mourned by the nation. At her funeral, the Reverend W. H. H. Murray said:

> She was a Samson and Ruth in one. In her the strength of the masculine and the tenderness of the feminine nature were blended. She seemed to stand complete in nature, with the finest qualities of either sex.

WALT WHITMAN

Poet of the People

The Civil War had changed America. It saw the end to the legal institution of slavery. It radically changed ideas about how women and men should live. One very important way it changed Americans was through their exposure to the incredible violence of mass warfare.

The war was catastrophically brutal. One estimate holds that 750,000 soldiers died and perhaps 500,000 were wounded. In term of a percentage of the population, it would be as if over seven million soldiers died in a war

A dead Confederate soldier on the battlefield during the Civil War in a stereoscopic image.

today. The Civil War, much more so than the American Revolution, tested men's physical and emotional strength on a huge scale. In doing so, it also challenged their attitudes about masculinity. Male soldiers, faced with their own deaths and immense suffering, explored and shared their feelings and emotions in new ways.

They also confronted and explored new ideas about sexuality. We know this through the poems and writings of Walt Whitman, one of the towering figures in American literature. His writing is moving and innovative, and also gives us wonderful insights into how ideas about men, and sexuality, changed at this time.

Whitman's life was, in many ways, an American success story. Born in 1819 to poor parents with nine children, he was raised in Brooklyn and left school at eleven. He worked as an office boy for lawyers and then began doing small jobs at newspapers. At sixteen he was publishing short articles and some poetry, while he worked at various New York newspapers. As he became more established as a newspaperman—writing theater reviews, fiction, and even a health column for men—he realized that he really wanted to write poetry.

Walt Whitman, 1860s.

Whitman's vision was to write a single poem that would capture the spirit of personal and political freedom in America. Not only that, the poem had to be written in a new and open American style that would reflect and demonstrate that freedom. In 1855, at age thirty-six, Whitman published—at his own expense—the first edition of *Leaves of Grass*. Today this is considered a great, foundational work of American poetry. The philosopher and critic Ralph Waldo Emerson wrote to Whitman: "I am not blind to the worth of the wonderful gift of *Leaves of Grass*. I find it the most extraordinary piece of wit and wisdom that America has yet contributed. I am very happy in reading it, as great power makes us happy."

Leaves of Grass also shocked and scandalized some readers with its open embrace of sexuality as a part of human life. It also contained thinly veiled references to same-sex male love and sexual activity. Stanza 5 of "Song of Myself" fancifully describes the poet imagining a physical encounter with his own soul. It contains what was for some people a shocking description of two men in a sexual embrace:

I believe in you my soul, the other I am must not abase
itself to you,
And you must not be abased to the other.

Loafe with me on the grass, loose the stop from your
throat,
Not words, not music or rhyme I want, not custom or
lecture, not even the best,
Only the lull I like, the hum of your valvèd voice.

I mind how once we lay such a transparent summer
morning,
How you settled your head athwart my hips and gently
turn'd over upon me,

And parted the shirt from my bosom-bone, and plunged
your tongue to my bare-stript heart,
And reach'd till you felt my beard, and reach'd till you
held my feet.

An important literary critic named Rufus Wilmot Griswold labeled Whitman a lover of men. In an 1855 review, he wrote that Whitman was guilty of "*Peccatum illud horribile, inter Christianos non nominandum.*" That is Latin for "horrible sin not to be mentioned among Christians" (a sin so horrible it couldn't even be written in English).

Over the years Whitman would revise *Leaves of Grass* many times, adding new poems and editing old ones. This reflected his growth as a poet and also his changing vision of America.

When the Southern states seceded from the Union, Whitman strongly backed the North. His poem "Beat! Beat! Drums!" became a patriotic anthem for the North. Whitman's younger brother George, to whom he was very close, enlisted and went to the front. In 1862 Whitman saw the name "First Lieutenant G. W. Whitmore" on a list of wounded printed in a newspaper. He feared that it might be his brother and quickly went to find him.

