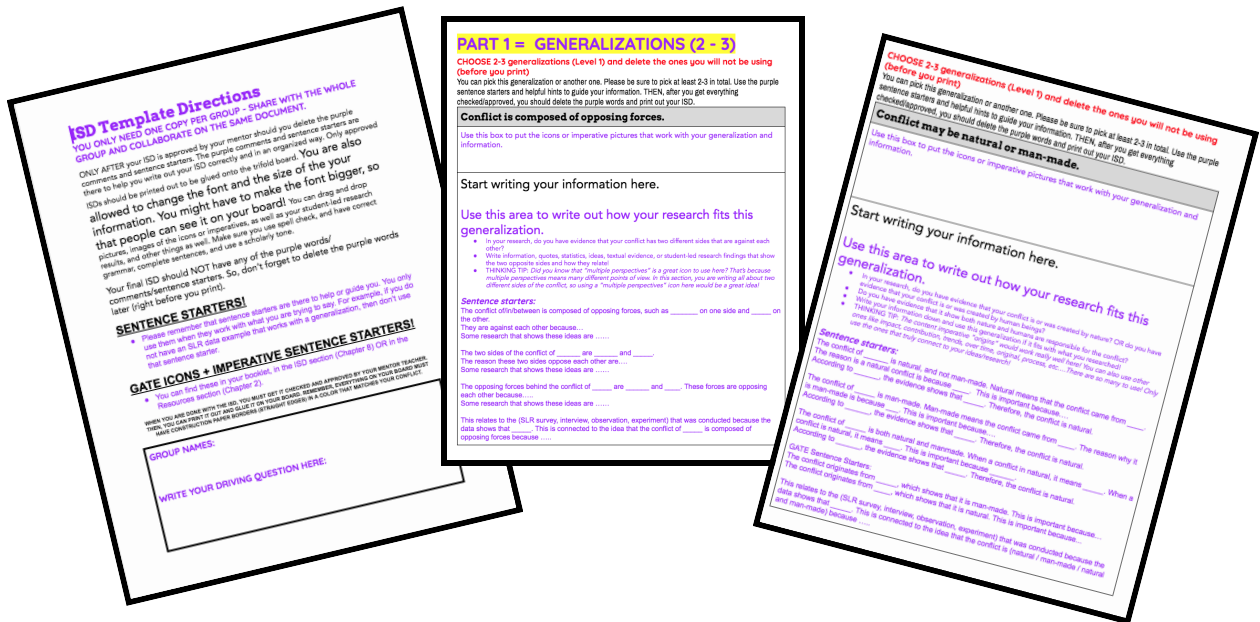
USE THIS LINK FOR THE "ISD" TEMPLATE ON GOOGLE SLIDES:
https://goo.gl/zvebUu
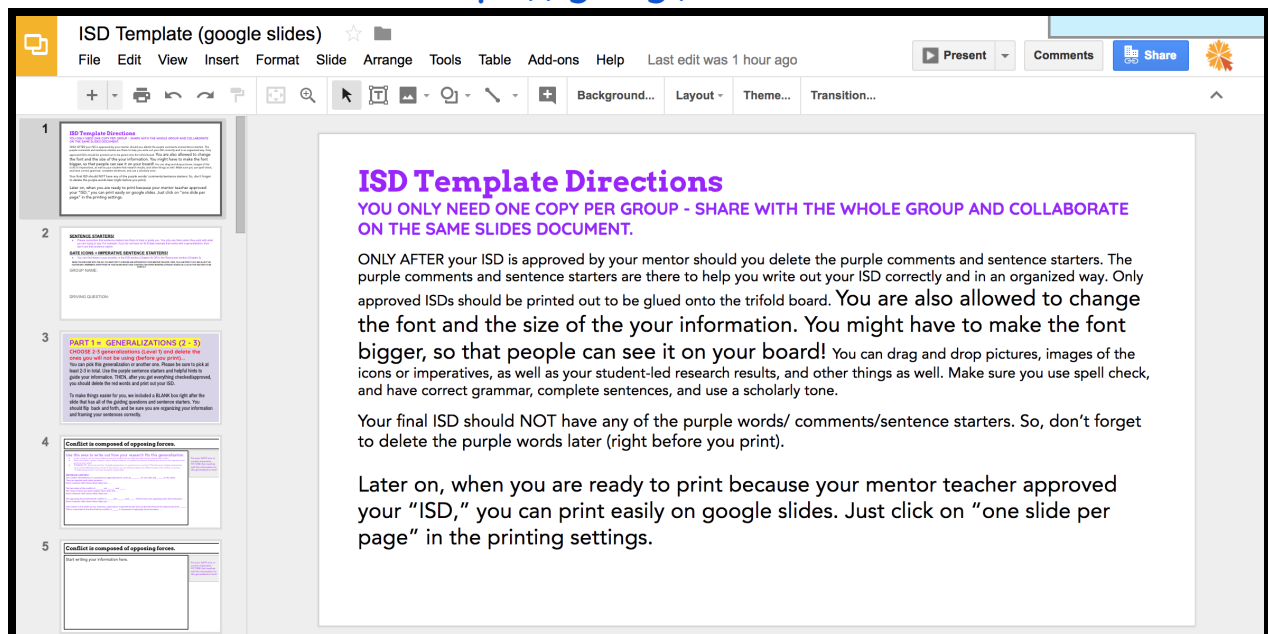
How can I organize my ideas?
- You can use bullet points of complete sentences
- Mini-paragraphs
- Charts, or quotes, statistics, or graphs
- Citations (sourcing where you got the quote or textual evidence from)
- You can use boxes or "tables" to make it easier to cut straight lines!
- You can put your information in shapes that relate to your message and main idea.
- You must print it out AND put a construction paper border on it (the color you choose must relate to your message and topic).

Remember, before you print it out, you must get it approved/checked by your mentor!

How should you organize your information on your board? You are **REQUIRED** to use both of these tools:
1. "Conflict" Generalizations
2. GATE Depth & Complexity Icons or Content Imperatives

*If your board does not have these elements, your project will **not** get approved.*

---

1. CONFLICT GENERALIZATIONS
❖ <u>Conflict is composed of opposing forces.</u>
  ➢ This means that in conflict, there are two sides that are against each other.
❖ <u>Conflict may be natural or man-made.</u>
  ➢ This means that conflict is created by humans or created by nature.
❖ <u>Conflict may be intentional or unintentional.</u>
  ➢ This means that conflict is created on purpose or not on purpose.
❖ <u>Conflict may allow for synthesis and change.</u>
  ➢ This means that conflict can lead to new ideas to form together or the conflict can allow for changes to happen.
❖ <u>Conflict is progressive.</u>
  ➢ This means that conflict keeps changing over time or with modern times and newer situations.

Remember, Level 1 students only have to pick 2-3 generalizations, while Level 2 students must use all 5 of them.

Another required tool for information synthesis…

2. GATE Depth & Complexity Icons and Content Imperatives	
❖ <u>GATE Depth and Complexity icons</u> ➢ Context ➢ Translate ➢ Original ➢ Judgment ➢ Impact ➢ Process ➢ Motive ➢ Proof ➢ Language of the Discipline ➢ Details ➢ Patterns ➢ Unanswered Questions ➢ Rules ➢ Trends ➢ Ethics ➢ Big Ideas ➢ Across the Disciplines ➢ Changes over time ➢ Multiple Perspectives ❖ <u>GATE content imperatives</u> ➢ Origin ➢ Contribution ➢ Convergence ➢ Parallel ➢ Paradox	<u>Level 1</u> students must use at least 4 of these icons or imperatives. Level 2 students must use at least 6 of these icons or imperatives.

Once again, you MUST use these tools! If your board does not have any generalizations and icons or imperatives, then your project WILL NOT be approved. Because this Project-based Learning experience is called GATE symposium, we MUST USE **_GATE_** strategies and tools. Please follow directions!

Level 1 Information Synthesis Doc	**Level 2** Information Synthesis Doc
2 to 3 generalizations 4+ icons and imperatives	5 generalizations 6+ icons and imperatives

REMEMBER TO USE THE TEMPLATE TO HELP YOU!
- Information Synthesis Template (doc version) **https://goo.gl/Kd4GQU**
- Information Synthesis Template (slides version) **https://goo.gl/zvebUu**

ISD CHECKLIST - Use the template!

- Information Synthesis Template (doc version) **https://goo.gl/Kd4GQU**
- Information Synthesis Template (slides version) **https://goo.gl/zvebUu**

Before I show my mentor teacher my ISD, I need to make sure that I ….

- ❏ spelled everything correctly (use the "spell check" tool).
- ❏ used correct capitalization and used periods in the right places.
- ❏ my font makes sense with my project idea (if my topic is more about war, I shouldn't use cutesy curly fonts). -- In fact, fonts MUST be easy to read
- ❏ my information is concise (short and to the point) -- please do NOT write full on essays and glue them on your board.
- ❏ my information includes TEXTUAL EVIDENCE with citations (the source) to where I got the information from.
- ❏ my textual evidence is in "quotation marks" if I copied it word-for-word.
- ❏ my evidence, if it is paraphrased, must still be cited (include the source where you got it).
- ❏ I have headings and subheadings on my ISD (such as the generalization that I am organizing my information under).
- ❏ my STUDENT-LED RESEARCH DATA has to be somewhere in my ISD as well. It might fit in one of my generalizations, OR I might put it separately.
- ❏ used 4+ GATE depth and complexity icons or content imperatives if I am a Level 1 student and 6+ GATE depth and complexity icons or content imperatives if I am a Level 2 student.
- ❏ used 2-3 generalizations under "conflict" (Level 1) or all 5 generalizations under "conflict" (Level 2).
- ❏ proofread and revised the document to ensure that all my information makes sense.

IF you checked off all of these boxes, then you are ready to show your ISD to your mentor teacher. You should not just print out information and glue it on your board before getting it approved. If you do this, the coordinating teacher might make you start over or re-print a revised copy to glue on top of your old drafts. This never looks good. The writing process is ALL ABOUT REVISION. **No one will be ready to print after their first draft!**

See the next few pages for more help and resources on how to organize your scholarly research findings and student-led research data in your ISD (which is what will eventually be on your board).

Here are some more specific resources and helpful tips!....

CONFLICT GENERALIZATIONS

How do I use these generalizations to organize my scholarly research or student-led researching findings?

How many? Level 1 students need to pick 2-3 generalizations, while Level 2 students must use all five.

How do I use this? The generalizations are in gray boxes! Underneath each generalization are bullet points of questions and tips that can help you figure out what kind of research/data you should include for that generalization.

Conflict is composed of opposing forces.

- In your research, do you have evidence that your conflict has two different sides that are against each other?
- Write information, quotes, statistics, ideas, textual evidence, or student-led research findings that show the two opposite sides and how they relate!
- THINKING TIP: *Did you know that "multiple perspectives" is a great icon to use here? That's because multiple perspectives means many different points of view. In this section, you are writing all about two different sides of the conflict, so using a "multiple perspectives" icon here would be a great idea!*

Conflict may be natural or man-made.

- In your research, do you have evidence that your conflict is or was created by nature? OR do you have evidence that your conflict is or was created by human beings?
- Do you have evidence that it show both nature and humans are responsible for the conflict?
- Write your information down and use this generalization if it fits with what you researched!
- THINKING TIP: *The content imperative "origins" would work really well here! You can also use other ones like impact, contribution, trends, over time, original, process, etc….There are so many to use! Only use the ones that truly connect to your ideas/research!*

Conflict may be intentional or unintentional.

- In your research, do you have evidence that your conflict was created on purpose or not on purpose?
- Was there a reason why this conflict was started or created?
- Was this conflict started, but something that wasn't meant to happen actually happened? (that means "unintentional," like a result that didn't meant to happen)
- THINKING TIP: *The icons impact, motive, translate, patterns, trends, big ideas, or changes over time, etc… can work here. The content imperatives of contribution, convergence, or even paradox might work here. Remember, only use an icon or imperative if it truly connects to your ideas/research.*

Conflict may allow for synthesis and change.

- In your research, do you have evidence that your conflict can lead to new ideas to form together or that your conflict can allow for changes to happen?
- THINKING TIP: *The icons changes over time, patterns, trends, or the icons convergence, contribution, etc...can work for this generalization. Remember, only use an icon or imperative if it truly connects to your ideas and research.*

Conflict is progressive.