To Whitman's relief, he found his brother in a hospital in Washington DC, and discovered that George's wounds were very slight. But Whitman was shocked and moved by the conditions he saw in the hospital. Many of the wounded soldiers had no family to visit them and were housed in very bad conditions. He decided that he would move to Washington and help care for the wounded. Whitman's friend Charley Eldridge helped him obtain a job working part-time for the paymaster of the Union army so that he could stay in Washington and volunteer in the hospital and infirmaries.

Whitman understood that nursing wounded soldiers was a way of helping win the war, save the Union, and abolish slavery. It was also an inspiration to him. In these hospitals Whitman saw the worst that man could do to his fellow man. He nursed men who were missing limbs, physically scarred and emotionally damaged. Separated from their families, they needed a friend and companionship.

In a time of war and loss Whitman was able to show these soldiers that men could also be loving and caring. These sentiments are written down in many of Whitman's 1863 notebook entries of his meetings with wounded soldiers and other young men:

> The Army Hospital Feb 21, 1863 There is enough to repel, but one soon becomes powerfully attracted also.
>
> Janus Mayfield, (bed 59, Ward 6 Camp[bell] Hosp.) About 18 years old, 7th Virginia Vol. Has three brothers also in the Union Army. Illiterate, but cute—can neither read nor write. Has been very sick and low, but now recovering. Have visited him regularly for two weeks, given him money, fruit, candy etc.
>
> Albion F. Hubbard—Ward C bed 7 Co F 1st Mass Cavalry/ been in the service one year—has had two carbuncles one on arm, one on ankle, healing at present yet great holes left, stuffed with rags—worked on a farm 8 years before enlisting—wrote letter—for him to the man he lived with/died June 20th '63.

Whitman's wartime writings as a nurse on the battlefield and in a hospital are excellent examples of how a man who loved other men was able to think in a different way about the war. Whitman's "Hymn of Dead Soldiers" (stanzas 6–8) from the 1867 edition of *Leaves of Grass* are a prime example of this:

> *Phantoms, welcome, divine and tender!*
> *Invisible to the rest, henceforth become my companions;*
> *Follow me ever! desert me not, while I live.*
>
> *Sweet are the blooming cheeks of the living! sweet*
> *are the musical voices sounding!*
> *But sweet, ah sweet, are the dead, with their silent eyes.*
>
> *Dearest comrades! all now is over;*
> *But love is not over—and what love, O comrades!*
> *Perfume from battle-fields rising—up from fœtor*
> *arising.*

After the war, Whitman's fame spread. He also began a ten-year-long love affair with Peter Doyle, a horsecar (a street trolley drawn by horses) conductor in Washington, DC, who had fought and was wounded in the Civil War. They met just after the war ended. Doyle was almost twenty at the time and Whitman was forty-six. Whitman's temperament had always been serious, if not melancholy, and his love of Doyle made him happier. He even removed three unhappy poems from *Leaves of Grass*.

Whitman and Doyle were constant companions. They wrote one another often, even when separated a short time. In 1868, after they had been together for several years, Whitman went to visit his family in New York. On September 18, Doyle wrote to Whitman: "I could not resist the inclination to write to you this morning it seems more than a week since I saw you." Seven days later Whitman wrote: "I think of you very often, dearest comrade, & with more calmness than when I was there—I find it first rate to think of you, Pete, & to know that you are there, all right, & that I shall return, & we will be together again. I don't know what I should do if I hadn't you to think of & look forward to." For the month and a half they were separated Doyle wrote his beloved seven times, and Whitman wrote eleven letters.

In January 1873 Whitman suffered a small stroke and stopped working. In May of that year he went to see his dying mother in Camden, New Jersey. He ended up staying there

SEX BETWEEN MEN IN THE NAVY

Few historical records document same-sex behaviors in the nineteenth century, but there are some. In his diaries, Philip C. Van Buskirk, an American marine, details mutual sexual interactions among sailors in the mid-1800s. Some of these relationships are between mature adults, some are between older sailors, often officers, having sexual and romantic relationships with teenage cabin boys.

In 1853 Van Buskirk's diary records an older sailor's opinion about sex between men. While this sailor would punish men who had sex with men on land, he had a different attitude about sex between men at sea: "What can a fella do?—three years at sea—and hardly any chance to have a woman. I tell you . . . a fella must do so. Biles [boils] and pimples and corruption will come out all over his body if he don't."

The open sea, like the mostly all-male spaces of the American West, was often a place where men could escape the social and religious rules of more "civilized" communities. Some scholars have suggested that it wasn't the lack of women that "drove" men in these places into same-sex relationships. Instead, it might have been that men sought out these places in order to have the freedom to do as they pleased.

to recover, and Doyle stayed in Washington, DC. They remained in touch over the years. Even though Whitman's health declined, he produced three more editions of *Leaves of Grass*. He died in 1892, America's most celebrated poet. He not only wrote about the American spirit but also invented a new, American style of poetry. His writing celebrated a new type of American man, who was able to be open and caring and to love other men.

REBECCA PRIMUS AND ADDIE BROWN

A Nineteenth-Century Love Story

Hartford, Connecticut, in 1836 was small city. Its population was ten thousand. The African American population was even smaller, about seven hundred people. There were numerous African American–owned businesses such as barbershops, restaurants, and funeral homes. These formed the core of a growing, prosperous African American community.

Hartford at that time was also a center of the abolition movement against slavery. The Reverend Lyman Beecher preached against slavery, and his daughter Harriet Beecher Stowe wrote the bestselling novel *Uncle Tom's Cabin*. That book, published in 1852, greatly shaped public opinion in favor of abolition. Harriet and her sisters Catharine and Isabella were also active in the suffrage movement to win the vote for women. Hartford abolitionists fought against slavery for decades. In 1784 they passed an emancipation law that would gradually free Connecticut slaves at the age of twenty-five for men and twenty-one for women. In 1800 there were 951 slaves in Connecticut, and by 1830, only twenty-five.

ALAN TURING: TRUE TO HIMSELF

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OVERVIEW

Alan Turing (1912-1954) was an accomplished British mathematician, logician, cryptanalyst, philosopher, physicist, and biologist. He is often referred to as the father of the modern day computer and is credited with breaking the Nazi Enigma Code. WWII British cryptographer Captain Jerry Roberts is quoted as saying, "Without him – we would have lost the war.[i]" Soon after the end of the war, the British government awarded Turing with the Order of the British Empire for his contributions.

Turing was also openly gay and in the early 1950s was arrested and punished for his sexual orientation by the same government he served.

From his earliest days in school to his enduring legacy, Turing faced many challenges, yet, stayed true to himself by pursing his love of science and living an open, honest life.

True to Himself provides secondary educators with student handouts, suggested discussion questions, extension ideas and additional resources to help students learn more about this extraordinary man and the context in which he lived.

AGE/EXPERIENCE LEVEL

Grades 9-12

SUGGESTED DISCUSSION TOPICS

Invite students to read the included biography and/or additional background information on Alan Turing. Then, lead a class discussion using the suggested topics and questions below as a guide.

1. Turing's early school experiences were not very positive. Some teachers recognized his high intelligence but did not respect it. His report card was filled with criticism. Ranked at the bottom of his class, one English teacher wrote, "I can forgive his writing, though it is the worst I have ever seen, and I try to view tolerantly his unswerving inexactitude and slipshod, dirty, work, inconsistent though such inexactitude is in a utilitarian; but I cannot forgive the stupidity of his attitude towards sane discussion on the New Testament."[ii]

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- How closely do your teachers' impression of you and your capabilities match who you think you really are? How much does school experience define our accomplishments as people? Where else do we and should we look to measure our achievements and growth as people?