- In your research, do you have evidence that your conflict keeps changing over time or with modern times?
- Does the conflict change with newer situations?
- Does it change in different environments?
- THINKING TIP: *The icons context, across the disciplines, changes over time, patterns, trends, or the icon contribution, etc...can work for this generalization. Remember, only use an icon or imperative if it truly connects to your ideas and research.*

::

GATE DEPTH & COMPLEXITY ICONS + CONTENT IMPERATIVES

How do I use these tools to organize my scholarly research and student-led research findings?

- MIX & MATCH: You can use the GATE icons and imperatives WITHIN your generalization categories.
- You can also use other ones separately on their own, so you can have a heading called "ETHICS" and discuss the ethical issues within your conflict!

*REQUIRED ICONS: *There are some icons that are so important, they are required!*

Level 1 Information Synthesis	**Level 2** Information Synthesis
You must use **LANGUAGE OF THE DISCIPLINE** as one of your icons because it is important to define the conflict! Choose your other ones on your own! **TOTAL = 4+ icons/imperatives**	You must use **LANGUAGE OF THE DISCIPLINE** as one of your icons because it is important to define the conflict! You **must use PARALLELS** as well. Choose your other ones on your own! **TOTAL = 6+ icons/imperatives**

Do I need to print out the icons or include the pictures of the icons on my board? *YES!*
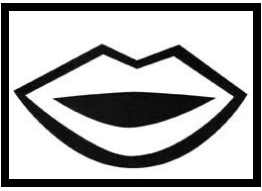
How do I find the icons? Use google images. Type in the name of the icon and the word "GATE ICON" to find it. You will be amazed at how many different illustrations there are!
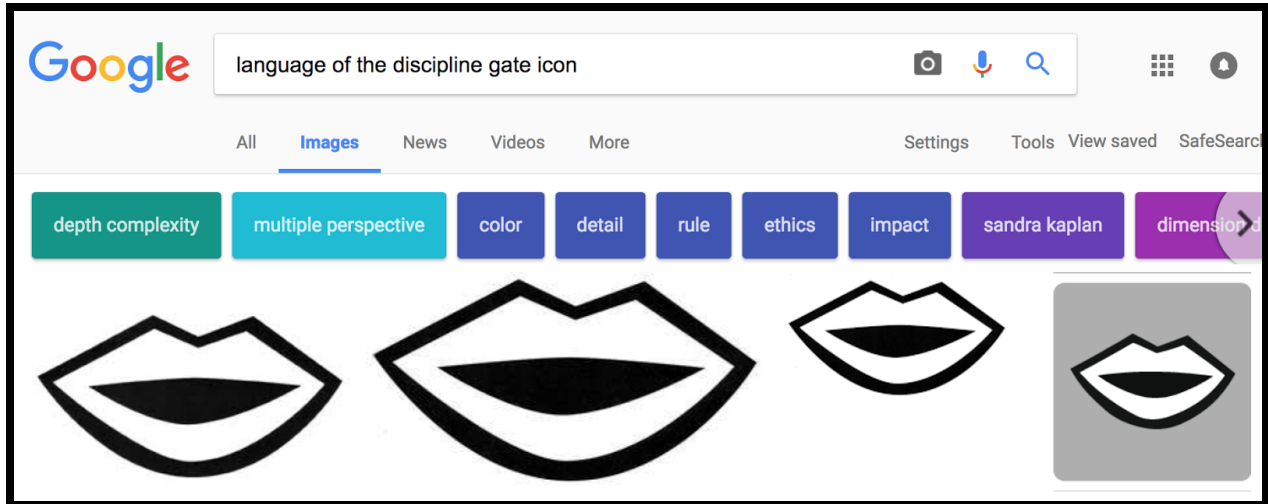
THINKING TOOLS & HELPFUL TIPS:

Do you need help using the icons correctly? The next few pages will explain what each of the icons are all about, and it will even help you use them in a correct way!

GATE DEPTH & COMPLEXITY ICONS:

	LANGUAGE OF THE DISCIPLINE
	What definitions are important to include to understand the topic? For example, if your topic is on "global warming," then you need to define what global warming is (use expert/scholarly sources), and any other additional words or terms that relate to global warming that you need to explain.

Key Questions:
What vocabulary terms are specific to the content or discipline?
-What specialized vocabulary is needed to understand the topic?
-What abbreviations, symbols, or key phrases are needed to understand the topic?
-What common tools, skills, or tasks do experts use?

Sentence Starters:
_____ was a phrase/word used during the _____ time period.
Experts in this field use terms such as.... to describe....
Words that are significant for a person to understand this topic are...
_____ means ..... This word is significant because....
_____ can be defined as .....
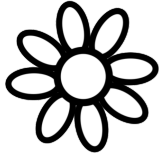
DETAILS

What details, such as characteristics, attributes, or traits about the issue are important to know? Is there a "who, what, when, where, why or how" that is important to explain to understand the topic or conflict better?

Key Questions:
What are the defining features or characteristics?
Find examples and evidence to support opinions and ideas.
-What key traits, details, or characteristics define the topic?
-Which important details make this different from other topics?
-What details can be explained further?

Sentence Starters:
The details of the topic include _____.
This event happens in ___ during ____.
The people involved are ____.
Characteristics of this idea/topic/problem are....
The main details that are important to know are...
Important details include...
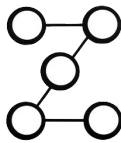
PATTERNS

What elements or ideas keep happening over and over again within the conflict that you are exploring? What predictions can be made because of this repetition? Remember, patterns keep happening again and again.

Key Questions:
What elements recur? What is the sequence or order of events?
Make predictions based on past events.
-What is the order of events?
-Which elements, events, or ideas are recurring?
-What predictions can be made based on the patterns seen?

Sentence Starters:
The patterns that exist within this situation are...
Repeating patterns within this topic/issue are...
____ happen repeatedly, creating a pattern of....
The order of events when _____ create a pattern of ____. Based on these patterns, the prediction that ___ can be made because....
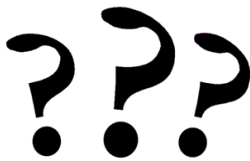
UNANSWERED QUESTIONS

Are there any unanswered or open-ended questions that your research leads you to? Do researchers in the field have questions that have not yet been answered? Is there anything within the conflict that leads to new questions or possibly new discoveries or investigations?

Key Questions:
What information is unclear, missing, or unavailable?
What evidence do you need? What has not yet been proven?
-What has not been explored, proven, or understood about the topic?
-How is the information incomplete or lacking in explanation?
-What conclusions need further evidence?

Sentence Starters:
Missing parts/incomplete ideas/ discrepancies/ unresolved issues that are related to this issue/topic include...
Some unanswered questions that have not been addressed are...
The research/study/article lacks evidence about....and raises the question of....
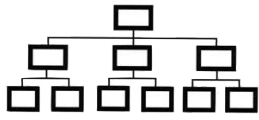
RULES

Are there any rules within the conflict that you researched that cause the conflict to occur? Are there rules that the conflict created? Do rules influence the conflict or does the conflict influence the rules? What kind of effect do these rules have?

Key Questions:
What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?
-How are the main ideas of the topic organized?
-What rule or formula dictates how a system operates?
-What is the hierarchy of the structure?

Sentence Starters:
The structure behind _____ includes....
Order exists within ____ because.... // The main ideas within the topic create rules such as....
_____ is seen as superior to ____ because... // _____ is seen as inferior to _____ because...
The social/political/cultural/gender/class/racial rules that exist within the _____ community/society are.....
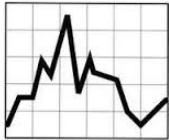
TRENDS

What are some things, events, actions, ideas, or mindsets that are happening within this conflict? How does this conflict change over time? What kinds of things within the conflict are happening now as opposed to before? What causes these trends to happen? How do these trends affect the conflict?

Key Questions:
Note factors (social, economic, political, geographic) that cause events to occur.
Identify patterns of change over time.
-What patterns have changed over time?
-What actions created the changes in the trend?
-What factors (e.g. social, political, economic, geographic) influenced the trend?

Sentence Starters:
Trends or patterns that happen over time are...
During the time period of _____ to _____, trends such as ____ are....
Social/political, economic, and geographic trends during the time period/era/decade of _____ were....
These trends existed because....
These trends have stayed the same because .... // These trends have changed because....
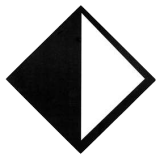
ETHICS

What are the moral or immoral ideas that are involved within the conflict? What is right or wrong? Does this conflict have a right AND a wrong? Is it both ethical and unethical at the same time? How do these "ethical implications" work against each other? How do people feel about the rightness or wrongness of the conflict?

Key Questions:
What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?
-What are some beliefs, values, or judgments that exist?
-How does society teach and spread its code of ethics on the topic?
-What moral principles are involved in the topic?
-How has bias, prejudice, or discrimination affected the topic?

Sentence Starters:
People's religious, cultural, moral, or personal values that are involved are....
The moral and immoral aspects of this situation include....
The underlying moral principles behind ____ are....
Values and beliefs that influence _____ are....
Ethical controversies or debates on the right and wrong surrounding the issue of ____ are....

BIG IDEA

What overarching, big, significant idea, message, or theme is shown through your research of the conflict? What is the big understanding or misunderstanding, the main message, or the main statement about the conflict that is important to communicate?

Key Questions:
What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?
-What is the key idea, theory, or principle?
-What conclusions can be made based on the collection of facts?
-What evidence is needed to support the overarching statement?

Sentence Starters:
A general theory or significant idea that results from this ____ is ____.
The message/lesson/moral of the ____ is ____.
The main purpose or idea that is expressed is____ which can be supported by the fact that ___
One general conclusion that can be made about this issue/study/piece/work is _____ because of ____.
As a result, the overarching theme is....

ACROSS THE DISCIPLINES

How is this conflict seen in a different discipline? For example, if you are doing global warming, how do scientists see this conflict differently than economists/corporations? What about workers? What about politicians or leaders of nations? How does this conflict change or not change in different situations or subject matters?

Key Questions:
Relate the area of study to other subjects within, between, and across disciplines.
-Across the disciplines: How does the topic influence and relate to other subjects?
-Describe a topic's place in more than one discipline.
-What are the perspectives of experts from other fields on the topic?

Sentence Starters:
This idea can be studied through multiple subjects or disciplines, such as..
This ___/topic is relevant to the subject areas of...
This topic influences or relates to industries such as ...... because.....
Experts from the fields of ____ and ____ both view this topic/issue by...
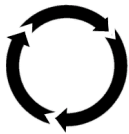
CHANGES OVER TIME

How has the conflict changed over time? What changes have occured that have influenced the conflict? Why are these changes important to consider or discuss? What changes are important and what changes are unimportant? Timelines are perfect for this!

Key Questions:
How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?
-How has an idea changed during a particular time period?
-How has time affected how people view the topic?
-How and why did the idea change or remain the same over different time periods?

Sentence Starters:
Throughout time, changes such as _____ have occurred surrounding the issue of....
Over time, people's views have changed by...   Over time, this issue has remained the same because...
Over time, changes have occurred such as...   Over time, this issue/problem has not changed because...

MULTIPLE PERSPECTIVES

How is your conflict viewed differently by various people, industries, systems, cultures, nations, or groups of people? Does your conflict create multiple perspectives? Or do multiple perspectives create your conflict?

Key Questions:
How would others see the situation differently?
-How do different people view the topic?
-What are the pros and cons of each viewpoint?
-What ideas about the topic will different perspectives question?

Sentence Starters:
The different roles that exist are…   //   The opposing viewpoints that surround this issue include…
People who agree with this believe…while people who disagree believe…
Opponents argue that…while supporters claim that…
This issue can be seen through multiple perspectives, such as….
The pros and cons of _____ are…   //   The advantages and disadvantages that exist surrounding ____ are….
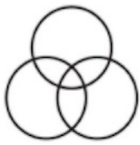
CONTEXT

What is the environment or situation that surrounds your conflict? What issues surrounding your conflict are important to note? How does the environment (the country, the time period, the political system, industry, etc…) affect, illustrate, describe, define, or influence the conflict?

Key Questions:
-What determines the outcome of an event?
-What features, conditions, or circumstances describe the situation?
-How does the environment shape or affect what is happening?

Sentence Starters:
The context or environment that surrounds the issue of _____ can be described by…
The conditions of this issue/problem are….
The background details of _____ are _____. Understanding the context is important because….
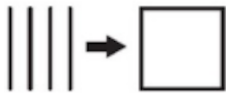
TRANSLATE

How does this conflict change when it is in a different situation? Does the conflict convert to something else ever? Can the conflict be re-interpreted or seen in a completely different way when it goes across cultures, to different countries, in different times, systems, disciplines, or to a different group of people?

Key Questions:
-What are the multiple and varied meanings of the language?
-How is the same idea interpreted in different situations and by different people?

Sentence Starters:
The idea of _____ could also be interpreted as _____ by _____.
In a different situation, _____ would look like _____
In different languages/cultures/scenarios, the meaning of that action/phrase/idea would be…

ORIGINAL

What makes this conflict new or innovative? Is this conflict a redesigned version of an older conflict? Is this conflict completely new because it is more modern and goes with current times?

Key Questions:
-Why is it new? // What makes it new? // How does time and place make it new?

Sentence Starters:
One possible design could include _ _ _ _ _ _ _ _ _ _ _
This idea is innovative or different because....
_ _ _ _ _ _ _ _ _ could be redesigned by _ _ _ _ _ _ _ _ _ _ _.
The fact that it was developed in _ _ _ _ / during _ _ _ _ makes this an original and innovative idea/solution.
_ _ _ _ _ _ _ _ _ could be modified by _ _ _ _ _ _ _ _ _ _ _.
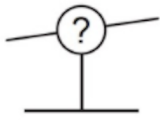
JUDGMENT

What kinds of decisions, laws, or verdicts (a court case decision) have been made surrounding this conflict? What do people agree with or disagree with? How do people view or evaluate this conflict? What mindsets about this conflict exist?

Key Questions:
What factors will influence what is happening? // How is the decision to be made?

Sentence Starters:
I have determined that _ _ _ _ _ _ _ _ _ _ _ _.
I disagree/agree with _ _ _ _ _ _ _ _ _ in regards to _ _ _ _ _ _ _ _ _ based on _ _ _ _ _ _ _ _ _ _ _ _.
I conclude that _ _ _ _ _ _ _ _ _ _ _ _ is _ _ _ _ _ _ _ because _ _ _ _ _ _ _ _ _ _ _ _.

IMPACT

How does this conflict impact people? What kinds of effects does this conflict have on individuals, groups, communities, or the world at large? How do people impact this conflict? How does the conflict impact other conflicts or systems?

Key Questions:
How does _ _ _ _ influence _ _ _ _? //   What are the effects of _ _ _ _ on _ _ _ _ _?

Sentence Starters:
_ _ _ _ _ impacts _ _ _ _ by... //   _ _ _ _ affects _ _ _ _ in _ _ _ _ through...
_ _ _ _ _ changes _ _ _ _ through... //   The idea of _ _ _ _ has impacted people's beliefs by..

PROCESS

What are the steps that lead to this conflict? What conflicts lead to other conflicts? What kinds of links, arrangements, continuums, timelines, or connections are important to reveal to understand the conflict better?

Key Questions:
What steps are used to create this? // What type of procedure is involved?

Sentence Starters:
In order to _ _ _ _, the following steps must be completed:
The procedure involved includes...

MOTIVE

Why does this conflict exist? Who or what is behind this conflict? Do some people want this conflict to exist, do others want this conflict to not happen anymore, or both? Why? What reasons or purposes are behind this conflict. How does this conflict create motives in people, countries, or companies, etc...?

Key Questions:
What is causing this to happen? // How is the idea or work stimulated?

Sentence Starters:
The motive/reason behind _____ is _____.
The reason why this idea exists is because...   //   The author's purpose is to....

PROOF

What evidence or information about this conflict is very important to reveal? How does this evidence investigate the conflict deeper? What kinds of statistics, survey results, quotes, videos, or primary sources can help reveal truths about this conflict?

Key Questions:
What information verifies this? // How can this be validated?

Sentence Starters:
Based on _____, the _____ is valid because _____.
We see evidence of _____ when _____ states that _____.

GATE CONTENT IMPERATIVES:
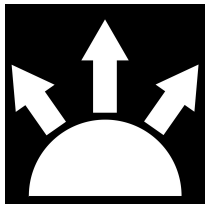
ORIGINS

What is the root of this problem or conflict? What started this conflict? Where does it all begin? Was it a group of people? An event? A law? A belief? A system? What made this conflict exist in the first place? Or does this conflict just exist because it is from nature?

The beginning, root, or source of an idea or event
- When and where did the topic originate?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?

Sentence Starters:
The origin of (the topic/issue) is...
The cause or root of the problem is..
This issue originated from...
This idea came from...
____ originates from...
The source or origin of this idea/trend/phenomena is...
This is rooted in the idea that...
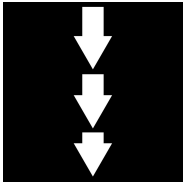
CONTRIBUTIONS

What contributes to the conflict or how does the conflict contribute to society? Is it a positive or negative contribution?
How do people or how have people contributed to this conflict?
Does this conflict contribute to another conflict?

The significant part or result of an idea or event
- What was the significance or value of the topic?
- What changes occurred because of the topic?
- How did the topic impact and contribute to other ideas?

Sentence Starters:
_____ contributes to _____ by… // One important contributor of _____ is _____
Throughout time, contributions to _____ have been made by
The most significant contribution towards _____ is _____
Due to the contribution of _____ to _____, changes such as _____ have occurred.
_____'s contribution towards _____ is _____   // _____ is a contributing factor of _____

CONVERGENCE

Convergence is when multiple different things all come together to create the issue -- in this case, the conflict.
What different factors, situations, problems, people, systems, etc… have all come together to create this conflict?

The coming together or meeting point of events or ideas
- What factors merged together to cause the topic?
- When and where did the ideas come together?
- What emerged from all of the ideas coming together?
- What ties all of the ideas together?

Sentence Starters:
Various _____ come together or converge to create _____
_____ is a convergence of various issues/problems/etc…
Multiple factors converge to create the problem of _____, such as…
These ideas all come together and create _____. // An idea that ties all of this together is….
The various elements/factors/systems converge of _____, _____, and _____ are tied together through….
_____, _____, and _____ converge to create the problem of….

PARADOX

A paradox is when you have a situation where you have opposite ideas or forces pulling apart the situation. For example, a paradox is when you have freedom on one side and order/rules on the other side. These two opposite ideas pull each other apart, and in the center, you have democracy. So in other words, because those two conflicting ideas repel each other, you can have a system that works -- which is paradoxical -- This is a very advanced concept and imperative. Only use it if it truly makes sense with your research and you understand it well.

The contradictory elements in an event or idea
- What facts in the topic disagree with one another?
- What ideas contradict each other?
- What dilemmas or controversies exist in the topic?
- Why are the elements contradicting each other?   *See next page for sentence starters…*

PARADOX Sentence Starters:
While the _____(topic) may be viewed as _____, it can also be viewed as _____ (opposite).
The _____ represents _____ and _____ at the same time.
The idea of ____ is being stretched in opposite directions, by ____ and _____. This creates a paradoxical situation because .....
The contradiction of ____ and ____ existing at the same time creates the problem of _____.
These two opposite forces disagree with each other causing....

PARALLEL

Parallels are ways in which two ideas are similar to each other, or have qualities that make them go in the same direction. What similar elements exist between the topic and other topics? What is comparable between this and another idea? How and why does the topic relate to other topics? What factors (events, actions, ideas) are similar?

How does your conflict have parallels within three different contexts? (personal, community, global) -- You need to explore this and include it as part of your analysis. This must be in your ISD as well. It will be one of the components on your trifold board.

Level 2 students MUST have a "Parallel Connections" section in their ISD and therefore, on their trifold board.

Ideas or events that are similar and can be compared to one another
- What similar elements exist between the topic and other topics?
- What is comparable between this and another idea?
- How and why does the topic relate to other topics?
- What factors (events, actions, ideas) are similar?

Sentence Starters:
The events that happened during ____ (time/era/event/situation) are parallel to the events that happened during ____ because...
The two ideas are parallel because....
Similar elements exist within these two situations, such as...
The events/actions/ideas of _____ are similar in that they both....
Commonalities or similarities between ___ and ____ are....
The qualities/characteristics/similarities between ___ and ___ include...
The ideas of ___ and ____ are parallel in that...
This conflict is parallel to _____ in...
This idea has parallels to my personal life/our community, the global environment/society as a whole because...

Adapted from S. Kaplan / J. Curry

SOME NOTES:

Remember, sentence starters are tools you use only when you need them. You can phrase your sentences in a way that makes you communicate your information as clearly as possible. If you use a different style or your sentences sound different, that is fantastic!

You can embed the GATE depth & complexity icons or content imperatives within your Conflict Generalizations, or have some of them in separate sections.

Be sure to always include sub-headings or headings for each of your sections.

EXAMPLE OF AN INFORMATION SYNTHESIS DOCUMENT *(Please note, this is just an example! Please do NOT copy this example. You don't have to make your ISD look exactly like this.)*

THIS IS AN EXAMPLE FROM THE "WHERE DO I FIT IN" GATE SYMPOSIUM.
This project uses the universal theme, "CONFLICT," so it is used here as an example, since this year's theme is all about CONFLICT! By Jasmine L. & Andrea O. (8th graders)

Driving Question: How do the conflicts within the economic system of the food industry contribute to declining health in America?

LANGUAGE OF THE DISCIPLINE
Economy – wealth or resources of a country
Industries – factories manufacturing goods
GMO – genetically modified foods
Contribute – give, share, or add on
GDP – gross domestic product

Language of the Discipline
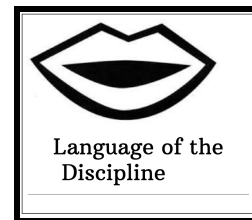
Conflict is composed of opposing forces (Paradox)

- A paradox would be between the health costs of unwanted food or cheap food and the profit the businesses want to gain from those. These two ideas are stretching the problem from opposite ends, and making Americans unhealthy.
- Food industries are contradicting the health of their people, and they are giving them cheap and simple things, but at the cost of their health.
- Not only are the food industries gaining more money by selling their unwanted produce, they are affecting the health of the consumers. In fact. According to Mary Story she states, "multiple techniques and channels are used to reach youth, beginning when they are toddlers, to foster brand building and influence food product purchase behavior."
- While some people are fine with these unhealthy foods because they are cheaper. According to Susan Roberts she states, "some [are] giving up on losing weight altogether."
- Cheap food contributes to the high profits of the food industries/owners, but also contributes to the bad health of the consumers. According to Susan Roberts she says, "They can relabel them, but the meals are not any different." The cheaper the food, the less nutrition it has. Also, many cheap foods such as fast foods and processed foods have high salt, sugar, and fat content that negatively affects the health of the consumer.
- The industry's excessive economic influence, gigantic corporations like McDonald's, Burger King, and KFC make huge profits selling fast food at artificially-reduced prices, their marketing campaigns are the true cost to public health, fast food workers, animal welfare, and the environment.
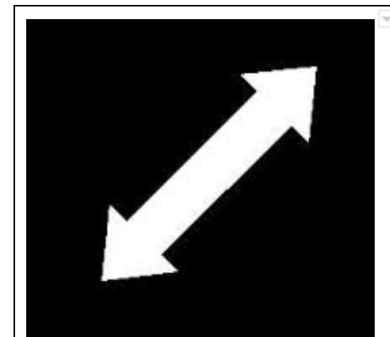
Paradox

In your opinion, if you decided to only eat healthy food, would it be more or less expensive?
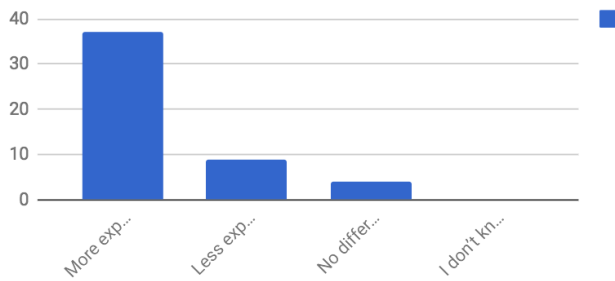
In your opinion, if you decided to only eat healthy foods, would it be…

Our student-led research findings show that this is true that people think that eating healthier is more expensive, and unhealthy food is cheaper. Out of the 50 people that we asked, 37 said it was more expensive to eat healthy food, 9 said it was not more expensive, and 4 said that there is no difference.