2. When the police arrested Turing in 1952 on charges of "gross indecency," he never denied being gay. According to biographer Andrew Hodges, "He was particularly concerned to be open about his sexuality even in the hard and unsympathetic atmosphere."
    - What do you think motivated Turing to be so honest, especially when threatened with criminal punishment? What did he gain and/or lose because of this? Have you ever been confronted with the choice of standing up for yourself knowing that you would face negative consequences? If so, how did you chose what to do and would you respond the same way if faced with the same situation today?
3. Even though Turing's code-breaking abilities helped Britain and Allied Forces defeat Germany in WWII, he was later stripped of his security clearance and barred from intelligence work. One reason for this was the idea that being gay made him a security risk. Around the same time in the U.S., LGBT people were treated similarly.
    - What was your reaction to this part of his story? Why do you think the British government considered Turing, and other gay people, a security risk? What groups in our current society are considered dangerous or threats to national security?
4. The central concept of modern computers are based on some of Turing's scientific theories. Since he died in 1954, Turing never saw a laptop, iPad or cell phone.
    - In what ways do you use computers in your daily life? What do you think it would be like to live in a world without computers? What do you think Turing would think if he could spend a day with you learning about modern technologies that he helped inspire?
5. Many students learn about Turing in science, computer or history classes but most never know that he was openly gay.
    - Why do you think his sexual orientation is often excluded from lessons about his life and accomplishments? Why might it be important to learn about the various identities of historical figures? What harm might come from not learning this information?

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SUGGESTED ACTIVITIES AND ASSIGNMENTS FOR EXTENDED LEARNING

- Research key points in the UK's history of criminalizing and decriminalizing homosexuality, specifically Section 11 (known as the Labouchere Act) of the Criminal Laws Amendment Act of 1885, the Montagu trial in 1954, the 1957 Wolfenden report, and the 1967 Sexual Offences Act. Compare them with U.S. history of criminalizing and decriminalizing homosexuality (e.g., Illinois was first state to criminalize homosexuality in 1827 and was the first state to repeal it in 1962, and the various U.S. Supreme Court cases leading up to and including Lawrence v. Texas (2003)).
- Research McCarthyism and the "Red Scare" in the U.S. during the 1950s. Answer the following questions: How does this mirror what Turing faced at the same time in Britain? What was happening in the U.S. politically at that time? Which public figures fueled the "Red Scare"? Who was accused of being a communist or subversive, and why? Why were homosexuals targeted? Assign students to compare this era to others in which certain groups were considered dangerous or anti-American (e.g., the Salem Witch Trials, Japanese American Internment, anti-Muslim sentiment post-9/11).
- Read former British Prime Minister Gordon Brown's 2009 apology to Turing on behalf of the British Government at http://www.telegraph.co.uk/news/politics/gordon-brown/6170112/Gordon-Brown-Im-proud-to-say-sorry-to-a-real-war-hero.html. Note: Turing wasn't officially pardoned for his conviction until 2013. Write a persuasive essay using one or more of the following prompts: Why do you think governments sometimes make apologies for past wrongdoings, what impact do they have and who stands to benefit? What historic events do you think the U.S. should apologize for and why?
- After the Allies won WWII and liberated concentration camps across Europe, the Allied Military Government of Germany (controlled by Britain, France, Russia and the U.S.) repealed many laws and decrees that were created under Nazi Germany. However, the 1935 Nazi revision of Paragraph 175 criminalizing homosexuality was not one of them. As a result, many Holocaust survivors who were identified as LGBT, particularly gay men, were forced to complete their terms of imprisonment even after the war and regardless of how long they had been imprisoned in the concentration campsiii. Research Paragraph 175 and the stories of LGBT Holocaust survivors that were forced to remain in prison after the end of the war.
- Although Turing was pardoned in 2013, many felt that only pardoning one man because of his contributions was unfair to the thousands of other men who were convicted because they were gay under the same laws. In a public show of support for

the pardon of the others, UK pop group The Pet Shop Boys composed and performed an "orchestral pop 'biography'" entitled "A Man from the Future" based on the life of Alan Turing in July 2014 on the BBC. The piece references those who have yet to receive any pardon. Learn more about "A Man from the Future" (see: http://www.geowayne.com/newDesign/amanfromthefuture.htm for commentary of the piece), and think of examples of how art has and can serve as a powerful tool to reflect and respond to social issues. (Note: At the time of this publication, a recording of this piece was yet to be released.)