This shows that eating cheaply may be linked to unhealthy diets.

Conflict may be natural or man-made (relate over time)

- Man-made: Most of the food is made with chemicals and other types of ingredients that are not healthy for people's health. According to Angus Chen, "They'll give healthy eating a bad name just as they gave dieting a bad name."
- Man-made v. Natural: Some foods grow naturally, while others are man-made, such as ingredients that are used for preserving, ingredients in fast foods, and foods with sugars. For example, a chicken nugget is man-made and may have soy products in the nugget while an actual piece of chicken is more natural. The actual chicken has a lot more nutritional and health value to the eater than the chicken nugget.

Relate over Time
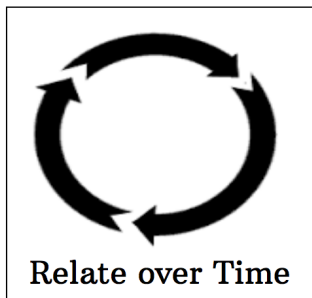
- Man-made: Some companies may just have labels that seem professional so that people would buy them more. As Angus Chen states, "The brand has added 'No Preservatives' and 'Gluten-Free' and 'Non-GMO' labels and a new line of frozen meals, certified organic by the nonprofit Oregon Tilth." However, this does not always mean the food is 100% natural.
- Man-made: In order for the foods to keep looking fresh, sellers have to add more sugars or other chemicals. According to Maria Godoy she states, "That describes the reaction of many Americans this week following revelations that, 50 years ago, the sugar industry paid Harvard scientists for research that downplayed sugar's roles in heart disease-and put the spotlight squarely on dietary fat."

What are your top three sources that you use in your life to find out if a type of food is healthy or not?
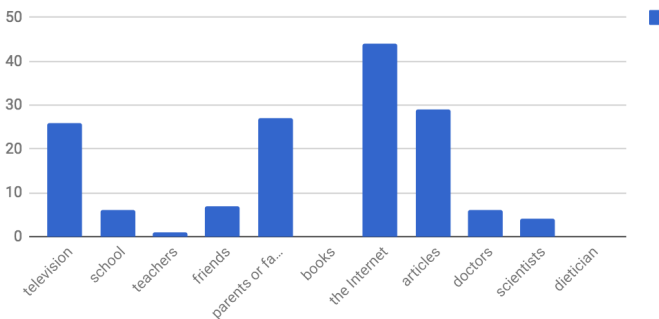
In your experience, check the TOP THREE sources that use in your life to find out if a type…

In our **student-led research**, we asked a few survey questions to 50 people. One of our questions was about how people find out if a food is healthy or not. It shows that most people look at the internet, articles, television and parents to find out if food is healthy. This shows that people believe things based on what they hear in the media or with people close to them, instead of looking for answers through scientists, doctors, or dieticians.

Another thing we looked at was if people even research if their food is healthy. Our results show that 56% of the people we surveyed don't look things up, only 14% do look it up, and 30% don't know. These answers might be due to the fact that the people we surveyed were mostly young people like middle schoolers, who might not be researching if their food is healthy.

In your experience, do you research how healthy certain foods are?

I don't know.
30.0%

No, I never resear...
56.0%

Yes, I do research...
14.0%
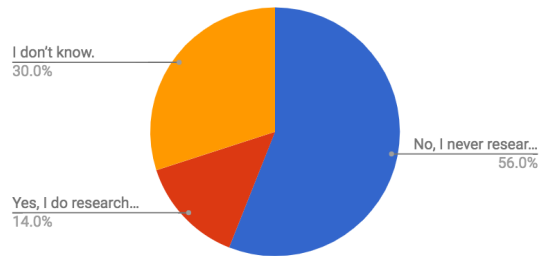
Conflicts May be Intentional or Unintentional (impact)

Impact
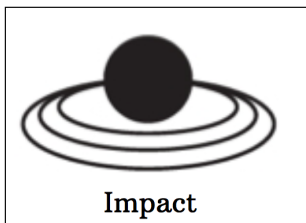
- ● **_Intentional:_** These food companies are intentionally selling unhealthy food just to gain more money. Mary Story states, "About $2 billion is spent on youth-targeted public relations, such as broadcast and print publicity, event marketing, and school relations." These companies want to impact people's minds and choices.
- ● **_Unintentional_**: The food industries are contributing to declining health of their customers due to unhealthy produce that is sold. This impacts people's health in a negative way.
- **_Unintentional:_** Since the food industry want to make a lot of money, they want to sell diet foods too, but these "diet" foods are not necessarily full of nutrition. They might use other types of sugars and fats that are low calorie, but not nutritional. As stated by Angus Chen, "Sales of diet food products have dropped in the recent years as consumers have become disillusioned with their effectiveness for weight loss. This is due to the fact that when people eat the "diet foods," their weight loss doesn't happen, and their health is just as bad. Many of the diet foods are unintentionally harming people, creating a negative impact.
- **_Unintentional:_** The unhealthy types of fast food industries has changed the way that food is produced. For example, now that places like KFC need so much chicken, and people are eating chicken every single day, that means the poultry industry needs to make as many chickens as possible in the fastest way possible, which can mean they add antibiotics, fillers, and other things that are bad for people's health into the chickens. Furthermore, fast food is linked to declining health, such as obesity, diabetes, heart disease, and other ailments that are a result of poor diets.
- Since the main types of the ingredients used in fast food are eggs, dairy, and meat, many people eat more of this, so farmers have to produce more of these ingredients, which creates negative impacts on the environment and creates factory-style farms whose main goal is only to produce the most food as possible, without regard to the environment, animals, and the nutritional value or safety of the food. The article _Fast Food_ states, "Especially because meat, dairy and eggs are the main ingredients in fast food, the exponential increase in its consumption has engendered a wide range of negative social impacts-including rapidly rising diet-related disease rates, worker exploitation, systemic animal abuse, and environmental degradation."

Conflicts May Allow for Synthesis and Change (trends)

- Today, a trend is that most unhealthy foods are seen in a negative way today, so most people think that it is better to go on a diet, so they look for foods that are fat-free or sugar-free. According to Angus Chen's article, "But if there's a consensus, it's that fat-free, high-sugar products are out." In order to still sell, the companies

might just change out regular sugar for another kind of sugar, or one type of fat to another.

- Companies may have to be creative to go along with the trends. They might even start selling the same meals, but in a different package. According to Susan Roberts she states, "They can relabel them, but the meals are not any different."
- Farmers have to think about how much they are willing to sell their produce for, the more the better.
- The economics of the food systems have changed dramatically like the millions of farms have encouraged larger and intense farm operations like the factory farm which is producing meat, eggs, and dairy. Since producers are selling more and more, they must produce their vegetables and fruits much faster, which can cause many problems because they try to find new ways for the increase of production, and may use chemicals such as pesticides.
- In the article *Fast Food* it states, "Both nutritional researchers and public health agencies implicate fast food as a major contributor to the obesity epidemic, mainly because of its high sugar, fat and calorie content (and low overall nutritional value)." This may get worse because of the changes they make and they keep on putting things like sugar and stuff that can make them fat and it continues to be fraud food.

Trends
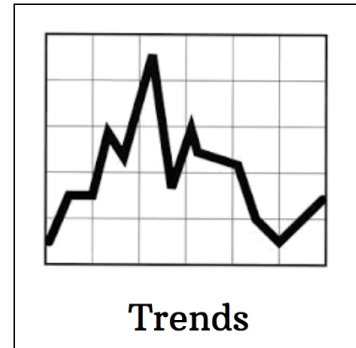
Conflict is Progressive (contribution)
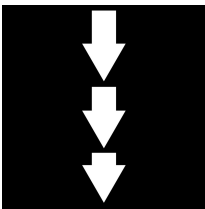
- Food industries are gaining more and more money, but people's health is getting worse and worse.
- This problem is getting worse through time. There is proof in this through geology. The weather is conflicting with how much produce is made, According to Lawrence Glaser and Rosanna Mentzer they stated, "Outlays on Federal crop insurance also decreased in fiscal 2014 as extreme weather events subsided and crop prices declined."
- Growing powers for farmers has led to raising prices and power to control marketing for products because they dominate most aspects of food because they are changing the price without letting the consumers know how much unhealthier it's getting. So the food industry contributes to prices.
- The price of mass production made by food companies are increasing due to air quality, contamination of water, and animal welfare problems. High food production at any cost, fast-food, and food fraud negatively contributes to people's health is just one of many factors that show how our food choices create conflicts not just for ourselves but for others like animals and the environment.

Don't forget the remaining pieces of your Student-led Research results that didn't fit in with all of the generalizations and subheadings! You should always try to put your student-led research results WITHIN your generalizations, but you can also put them separately. If you don't have charts/graphs, but instead have a "transcript" of an interview, or you have pictures, or other types of data, that all counts!

21 or older
8.0%

16-20 years old
12.0%

10-15 years old
80.0%
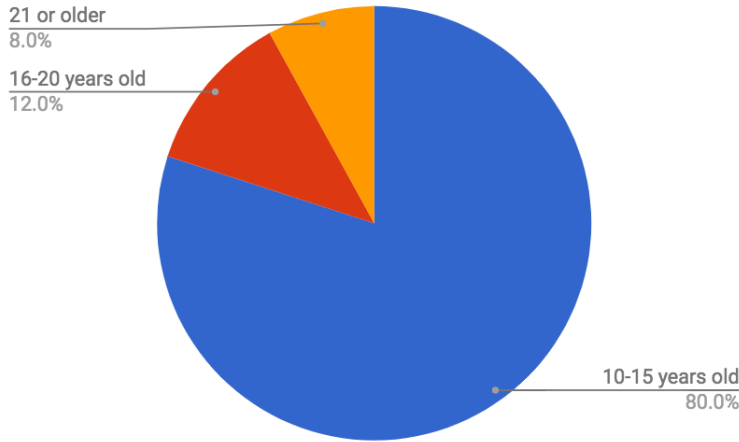
Limitations of our student-led research:

Limitations are the things that made our research not as accurate or realistic. We found that a lot of questions did not fit perfectly with our research, but mostly made sense. We also found that most of the people we surveyed were very young. 80% were 10-15 years old, and those students might not know a lot about food health or GMOs, so their responses might not be very accurate.

Another thing that was a limitation was the fact that we only surveyed 50 people at a middle school, our parents, and teachers near us, so that only gives us a snapshot of a certain group of people instead of the rest of the society.

Student-led Research Results continued...

In addition to asking questions about the cost of healthy food or where people go to find information about healthy foods, we also just asked people how much healthy food or what kinds of foods they eat in a week. We asked 50 people, and most of them were middle school kids.

In an average week, how much of your diet consists of each type of food? vs. "Healthy foods" (fruits and vegetables)

In an average week, how much of your diet consists of eating fast foods?

In an average week, how much of your diet consist of "Meaty Foods"?

In an average week, how much of your diet consists of eating "junk food" (like chips and so...
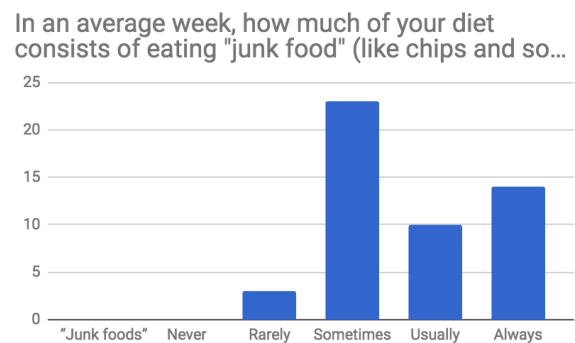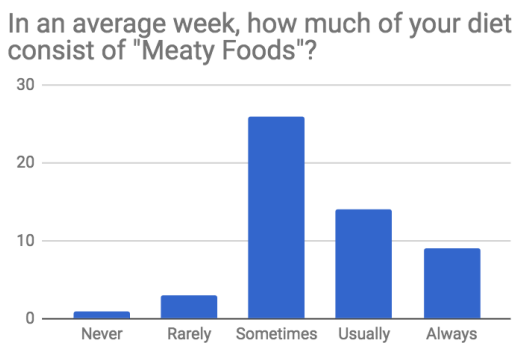
This shows that most people rarely, sometimes, or usually eat healthy foods. Most people sometimes eat fast foods, most people eat meat, and most people eat junk food during the week. This is related to our driving question because people might know about what is healthy or unhealthy, yet they are in the conflict of eating unhealthy foods still because of many factors as shown in our research.