- Turing's skill as a cryptanalyst (one who solves secret messages, codes, and encryptions) was instrumental in the defeat of Nazi forces. Collect and share books with your students that explore cryptology, assign various encryptions to solve and invite students to design their own encrypted messages. Consider submitting encrypted messages and keys to the school newspaper for a school-wide decoding contest.

ADDITIONAL RESOURCES

WEBSITES

- Alan Turing by Biography.com: http://www.biography.com/people/alan-turing-9512017
- Alan Turing: The Enigma by Andrew Hodges: http://www.turing.org.uk/index.html
- The Turing Digital Archives: http://www.turingarchive.org/
- History of Lesbian, Gay and Bisexual Equality by Stonewall: http://www.stonewall.org.uk/at_home/history_of_lesbian_gay_and_bisexual_equality/default.asp
- Cryptographic Protocols by Computer Science Unplugged: http://csunplugged.org/cryptographic-protocols
- Cryptography 101: Basic Solving Techniques for Substitution Ciphers by Denise Sutherland and Mark Koltko-Rivera: http://www.dummies.com/how-to/content/cryptography-101-basic-solving-techniques-for-subs.html
- Decrypting Cryptographic Ciphers by Dummies.com: http://www.dummies.com/how-to/content/decrypting-cryptographic-ciphers.html
- Mind of a Codebreaker by NOVA: http://www.pbs.org/wgbh/nova/decoding/mind.html
- How the Enigma Works by Alan Stripp from NOVA: http://www.pbs.org/wgbh/nova/military/how-enigma-works.html

BOOKS

- Alan Turing: The Enigma: The Book the Inspired the Film "The Imitation Game" (2014) by Andrew Hodges

FILMS

- The Imitation Game (2013) directed by Morten Tyldum (drama)
- Codebreaker: The Story of Alan Turing (2013) directed by Clare Beavan (drama-documentary)
- Decoding Nazi Secrets (1999) by NOVA (documentary)

PLAYS

- Breaking the Code (1986) by Hugh Whitemore

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[i] BBC. (2009 September 15). Without him – we would have lost the war. BBC.co.uk website. http://www.bbc.co.uk/threecounties/content/articles/2009/09/07/captain_jerry_roberts_feature.shtml.

[ii] Hodges, Andrew. (n.d.). Empire of the mind: Alan Turing's early life, 1912-1928. The Alan Turing Internet Scrapbook. http://www.turing.org.uk/scrapbook/early.html.

[iii] United States Holocaust Memorial Museum. (n.d.). 12: Aftermath. Nazi Persecution of Homosexuals 1933-1045. http://www.ushmm.org/exhibition/persecution-of-homosexuals/.

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ALAN TURING: TRUE TO HIMSELF

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STUDENT HANDOUT

Alan Turing was born in London on June 23, 1912 and while growing up he showed an enthusiastic interest in science. He read about it on his own and conducted chemistry experiments at home. Turing's interests and curiosity, however, were not actively nurtured by his family or his teachers. His mother worried that he would not be accepted into the best schools, which trained students to be go into business and government administration (not science). While he did successfully enter the prestigious Sherborne School and some of his teachers knew that he was smart, he did not do well in his classes and was generally considered a poor student.

When Turing went to King's College in 1931, his intellectual curiosity was finally encouraged and he excelled. In 1936, at the age of 24, he presented the notion of a single machine (later called the Turing Machine) that could perform multiple tasks, including numerical work, algebra, code breaking, file handling, and could even play chess. The central concept of modern day computers is based on his ideas. Turing then went to America to attend Princeton University and earned his Ph.D. in 1938.

Back home after graduate school, Turing turned his attention to cryptology, the study of codes. When Britain declared war against Germany in September 1939, Turing took up full-time work at the wartime cryptanalytic headquarters of Bletchley Park. He led the group responsible for deciphering secret German naval signals, made with a machine called the German Enigma. Turing's mathematical and cryptological knowledge and skills helped break the German code, which was considered unbreakable. This important contribution, and others that he made, allowed Allied forces to defeat Germany in crucial engagements eventually win WWII. For his efforts, Turing received prestigious awards and accolades and fellow British cryptographer, Captain Jerry Roberts, is quoted as saying, "Without him – we would have lost the war.[i]"

Following WWII, Turing worked at the National Physical Laboratory in London where he led the design work for the Automatic Computing Engine (ACE) and created the groundbreaking blueprint for store-program computers. The concept has been used as a model by technology corporations and influenced the development of the world's first personal computer decades later. His continued interest in math and computers led him to hold high-ranking positions at the University of Manchester in the late 1940s. There, Turing introduced the concept of artificial intelligence and proposed an experiment known as the "Turing Test" which attempts to define a standard for a machine to be called "intelligent" and still influences scientific debates over artificial intelligence.

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In January 1952, Turing called the police to report a break-in at his house. During the investigation, he admitted to being in a relationship with another man. Because British law at the time, Section 11 of the Criminal Laws Amendment Act of 1885, criminalized homosexuality, Turing was arrested for what was termed "gross indecency". When convicted, Turing was given a choice, prison or probation. He chose probation, but that option had an additional requirement of a one-year course of hormonal treatment intended to eliminate his attraction to men.

The conviction, along with the Cold War atmosphere of fear and distrust at the time, led to the removal of Turing's security clearance and barred him from continuing his cryptographic work for the British intelligence agency. He was also denied entry into the U.S. True to his passions, however, Turing continued his academic work by pursuing other avenues of science. Moving forward, he did his best to make a joke of the criminal trial and refused to show any shame or remorse for breaking a law he regarded as absurd.

Two and a half years after his arrest, Turing died by suicide on June 8, 1954. He was 16 days shy of his 42nd birthday.

Despite his criminal conviction and tarnished reputation, Turing's legacy lives on. Statues, plaques, university buildings, plays, books, movies and many other tributes pay respect to him across the globe. *Time* magazine named him one of its "100 Most Important People of the 20th Century," saying "The fact remains that everyone who taps at a keyboard, opening a spreadsheet or a word-processing program, is working on an incarnation of a Turing machine.[ii]"

On September 10, 2009, after community pressure and a petition with more than 30,000 signatures, British Prime Minister Gordon Brown released a statement on behalf of the British government, posthumously apologizing to Turing, saying "We're sorry, you deserved so much better[iii]." On December 24, 2013, Queen Elizabeth II signed a pardon for Turing's conviction of gross indecency, which became official in August 2014. The Queens' action was only the fourth royal pardon granted since the end of WWII.

Turing's contributions to the world were many; he broke the Enigma Code, developed theories that are the basis of modern computing and influenced scientific exploration of artificial intelligence. He was also punished for being gay by the very government that he worked all his life to serve. A hero to scientists, soldiers and advocates, Alan Turing followed his heart in work and life and remained true to himself to the very end.

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[i] BBC. (2009 September 15). Without him – we would have lost the war. BBC.co.uk website. http://www.bbc.co.uk/threecounties/content/articles/2009/09/07/captain_jerry_roberts_feature.shtml.

[ii] As quoted in Alan Turing. (2015). The Biography.com website. http://www.biography.com/people/alan-turing-9512017.

[iii] Brown, Gordon. (2009 September 10). Gordon Brown: I'm proud to say sorry to a real war hero. The Telegraph website. http://www.telegraph.co.uk/news/politics/gordon-brown/6170112/Gordon-Brown-Im-proud-to-say-sorry-to-a-real-war-hero.html.