Finally, don't forget the RELEVANT RESOLUTIONS MAP from the previous chapter! You've got to complete it and include it in your ISD, so that you can print it out and glue it onto your trifold boards!

This is the center box (the resolution).

A relevant resolution that can be made is for a law to be passed by the U.S. Congress for the food industry to label the food properly for all foods (including fast foods and dairy products, etc...). Some details can include the use of fillers in meat, the use of antibiotics, the use of pesticides, and other harmful ingredients in the food products. so that consumers know what they are eating. This is a resolution because the food industry will still be able to sell food, and the consumers will have a chance to know what is in their food.

RELEVANT RESOLUTIONS

Below is the LEFT side (one side of the issue)....

The conflict is that people's health is being negatively affected by the food industry through factory farming, mislabeled food items, and too much influence from the companies that regulate what people eat and how much it costs.	**Food consumers believe that this is important because** they believe that what they eat and what kind of food they buy has a negative affect on their health.	**The opposing side's issue is** that their goal and motive is to sell food at a good price to boost their sales, provide competition, provide enough food for the demand of fast food restaurants and companies that need the products (meat, produce, etc.), and help the economy.	**This is important because** the food industry is an important part of our economy, people depend on cheap prices to be able to eat.

Consumers of food

Below is the RIGHT side (one side of the issue)....

← **This is important because** the consumers want to be healthy and want to trust that the food they are eating will be good for their bodies. Also, eating food is an essential part of living and survival.	← **The opposing side's issue is** that they believe that the food industry mislabels food, adds chemicals or pesticides, or antibiotics to food products to sell things faster and cheaper, and does things to make more money at the cost of the health of the consumer.	← **The food industry believes this is important because** billions of dollars, thousands of companies, and employees are at stake. There are many people whose lives rely on the food industry to grow and make as much money as possible, and as efficiently as possible.	← **The conflict is** that the food industry is a multi-billion dollar industry and a very important part of the U.S. economy. There are many different factors involved and it should not be blamed for the declining health of Americans. Americans can make their own food choices.

The food industry

And don't forget, you need to include the **REALLY BIG IDEA CHART** (from chapter 5) on your board.

That was an example of a completed ISD - the "information synthesis document" which has all of these elements:

SCHOLARLY RESEARCH (textual evidence, findings, etc..)	STUDENT-LED RESEARCH results (survey data charts, interview transcripts, photographs, experiment data, observation notes and charts)
GATE DEPTH & COMPLEXITY ICONS or CONTENT IMPERATIVES	CONFLICT generalizations
RELEVANT RESOLUTION MAP	
REALLY BIG IDEA CHART	
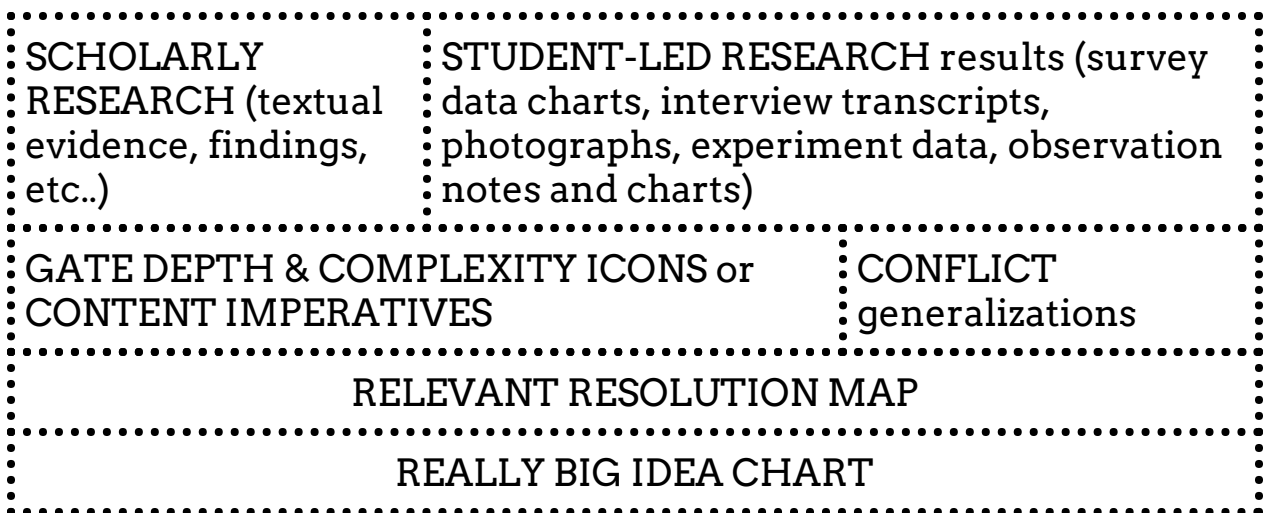
- After you get the **Information Synthesis Document** completed, you are now ready to get it **approved by your mentor teacher**.
- Then, you can **PRINT IT OUT**, cut it out neatly, put a **border** around it (using a construction sheet of paper in a **color that MATCHES your ideas/concepts/conflict/theme/message**), and **glue it on your trifold board!**

Whew! You're almost there!

The Information Synthesis Document
Trust us! You'll want to read these tips!

PRO-TIPS

➔ If you use a google doc to write out your ISD, you can change the configuration of the paper to "landscape" or a horizontal view. Go to File > Page Setup > and click on the "Landscape" button. This helps when you have a lot of information that you want to keep on one page.

➔ You can also use TABLES -- Go to Table > Insert Table > and click on the number of boxes or fields that you want in your table. This is a great idea because it makes it much easier to cut STRAIGHT lines when you print out your work! Remember, we don't like crooked jagged edges. We want professional edges! If you use tables, it already creates a line (box) for you, so you don't need to use a ruler to cut straight edges! So easy! And don't forget to use construction paper to put a border around everything - your construction paper color should match your ideas though!

➔ Use sites like grammarly to check your grammar. Use tools like spell check to check your spelling. Use your friends to help with proofreading! Be sure that you are showing your BEST writing and work! Don't go to your mentor with an ISD that does not have complete sentences, has a bunch of misspelled words, or doesn't even capitalize the "i" in a sentence (Yikes!). You are amazing scholars, so demonstrate it!

SUPER PRO-TIPS

➔ It is highly recommended that you use Google Slides for your ISD. The reason is that on Google Slides, you are allowed to move pictures, images, graphs, tables, charts, the icons, imperatives, text boxes, even the design of it all much more fluidly than google docs. Try it! When you print, you just need to print one slide per page to make it big enough.
  ◆ Information Synthesis Template (doc version) **https://goo.gl/Kd4GQU**
  ◆ Information Synthesis Template (slides version) **https://goo.gl/zvebUu**

➔ Don't print your ISD until your mentor teacher approves of it. Even after he/she approves of it, print one page only to see how big it is on your trifold board. We've seen lots of students accidentally print their information so huge that they can't fit everything on the board, so they have to re-print, and peel off their papers!

➔ DO NOT GLUE anything on the board until you've placed it all on the board first. After you placed everything down, and you know where it will all go (and that it all fits on the board), then you should start gluing! Nothing is worse than having to peel off your paper and seeing all your hard work (like paint and artwork) on your trifold board peel away as well! So sad!

A SPACE FOR THINKING AND PROCESSING

"Relevant Resolutions"

Exploration through

CREATIVITY

This chapter includes resources and information on how to design your trifold board according to your research and message/theme. It also includes information on how to create your supplemental creative piece.

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www.liftthegifted.org

The "WOW!!!!!" Factor

The "WOW!!!!" factor means that someone walking by your project is VISUALLY and INTELLECTUALLY amazed at what you created and learned. Both the CONTENT (information) and the CREATIVITY (art and thought) must make your project special. If you have a piece of the GATE Symposium real estate (half a table), how can you make yours shine so that people will want to go to your half of the table to learn about your topic?

What does Novelty mean for Symposium?

Novelty means special or unique, so ask yourself:
- ➔ What makes my project unique? How does this project stand out from the other projects?
- ➔ What makes my project relevant to the world we live in?
- ➔ What makes my project NOT like an ordinary school project? Why is my project DIFFERENT than a book report of information anyone can google?
- ➔ How does my project challenge people to think deeper, bigger, and differently?

In order to do this you have to use the different talents that you have and combine them with the talents in your group!
- ➔ What are you able to bring to your project? Are you:
  - ◆ Artistic?
  - ◆ Athletic?
  - ◆ Musical?
  - ◆ An Engineer?
  - ◆ Able to see things differently?

WOW!! WOW!!! WOW!!!!

- ➔ Does your project have an unexpected twist, maybe a surprise?
- ➔ Does it make people think in a new way?
- ➔ Is it visually exciting and appealing?
- ➔ Does the visual or creative aspects of your project connect with your information?
- ➔ When people glance the room, do their eyes go to your project?
- ➔ When you present your information, will people learn something new?
- ➔ Can you spark interest, curiosity, and more questions through your project?
- ➔ Does your project demonstrate critical thinking?
- ➔ Are you and your group members knowledgeable about your research and ready to answer any question in your oral presentation?
- ➔ Are you using language of the discipline and clearly communicating your ideas?
- ➔ Is your audience a part of your project?
- ➔ What does your audience hear, see, taste, smell, or feel?
- ➔ What kind of mood does your project create? Does it illustrate your overall big idea?
- ➔ Step back and think: What about my presentation makes it one of a kind?

ART + CREATIVITY:
Part I - Designing the Trifold Board

Your trifold will act as the backdrop and stage for your information and research findings. When you get your board proposal approved, you can get your trifold board (some programs will provide this for students).

> ➢ You must design the background of the trifold board. The background should NOT be a plain cardboard background. You can paint on paper, use paper to add artistic elements, wallpaper the backdrop with your own drawings or paintings, or add symbolism in the background. We don't recommend directly painting on the board, because this "bends" the board after it dries, and makes the board tip over very easily.
> ➢ Your driving question and ending question must be easily visible on your trifold. Many students in the past have built upwards, and have included their driving question in creative ways, such as adding extensions to the top of the board or creating a 3D effect.
> ➢ All of the information and research findings on your board MUST be clustered by generalizations. Please do NOT simply glue your information on the board. You must have construction paper backing the information (or bordering the info). Choose your construction paper colors wisely. Even the colors of your construction paper MUST correlate with your topic, universal theme, and generalizations. Don't just pick random colors. Your information must also be TYPED. Handwritten elements with marker or pencil are NOT allowed on your board. Be sure to make your board as professional-looking and neat as possible.
> ➢ Everything on your board must be designed and created to fit the topic, theme, and generalizations. This means that there should not be any decorations that are for the sake of being "cute" or "pretty." For example, if you choose to have glitter on your board, does the glitter match your topic, theme, and generalizations, or is it just to make it sparkly? If it does not match your topic, then you cannot use glitter. The same is true for flowers or decorative elements. If they do not have any connection to your topic or universal theme, you cannot add those elements.
> ➢ Finally, you ARE NOT ALLOWED to have any store-bought decorations. You may not get things already made and glue it onto your board. This includes letter cut-outs, borders, and any premade design elements that you can buy. Try to be creative and design/create everything yourself.

Part II - The Supplemental Creative Piece

You have many options to choose from! You only have to do ONE supplemental creative piece in addition to creating your trifold board.

PAINTINGS, MURALS, DRAWINGS, ALBUM, SCRAPBOOK, ARTIFACT, PHOTO EXHIBIT, etc...

You can create an illustration or mural of what you learned through your process, or the universal theme and generalizations of your research. Paintings, murals, and drawings should not just illustrate your findings, but create a sense of meaning and significance that you want the reader or viewer to understand. Murals show a story or a message. How can you show the story of what you researched about your topic through color, shape, and form? You can also create a photo exhibit, album, scrapbook, artifact, etc... that goes along with your research findings.

3D SCULPTURES, 3D OBJECTS, or INSTALLATIONS

You can create a sculpture or 3D object that matches your research findings. Use clay, paper mache, cardboard, wood, paper, etc...to create an object or sculpture that symbolizes your topic, universal theme and generalizations. When people view your object or sculpture, they should understand the deeper symbolism and meaning behind what you created and you should be able to communicate how it is related to your research.

INTERACTIVE ELEMENT

You can also create an interactive game or activity for your visitors to do. Maybe they can wear a mask, look through a pair of glasses, play a game, complete a quiz, etc... that matches your topic, universal theme, and your research findings. Be creative!

PERFORMANCE or PERFORMANCE ART

You can create a short performance or skit to explore your topic, universal theme, and generalizations with your audience members. You can also do a skit that does not have any dialogue, by acting something out, or depicting an idea through your own actions. You can do a musical piece like playing an instrument, or a rap. There are many different kinds of performances that you can do. Be creative!

PODCASTS, VIDEOS, or MULTIMEDIA pieces

You may record your interviews (with permission) on an audio or video file, so that you can create a podcast with it. A podcast is a radio show that incorporates sound effects, interviews, your own commentary, and even music. You can also create a video such as documentary or even a film. You can even create a video game, if that matches your topic and universal theme and generalizations. If you choose to do a podcast, film, or video game, you must have headphones, an iPad, or Chromebooks available to show your work on for the symposium event. Your mentor teacher can help ensure that these materials are available for you.

OTHER

If you would like to do a supplemental creative piece that is not outlined above, just ask your mentor teacher, and he or she will help you with your idea, and approve of your idea.

How do I figure out what to do for my Supplemental Creative piece?

Research art out there! Get inspired! There are so many online resources! You can visit museums through your computer screens! Google them!

- Metropolitan Museum
- Museum of Modern Art
- National Gallery of Art
- Smithsonian Institution
- The Guggenheim Museum
- Museum of Contemporary Art
- Los Angeles County Museum of Art
- Broad Art Museum
- The Getty Center
- The Hammer Museum
- California African American Museum
- Annenberg Space for Photography
- Museum of Latin American Art
- San Francisco Museum of Modern Art
- Dallas Museum of Art
- Minneapolis Institute of Arts and the Walker Art Center
- Norton Simon Museum
- Whitney Museum of American Art

❖ Think about how you want your audience members to feel or what you want them to learn as a result of your presentation!
❖ Talk to your art teacher to find out more, and get input from professionals!
❖ Remember, the supplemental creative piece is due one week after the deadline for the boards.
❖ When you bring it to school, you must keep it in a safe place with your mentor teacher, until it is time to transfer it to the gym or presentation space.

••
••

LEVEL 2 STUDENTS ONLY:

In addition to doing the creative piece, you must have a SYMPOSIUM BLOG or WEBSITE! Please link this through a QR code on your board.

You are encouraged to blog about your experiences. By reflecting on your thought process, you will be actively engaging in the metacognitive aspect of research. The blog or website should be shared and updated by all the members of one group, and can even act as a place to save and share work among group members. You can also post pictures, links to the resources you used, and other materials on your websites.

Trifold Board examples:

Do you notice how everything looks neat? There are no peeling-off corners, messy edges, smudges, and ALL the information has construction paper backing/borders (that are in colors that relate to the conflict/driving question/main ideas). The entire background of the trifold board must be decorated in a way that reflects your conflict, topic, and resolution.

Some students choose to add cardboard to the top of their boards to create a space for their driving question or add additional artistic elements.

Please DO NOT add cardboard to the side flaps, however. We only have enough tables to fit two projects per table. Please only build "up" or "down," but not to the sides.

So how do you come up with fresh, new, innovative, and creative ideas?

SYMBOLISM

Symbolism is when symbols, ideas, colors, shapes, illustrations, actions, etc… represent ideas or qualities that you want to express. What colors will you use that will create the right tone for your project? How do these colors and symbols relate to your topic, driving question, and conflict?

RESOLUTIONS

What about your resolution do you think can be captured by the board design or the creative supplemental art piece?

MESSAGE

What is the feeling or message that you want to convey to the viewer or audience member? When they see your project, do you want them to feel sad, inspired, confused (in a good way), enlightened, hopeful? How do you communicate this message through art?

MULTIPLE LAYERS OF MEANING

Does your art piece have multiple layers of meaning? For example, just creating a cardboard computer is not symbolic or does not have multiple layers of meaning. Instead, think about what the computer screen will be made of, what it is doing, what it is plugged into, where it is situated in...these elements can elevate your creative piece and make your computer screen mean so much more than just an object. You want to show meaning, teach a lesson, make people learn or think when they see your creative piece.

Can I go to the store?

Do not use store-bought ready-made materials. You are, however, allowed to buy things like wood, clay, wire, fabric, or other tools that you might need to make your supplemental creative piece.

> Your supplemental creative piece is not a plain object that acts as "decoration" or just a larger scale or cardboard version of an item that you talk about. It must have meaning *conveyed through it on multiple levels*. If your project is about the Internet, you SHOULD NOT just have a computer screen and call that your supplemental creative piece.

Supplemental Creative Piece examples:

Above are two examples where students wanted to create an interactive element with their creative pieces. The left-side photograph is a "matching game" to show how people perceive innovations that came from space exploration. The students carefully painted galaxies, glued illustrations, and laminated their cards so that visitors could play their game. On the right, you'll see a photobooth for a project about love. The project is both artistic and interactive.

Here are some examples of artifacts, sculptures, or pieces that students have made in the past. Above is a refrigerator that opens to vegan foods that guests can try, showing how diet is perceived by various religions. There is a paper guitar (that works) made of Rock 'n' Roll headlines that focus only on white musicians, a paper mache world made of littered plastic, a sculpture of poverty showing two sides of a brick wall, and a keyboard showing the news-cycle dominance of powerful countries through the dominance of flags on the keys.

This is a giant mural of the world, but it has velcro stickers, where guests can guess which countries have the lowest life expectancy v. the highest life expectancy and how this is related or unrelated to the country's economy.

Below are two gallery walls - These groups decided to have a mini-gallery exhibition to express their message.

Below is a closet with designer-brand goods, but some of the elements open up to reveal the truth behind these luxury goods. For example, the LV trunk opens to show factories that pollute the earth, the impact of leather goods on the environment, and much more. The picture on the bottom right is a projection of life on Mars, including the Mars floor, a Rover, and a paper-mache helmet, which guests can wear and take a picture with.
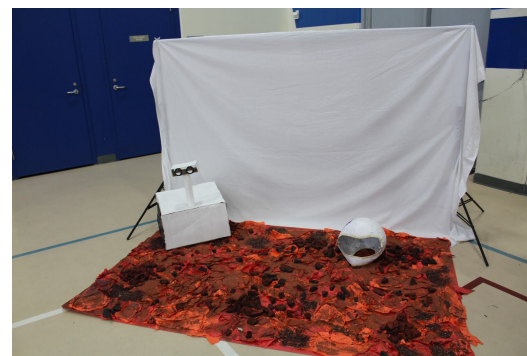
Using paint, glue guns, and x-acto knives...
Please treat all supplies as your own. Be respectful and responsible. Clean up your area and others' areas to keep classrooms neat and supplies in

good shape.

PAINT RULES:
- Do not take paint bottles outside of the designated area that your teacher has for paint. You may only pour paint onto palettes or paper plates and then take them to your work station.
- Never leave brushes unattended to dry and become destroyed.
- Always clean your brushes until the water runs clear.
- Always lay tarp or butcher paper underneath the area where you are painting, so that there is at least a 1-foot border of paper or tarp surrounding the entire cardboard/trifold/canvas.
- For messier processes, like splattering paint, please go to the art teacher for more direction and resources.
- No horseplay - do not play around with paint or joke with others using paint.
- Only take the amount of paint you need - there is a limited amount of paint.
- Take care of the brushes and put them back where you found them or who you borrowed them from.

GLUE GUN RULES:
- Only use the glue-gun in areas of the classroom that the teacher designates for glue-gun use. NEVER place a glue-gun directly on a surface (like the floor), on a desk, or on a shelf. You MUST use a paper or a piece of cardboard underneath the glue gun because it melts and leaks.
- DO NOT touch the silver part of the glue gun, and DO NOT touch the hot glue. Be very careful using the glue gun.
-

X-ACTO KNIVES RULES:
- 6th graders are not allowed to use X-acto knives. All cutting must be done by a tutor, older student, teacher, or mentor. 7th and 8th graders are allowed to use X-acto knives, but under supervision of the teacher.
- Each teacher should count the number of knives in the room at the beginning and end of class.
- Students may NEVER transport X-acto knives outside of the classroom, even to give them back to another classroom. The only people who are allowed to take X-acto knives outside of the classroom are teachers and adults.

Creative component planning sheet &
BOARD DESIGN PROPOSAL FORM

Draw out some of your ideas for your trifold board on the next few pages, and get it signed off by your mentor teacher before you get your trifold board. Use the Mentorship Log to track your mentor's signatures and approvals.

We have provided you multiple copies of this form so that you can change your ideas and revise your designs to keep improving them. Use pencil!

Creative component planning sheet &
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Creative Supplemental Piece - PROPOSAL FORM

We have provided you multiple copies of this form so that you can change your ideas and revise your designs to keep improving them. Use pencil!

Explain what you plan on doing for the supplemental creative piece.

_____

_____

_____

How does it show multiple layers of meaning that relate to your conflict and resolution, and your driving question?

_____

_____

_____

_____

_____

Draw out what you plan on doing:

What supplies or resources do you need? See the art teacher as soon as possible to find out what is available. You may have to purchase wire, fabric, wood, or clay.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Please get this signed off and approved by your mentor teacher.
Use the mentorship log to track your mentor's approvals!

Creative Supplemental Piece - PROPOSAL FORM

We have provided you multiple copies of this form so that you can change your ideas and revise your designs to keep improving them. Use pencil!

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_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

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_____

_____

_____

_____

_____

Draw out what you plan on doing:

What supplies or resources do you need? See the art teacher as soon as possible to find out what is available. You may have to purchase wire, fabric, wood, or clay.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Please get this signed off and approved by your mentor teacher.
Use the mentorship log to track your mentor's approvals!

A SPACE FOR THINKING AND PROCESSING

"Relevant Resolutions"

THE TRIFOLD
What goes on it?

This chapter includes information on what goes on the front and the back of the trifold board (including a copy of the board tag). These are requirements. If you do not have these components, your project will not be approved.

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My trifold board -- What goes on the front and what goes on the back?

THE FRONT:
- ❏ Your entire board needs to be decorated somehow (painted, glued pieces, etc…) in a way that reflects your theme, message, ideas, issue, topic, conflict, etc…
- ❏ You need the "Really BIG IDEA chart" with 2-3 generalizations columns (Level 1) and 5 generalizations columns (Level 2)
    - ❏ Find the template and make a copy here: https://goo.gl/qxKSuL
- ❏ ISD elements (all research findings and student-led research organized by CONFLICT generalizations and GATE icons and imperatives with clear subheadings, textual evidence, SLR results, etc…
- ❏ Your Relevant Resolutions Map
- ❏ The Driving Question (matching the theme/concept/issues/message/idea of your topic and information)

THE BACK:
- ❏ Pre-Submission Mentor's Evaluation Form (3s and 4s only)
- ❏ Board Tag
- ❏ Works Cited Page

On the due date (Level 1 -_____ // Level 2 -_____), the coordinator will only give "APPROVED" stickers to students who qualify by having all of the components on their board, and by complying to the rigorous expectations of critical thinking, research, inquiry, and discovery that are set forth in this project.

Many students will get a revision notice with information on what they need to do to get their project approved, and may be given another chance to revise and edit their projects for a short extension of time. Only the coordinating teacher at the school site will be able to do this.

Pre-submission Mentor's Evaluation Form

Pre-Submission Mentor's Evaluation Form:
This form MUST be completed by your primary mentor and taped to the back of the board when submitting the project. Only projects with mostly 3s and 4s should be submitted for review to the GATE Coordinator's classroom. Your mentor teacher has copies of this form, so you don't have to rip this one out of the handbook.

Group member names:
Mentor teacher's name:

Criteria (Only projects with 3s and 4s should be submitted for approval)	Superior (4 points)	Good (3 points)	Progressing (2 points)	Needs Improvement (1)
THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2)* and the group knows their driving question well!				
CREATIVITY: Project Board, including artistic piece shows creativity. Adequately and boldly communicates the topic at hand.				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
CREDIBILITY: Group uses a variety of credible sources for their secondary research and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				
Comments:		Total Score: _____/32pts		

What is it?
This is an evaluation form that must be completed by your mentor teacher. He or she will score how well you did your project, and determine if you are ready to submit your project. You MUST score all 3s and 4s on the evaluation in order to turn in your project by the deadline.