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Projects, Presentations, Performances (Grades 6 & up)

Name: _____

What kinds of school assignments or projects do you like to do? Read the following eight lists. For each list, draw a circle around all the different activities you would enjoy doing to show others what you've learned.

List 1

- Writing a character sketch
- Debating
- Writing poetry
- Making a speech
- Storytelling
- Writing an essay
- Writing a research paper
- Writing a story
- Writing a biography
- Writing a magazine or newspaper article
- Designing a checklist
- Writing fiction or nonfiction
- Writing a report
- Making an audiotape
- Creating a crossword puzzle
- Writing a journal
- Writing a summary
- Writing a pamphlet or brochure
- Creating a slogan or motto
- Writing a conversation or dialogue
- Writing a letter to the editor
- Taking part in a mock trial
- Writing an information brief
- Creating a newspaper or magazine
- Writing an epitaph
- Writing a fairy tale, myth, or legend

List 2

- Designing a maze or puzzle
- Investigating a problem
- Making an outline
- Designing a matrix
- Making a diagram
- Creating an analogy
- Constructing a time line
- Constructing a chart or graph
- Calculating probabilities
- Developing a theory
- Making a calculation
- Analyzing trends and patterns
- Developing a formula
- Computing an answer
- Inventing a code
- Making a storyboard
- Solving an equation or a number problem
- Doing an evaluation or a rating
- Recording data or information
- Doing an analysis
- Drawing a caricature
- Doing a critique
- Making a flow chart
- Designing an opinion poll or a survey
- Designing a computer program, game, or graphic
- Developing a hypothesis
- Formulating plans

List 3

- Drawing, sketching, or painting
- Illustrating
- Building a prototype
- Designing a Web site
- Creating a cartoon or comic strip
- Making a clay or papier-mâché sculpture
- Making a map
- Making a poster
- Making a mural
- Making a collage
- Making visual aids for a presentation (slides, transparencies, props)
- Taking photographs
- Making a mobile
- Constructing a model
- Designing a structure
- Making a diagram
- Planning advertising graphics
- Making digital camera slides
- Constructing a display of a collection
- Creating a board game
- Designing a pamphlet or brochure
- Designing a postcard
- Designing a greeting card
- Designing sets for a play

Continued ➡

Projects, Presentations, Performances (Grades 6 & up) continued . . .

List 4

Role playing	Pantomiming	Performing in a play	Doing a parody or spoof
Dramatizing	Performing a dance or other creative movement	Constructing a model	Developing an invention
Performing a skit	Improvisational acting	Making a videotape	Doing a lab activity or an experiment

List 5

Performing music	Performing or writing a rap	Doing a choral reading	Playing a musical instrument
Composing lyrics	Creating a jingle	Writing a song	Writing music
Performing in a musical	Performing rhythms with percussion instruments	Singing in a group, choir, or chorus	Improvising music

List 6

Participating in a group activity	Debating personal thoughts, ideas, perspectives	Paraphrasing ideas of others	Participating in a roundtable discussion
Participating in a discussion	Building consensus within a group	Planning a campaign for a cause or an issue	Organizing an event or activity
Conducting an interview	Solving problems with a group	Doing a volunteer project	Helping with conflict resolution
			Peer counseling

List 7

Keeping a personal journal or diary	Summarizing your ideas or beliefs	Developing a personal mission statement	Developing support for a personal opinion
Keeping a personal log or record	Setting personal goals	Making a self-assessment of your work	Presenting your personal viewpoint, perspective, or belief
	Identifying your beliefs about an issue		

List 8

Classifying objects	Participating in a simulation	Investigating how something works	Conducting observations
Making predictions	Constructing a display of objects or artifacts	Designing an exhibit for a zoo or museum	Identifying a problem
Identifying objects based on characteristics	Making comparisons		Solving a problem
Exploring a topic or theme	Planning a walking tour		
Creating a collection			