Where do I find it?
There is a copy of this form on the next page, but your teacher also has many copies of this. You do not have to tear out the form. Your teacher already has it.

Why?
Only projects that have the evaluation form taped to the back of the trifold board will be reviewed for approval. Student groups who do not have a Pre-Submission Mentor's Evaluation Form will NOT be able to turn in their projects. Student groups that do not have 3s and 4s will also not be able to turn in their projects. That's why it is very important to have your mentor check your project several days before the deadline (perhaps even a week before), to give you enough time to revise your project before turning it in.

Pre-Submission Mentor's Evaluation Form:

This form MUST be completed by your primary mentor and taped to the back of the board when submitting the project. Only projects with mostly 3s and 4s should be submitted for review to the GATE Coordinator's classroom. Your mentor teacher has copies of this form, so you don't have to rip this one out of the handbook.

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THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2)* and the group knows their driving question well!				
CREATIVITY: Project Board, including artistic piece shows creativity. Adequately and boldly communicates the topic at hand.				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
CREDIBILITY: Group uses a variety of credible sources for their secondary research and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				

Comments:

Total Score: _____ /32pts

The BOARD TAG:

This goes on the back side flap of your board

Your mentor teacher will have a "BOARD TAG" available for you. You should fill it out in your best handwriting! The board tags will be color-coded by grade level, so be sure to use the tag that your mentor teacher gives you.

Driving Question:

Names of student researchers:

Grade level:	Mentor teacher:

Special notes about handling and or placement or presentation space needed:

Explain what your creative supplemental piece is and how big it is:

Check none, one, or all that apply.
- ❏ Do you need access to an electrical outlet?
- ❏ Do you need extra room on the left or right of your trifold for your creative piece?
- ❏ Do you need room in front of your trifold board for your creative piece?
- ❏ Do you need extra space due to a performance or interactive element?
- ❏ Do have a large mural that needs to be propped up?
- ❏ Do you have a large installation piece that needs a lot of space? If yes, write down the dimensions in feet (like 3 feet by 5 feet)

Citations or Works Cited Page:

This goes on the back side flap of your board

<u>LEVEL 1</u> - CITATIONS or WORKS CITED PAGE

Level 1 students - Please list out the sources that were used for your research. Be sure to include the authors' names, the title of the article, and the source, such as the publication. You must also include the URL! You were allowed to use other sources like videos, documentaries, books, movies, radio segments, podcasts, and more... be sure to include all of those sources in your works cited page.

GLUE YOUR WORKS CITED PAGE ON THE BACK OF YOUR BOARD!
This goes on the back side flap of your board

Works Cited

Allingham, Phillip V. "Mary Shelley's "Frankenstein" (1818) — A Summary of Modern Criticism." *Victorian Web*. N.p., 24 Jan. 2003. Web. 25 Apr. 2012.

"Did Climate Inspire the Birth of a Monster?" *All Things Considered* 13 Aug 2007. *Academic OneFile*. Web. 25 Apr. 2012.

Doescher, Russell L., Donald W. Olson, Marilynn S. Olson, Ava G. Pope and Kelly D. Schnarr. "The Moon & the Origin of Frankenstein." *Sky & Telescope* Nov. 2011: 68+. *Academic OneFile*. Web. 25 Apr. 2012.

Geiger, Beth. "Fright Night: On What Fateful Occasion Was Mary Shelley Inspired to Write Frankenstein." *Current Science* 28 Oct. 2011: 4+. *Academic OneFile*. Web. 25 Apr. 2012.

Shelley, Mary W. *Frankenstein, Or, the Modern Prometheus*. Cutchogue, N.Y: Buccaneer Books, 1976. Print.

"Shelley, Mary (Wollstonecraft) 1797-1851." *The Cambridge Guide to Women's Writing in English*. Cambridge: Cambridge University Press, 1999. *Credo Reference*. Web. 08 June 2011.

Williams, Kate. "Monsters Ink: Two Hundred Years After the Heyday of the Gothic Novel, People Still Want to Scare Themselves." *New Statesman* [1996] 16 Jan. 2012: 50+. *Academic OneFile*. Web. 25 Apr. 2012.

Works Cited

Buchanan, Wyatt. "More Same-Sex Couples Want Kids: Survey Looks at Trends among Homosexuals." *SF Gate*, Hearst Communications, 25 Apr. 2006, www.sfgate.com/bayarea/article/NATION-More-same-sex-couples-want-kids-S urvey-2499131.php.

Coontz, Stephanie. "Not Much Sense in Those Census Numbers." *Uncommon Threads: Reading and Writing about Contemporary America*, edited by Robert D. Newman et al., Longman, 2003, pp. 146-48.

"Developments in the Law: The Law of Marriage and Family." *Harvard Law Review*, vol. 116, no. 7, 2003, pp. 1996-2122. *JSTOR*, www.jstor.org/stable/1342754.

Hymowitz, Kay S. "The Incredible Shrinking Father." *City Journal*, Spring 2007, www.city-journal.org/html/17_2_artificial_insemination.html.

Marcotty, Josephine, and Chen May Yee. "New World of Fertility Medicine Is a Big-Money Marketplace." *Seacoastonline.com*, Local Media Group, 30 Oct. 2007, www.seacoastonline.com/article/20071030/PARENTS/71029007.

LEVEL 2 - CITATIONS or WORKS CITED PAGE MUST BE IN APA FORMATTING!

APA formatting is not the same as MLA formatting. APA is used in the humanities disciplines and used for research papers. Go to the Owl Purdue website to see examples and templates. Be resourceful!

https://owl.english.purdue.edu/owl/resource/560/01/

https://owl.english.purdue.edu/owl/owlprint/560/ (A very specific guide to APA formatting)

VARYING DEFINITIONS OF ONLINE COMMUNICATION   9

References

Cummings, J. N., Butler, B., & Kraut, R. (2002). The quality of online social

        relationships. *Communications of the ACM, 45*(7), 103-108.

Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendships through IM:

        Examining the relationship between instant messaging and intimacy. *Journal of*

        Computer-Mediated Communication, 10(1), 38-48.

Tidwell, L. C., & Walther, J. B. (2002). Computer-mediated communication effects on

        disclosure, impressions, and interpersonal evaluations: Getting to know one

        another a bit at a time. *Human Communication Research, 28*(3), 317-348.

Underwood, H., & Findlay, B. (2004). Internet relationships and their impact on primary

        relationships. *Behaviour Change, 21*(2), 127-140.

Hanging Indents

Start the reference list on a new page, center the title "References," and alphabetize the entries. Do not underline or italicize the title. Double-space all entries. Every source mentioned in the paper should have an entry.

Where do I turn in my board?
Room # _____

- Level 1 due date: _____
- Level 2 due date: _____

When you go to the coordinator's classroom to get an approval sticker, you will receive one of two letters - a letter that your project has been approved OR a letter that you need to make some revisions by a certain due date.

This is a letter you might get + a sticker on your board that says "approved"

Congratulations! Your project has been approved!

GROUP MEMBERS:

Mentor teacher:	Grade level:

DQ:

Your group's project has been approved to be included at our annual GATE SYMPOSIUM night! We are very proud of how hard you worked, your creativity, and your critical thinking and research. Thank you so much for putting in hours of research and time into this project-based learning experience!

Next steps:
- **Turn in your supplemental creative piece next week** by _____.
- **Practice your oral presentation!** Use notecards and memorize components of your project (such as statistics, facts, and important information). Go through all the presentation practice activities in Chapter 11 of the handbook. You need to have a minimum of 4 practice sessions, and 1 of those sessions must be with an adult, such as a mentor, teacher, or tutor.
- *If you are doing a level 2 project, please be sure to work on your weebly website, which you should have linked through a QR code on your board. Level 1 students do not have to do this.*
- Rehearsals will start 2-3 days prior to the event in the event space, so you must go to the event space to practice during your Symposium class and after school.
- On the day of the Symposium event, please be in the event space no later than _____ (30 min. prior to start of event). The event starts at exactly _____ and ends at _____. We will open the space at _____ for you to start preparing. YOU MUST BE IN THE PRESENTATION SPACE and READY TO PRESENT by _____ or earlier.
- You must wear a GATE Symposium T-shirt (if available), a nice professional outfit, or your school uniform (if applicable). Girls, please no spaghetti strap dresses or short skirts that you would wear to a dance or a party! Tthat is NOT scholarly or professional-looking! Boys can wear a shirt and tie, and girls can wear professional outfits. You must look SCHOLARLY becuase you ARE scholarly!

If your project does not get approved on the due date, then you will receive the letter below. You should look at it carefully to make sure that you didn't do any of the things listed before you turn your project in. If a project is not significantly improved by the new deadline, the project will not be approved. There is a lot of preparation that goes into setting up the event, practicing presentations, and putting together the program. The GATE Dept. cannot process projects at the last minute.

It's time for revision! Your new due date: _____

If you do not make the necessary changes by the due date given above, your project will not be approved.

GROUP MEMBERS:

Mentor teacher: | **Grade level:**

DQ:

Your group's project has not yet been approved to be included at our annual GATE SYMPOSIUM night. However, don't worry! We believe that you can keep working on certain aspects of your project to make it better. Sometimes, it's in the process of revising and editing that makes the BEST results! Please see below to find out what you need to fix before your project can be approved.

- **You do not have a driving question.**
- Your **Driving Question** does not have the **required components** (Level 1 should have a topic and conflict word, and Level 2 should have a topic, conflict word, and GATE icon/imperative)
- Your **Driving Question** must be more **refined-looking** (It is hard to see or read, and/or it does not look professional or neat).
- **Lack of content and depth** - Your research does not adequately investigate your driving question. It is not thorough enough.
- You have **little to no GATE icons and imperatives** on your board. If you do have them, then you don't explain them or properly connect them with your driving question and research.
- Your **generalizations** are **not correctly** or thoroughly addressed in your research.
- Your **generalizations** are not visible or emphasized in any way on your trifold board.

- Your information does not have **in-text citations or textual evidence** from your research and/or your student-led research
- You are **missing the Student-led Research** component on your board (interview, survey, observation, or experiment).
- Your **Student-led Research is not analyzed** or you do not explain it thoroughly or connect it to your analysis/research
- For a level 2 project, you do not have a **QR code** for your website or your Symposium blog (Level 2 only).
- You have **store-bought elements** like pre-made borders and cutouts on your board.
- Your Symposium board **background does NOT connect** with your driving question or topic.
- There is **no citation page** or **Pre-submission Eval. form,** or **board tag** on the back of the flap of your trifold board.
- **There is no WOW factor yet.**
- **There is no "Relevant Resolutions Map" on the board.**
- OTHER:

"Relevant Resolutions"

Exploration through performance: The ORAL presentation

This chapter includes information on how to prepare for your presentation. It has resources on making notecards, what kinds of questions to prepare for, and peer-review rubrics that will help you practice your BEST oral presentation yet!

Lift The Gifted! ®

GATE Symposiums

www.liftthegifted.org

Exploration through performance
Really preparing the oral presentation!

There are several activities that you must complete (and your mentor teacher will grade) that will ensure that you are ready to present with confidence and enthusiasm on the night of GATE Symposium 2018! Your mentor teacher will set the requirements as to how many mentorship evaluations you need, or how many times you might need to practice in front of your peers. The more you practice, the better prepared you'll be!

1. <u>WALK-THROUGH MENTORSHIP EVALUATION FORMS:</u> There are three copies of these forms. Your mentor or a visiting teacher/mentor can fill this out when they talk to your group about your project. You will get points based on their evaluations.

2. <u>THE NOTECARDS</u>: 10-15 note cards (using the guiding questions, generalizations, and main ideas of your research) - you must have these ready to show your mentor for points/a grade by Tuesday, March 6th.

3. <u>SYMPOSIUM PEER EVALUATION:</u> There are four copies of these forms. You want to practice speaking and presenting your research in front of your friends and classmates. This is a great way to learn about what you need to work on.

DON'T FORGET TO MEMORIZE YOUR DRIVING QUESTION!

<u>SPANISH</u> or 'other language' option - If you or your group members speak another language, then please practice some of the vocabulary words and try to also present in your second language (especially if it is Spanish). This is a great way to reach all of our audience members and visitors! Being bilingual is awesome!

Walk-Through Mentorship #1

This evaluation form is to be used by teachers, tutors, adults, or mentors who walk through and ask you questions (it can be used at any time during the GATE Symposium unit - even in the beginning). Since some of you work in groups, you need to show your mentor teacher your score from just ONE of your handbooks to get credit. The mentor doesn't have to write in all of the group members' handbooks.

Student group names:

Teacher Questions/Comments	Student Response (Teacher writes brief notes)
What is your Driving Question?	
● Tell me about your project. ● What do you want people to learn, do, or think after they hear your presentation? ● What lesson is learned? ● What is the purpose of your project?	
● What gives your project that "WOW" factor? ● How does your project stand out? ● How will you get people to connect to your project?	
● What is your interest in this? ● What can you do? ● How does this subject affect you? ● How does this subject inspire you?	
● How do you want your audience to interact before, during, or after the presentation? ● How will you use creativity, art, or design to show your research and illustrate your conflict?	
● What is your next step(s) in completing this project?	
● What generalizations are you focusing on & why? ● What is your resolution going to be?	

OVERALL RATING: 4 - Excellent   3 - Pretty Good   2 - Progressing   1 - Improvement needed
Preparedness _____
Organization _____   NOTES:
Teamwork   _____
Knowledge   _____
Passion & Joy _____   TOTAL SCORE: _____/20

Walk-Through Mentorship #2

This evaluation form is to be used by teachers, tutors, adults, or mentors who walk through and ask you questions (it can be used at any time during the GATE Symposium unit - even in the beginning). Since some of you work in groups, you need to show your mentor teacher your score from just ONE of your handbooks to get credit. The mentor doesn't have to write in all of the group members' handbooks.

Student group names:

Teacher Questions/Comments	Student Response (Teacher writes brief notes)
What is your Driving Question?	
• Tell me about your project. • What do you want people to learn, do, or think after they hear your presentation? • What lesson is learned? • What is the purpose of your project?	
• What gives your project that "WOW" factor? • How does your project stand out? • How will you get people to connect to your project?	
• What is your interest in this? • What can you do? • How does this subject affect you? • How does this subject inspire you?	
• How do you want your audience to interact before, during, or after the presentation? • How will you use creativity, art, or design to show your research and illustrate your conflict?	
• What is your next step(s) in completing this project?	
• What generalizations are you focusing on & why? • What is your resolution going to be?	

OVERALL RATING: 4 - Excellent   3 - Pretty Good   2 - Progressing   1 - Improvement needed
Preparedness _____
Organization _____   NOTES:
Teamwork   _____
Knowledge   _____
Passion & Joy _____   TOTAL SCORE: _____/20

Walk-Through Mentorship #3

This evaluation form is to be used by teachers, tutors, adults, or mentors who walk through and ask you questions (it can be used at any time during the GATE Symposium unit - even in the beginning). Since some of you work in groups, you need to show your mentor teacher your score from just ONE of your handbooks to get credit. The mentor doesn't have to write in all of the group members' handbooks.

Student group names:

Teacher/Mentor/Evaluator/Nice Adult:

Teacher Questions/Comments	Student Response (Teacher writes brief notes)
What is your Driving Question?	
● Tell me about your project. ● What do you want people to learn, do, or think after they hear your presentation? ● What lesson is learned? ● What is the purpose of your project?	
● What gives your project that "WOW" factor? ● How does your project stand out? ● How will you get people to connect to your project?	
● What is your interest in this? ● What can you do? ● How does this subject affect you? ● How does this subject inspire you?	
● How do you want your audience to interact before, during, or after the presentation? ● How will you use creativity, art, or design to show your research and illustrate your conflict?	
● What is your next step(s) in completing this project?	
● What generalizations are you focusing on & why? ● What is your resolution going to be?	

OVERALL RATING: 4 - Excellent   3 - Pretty Good   2 - Progressing   1 - Improvement needed
Preparedness _____
Organization _____   NOTES:
Teamwork   _____
Knowledge   _____
Passion & Joy _____   TOTAL SCORE: _____/20

YOUR NOTECARDS:

➢ 10-15 note cards (using the guiding questions, generalizations, and main ideas of your research) - you must have these ready to show your mentor for points/a grade by Tuesday, March 6th.
➢ You can create notecards centered around how you organized your ISD, such as your generalizations and GATE icons/imperatives, and student-led research results.
➢ You can also use these guiding questions…

Questions to prepare for:

- **What is your message or conflict?**
  - ¿Cuál es tu mensaje o conflicto?
- **How did you decide on your topic?**
  - ¿Cómo decidiste que sería tu tema universal?
- **What led you to pick the generalizations?**
  - ¿Por qué eligió sus generalizaciones?
- **What is the evidence that supports your message?**
  - Qué evidencia apoya a tu mensaje o hipótesis?
- **What was your process? Use the icons to illustrate your process.**
  - ¿Cómo fue su proceso? Utilice los iconos para ilustrar su proceso.
- **Before you began this project, what did you predict the final resolution to be? Was it the same as your final result or resolution?**
  - Antes de comenzar tu proyecto, qué predicciones fueron igual que tú resultados o resoluciones?
- **Do you feel that your research contributes to our society?**
  - ¿Siente que su investigación y exploración en este proyecto contribuye a nuestra sociedad?
- **How did you choose the icons or content imperatives within your project?**
  - ¿Cómo eligió los iconos o los imperativos de tema dentro de su proyecto?
- **Do you believe your findings are important? Why or why not?**
  - Creas tu que tus resultados son importantes? Por qué o por qué no?
- **What is your relevant resolution and why is it important?**
  - ¿Cuál es su resolución relevante y por qué es importante?
- **How did you come up with your creative piece?**
  - Como se te ocurrió esta creatividad?
- **How does your creative piece relate to your project?**
  - Como tu creatividad está relacionada con tu proyecto?
- **What do you think makes your project stand out?**
  - ¿Qué crees que hace que tu proyecto sea excelente?
- **Reflecting on your project, if you were to do this project again, what would you do differently?**
  - Reflejando en tu proyecto, si tu pudieras hacer el proyecto otra vez, qué harías diferente?

GATE Symposium Peer Evaluation #1

To be completed during anytime during the Symposium Unit, and especially during "Oral Presentation Week" when you practice in front of your peers to rehearse for the GATE Symposium event!

Group member names:
Evaluator's group names:

Criteria	Superior (4 points)	Good (3 points)	Progressing (2 points)	Needs Improvement (1)
THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2*) and the group knows their driving question well! Write it here:				
CREATIVITY: Project Board, including artistic piece shows creativity. Adequately and boldly communicates the topic at hand.				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
CREDIBILITY: Group uses a variety of credible sources for their secondary research and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				

Comments:

Total Score: _____ /32pts

GATE Symposium Peer Evaluation #2

To be completed during anytime during the Symposium Unit, and especially during "Oral Presentation Week" when you practice in front of your peers to rehearse for the GATE Symposium event!

Group member names:
Evaluator's group names:

Criteria	Superior (4 points)	Good (3 points)	Progressing (2 points)	Needs Improvement (1)
THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2*) and the group knows their driving question well! Write it here:				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
RESEARCH: Group has conducted an adequate amount of <u>primary research</u> of their own (ie. surveys, interviews etc.)				
CREDIBILITY: Group uses a variety of credible sources for their <u>secondary research</u> and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				

Comments:

Total Score: _____ /32pts

GATE Symposium Peer Evaluation #3

To be completed during anytime during the Symposium Unit, and especially during "Oral Presentation Week" when you practice in front of your peers to rehearse for the GATE Symposium event!

Group member names:
Evaluator's group names:

Criteria	Superior (4 points)	Good (3 points)	Progressing (2 points)	Needs Improvement (1)
THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2*) and the group knows their driving question well! Write it here:				
CREATIVITY: Project Board, including artistic piece shows creativity. Adequately and boldly communicates the topic at hand.				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
CREDIBILITY: Group uses a variety of credible sources for their secondary research and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				

Comments:

Total Score: _____/32pts

GATE Symposium Peer Evaluation #4

To be completed during anytime during the Symposium Unit, and especially during "Oral Presentation Week" when you practice in front of your peers to rehearse for the GATE Symposium event!

Group member names:
Evaluator's group names:

Criteria	Superior (4 points)	Good (3 points)	Progressing (2 points)	Needs Improvement (1)
THE DQ: Driving question contains required elements (topic, universal theme (conflict word), *and GATE Icon for Level 2*) and the group knows their driving question well! Write it here:				
CREATIVITY: Project Board, including artistic piece shows creativity. Adequately and boldly communicates the topic at hand.				
RESEARCH: Group has conducted an adequate amount of scholarly and student-led research, organized by CONFLICT generalizations and GATE icons + imperatives. "SLR" data is explained.				
CREDIBILITY: Group uses a variety of credible sources for their secondary research and can justify each source and why they used it based on the CRAB Checker.				
DEPTH: Group shows depth through GATE icons and content imperatives, and universal theme generalizations.				
RESOLUTION: The BIG IDEA chart and RELEVANT RESOLUTIONS MAP show students have a thorough understanding of their conflict.				
PRESENTATION: Group is able to give a strong verbal presentation on their project, utilizing the academic language, showing expertise in their subject, and having a strong familiarity with their sources and information without having to read from their paper. Group is able to answer all questions with confidence and sufficient knowledge.				
ENGAGEMENT: Group actively engages the audience through activity, performance, or interaction with the project.				

Comments:

Total Score: _____ /32pts

Preparing for the Oral Presentation

If your project is selected to show at the Symposium event, you and your group members must start preparing for the oral presentation. There will be hundreds of guests, students, parents, educators, and other people from the school district and community who will be eager to learn from you. How are you going to capture their attention and make them aware of something new?

How to practice and prepare:

The best way to prepare is to write out your answers and have them ready on notecards. Then, practice answering the questions, but also review your entire project so that you can easily answer any question that visitors may ask you. The best way to prepare is to practice in front of your friends and teachers in the week leading up to Symposium.

What to expect:

People will be staying at your station for about 5 minutes. Some will stay longer. You want to be able to fit in a brief overview of your project in about 5 minutes, but be available to answer questions if they ask you. Most people do end up asking many questions, and there have been situations when groups are presenting for almost 15-20 minutes! Just be ready to present in about 5 minutes, and you'll find out that you'll get the hang of it!

Speaking and conversing:

When you present your information, you are going to be looking AT the visitor or audience member who is at your station. You may not stare at your board the entire time, look at the floor, or look down at your notecards. Have a conversation with the person. Be sure to shake his/her hands and introduce yourselves before you begin. Smile. Be warm and kind! If you have the ability to present the information in another language, like Spanish, then prepare your answers in Spanish also! Also, be open-minded and allow for different perspectives. When people visit your station, they may not agree with you or they may have preconceived ideas about your topic. Be willing to listen, but also mindful that your purpose is to inform and explain, not argue or insult. Try your best to be a great scholar at all times! No slouching, gum-chewing, pacing, or any behaviors that do not demonstrate a positive attitude.

What to wear:

You may wear your Symposium t-shirt (if available) OR something formal. Boys can wear slacks, neck ties, collared shirts, or polo shirts. Girls can wear dresses, skirts, slacks, collared shirts, etc… However, girls are not allowed to wear spaghetti straps or short skirts. You must look like you are going to a formal event for professional academic scholars. Please do not dress like you are going to a dance party. You can also wear your school uniform (if applicable). You may NOT wear jeans, shorts, PE clothes, or any clothes that do not demonstrate a scholarly or professional look.

A SPACE FOR THINKING AND PROCESSING

ORDER YOUR GATE SYMPOSIUM T-SHIRT!
ONLY $10.00

GATE SYMPOSIUM 2018

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GATE Symposiums

"*Relevant Resolutions*"
INSERT SCHOOL NAME HERE

GATE SYMPOSIUM T-SHIRTS

OPTIONAL - You can order a Symposium t-shirt that you can wear to the Symposium event. All proceeds go to purchase the shirt and medals/trophies for your awards. This is totally optional!

::::::::::::::CUT HERE::::::::::::::::CUT HERE:::::::::CUT HERE::::::::::::::CUT HERE::::::::::::

Your name: _____

Your ID #: _____ Grade: _____

teacher: _____

Check your size:
- ❏ Youth Large
- ❏ Adult Small
- ❏ Adult Medium
- ❏ Adult Large
- ❏ Adult X-Large
- ❏ Adult XXL