Creativity Challenges |5th Grade Content Connections

Creativity Challenges foster imaginative and critical thinking skills needed for all disciplines. Off-the-wall and playful prompts support divergent and unexpected thinking; a list of these is available elsewhere in this packet. These challenges are designed to support deep thinking, linked to 5th grade content standards.

**SOCIAL STUDIES**

**Content Standard: 1 Economics 18**

**Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.**

**Challenge:** All students are working in the newly established origami industry. Give each student a certain amount of time to learn the craft. Students who can make one type of origami will get paid with 5 extra minutes of recess (or reward of choosing within your ability), two types will get 10 minutes and three or more different types of origami will get a “No Homework” card to use at any time they wish. Allow a certain amount of time for the challenge.

*Reflection Questions:*

How did your personal interest or lack of interest in origami effect your ability to meet the goal?

Did you choose to read any books, articles, ask friends, watch any youtube videos (if technology is an option) why or why not?

Did any prior experience effect your ability to meet the goal?

If you didn’t meet the goal, what obstacles affected you?

If you did meet the goal, what helped you reach it?

What other skills helped or hindered meeting the goal?

What did you need to do to get the higher rewards?

**Content Standard: 2 Geography 7**

**Variations among physical environments within the Western Hemisphere influence human activities.**

**Challenge:** To begin the challenge ask the students to reflect on how they live in their space in the room. What paths do they take? What tools do they have access to? What visual artifacts are in their sight lines? Tell students they are now interior designers for the morning. Their job is to rearrange the room in a completely different way. A great opportunity to discuss collaboration and flexible and creative thinking. When finished, have the students spend some time living in the new arrangement. At the end of class, reflect on the process as it relates to Social Studies content.

*Reflection Questions:*

How did you modify your learning space and why?

How did this arrangement affect the ways in which you interact with classmates and the teacher and why?

What factors went into your choice of a learning space and why?

How might others learn differently based on where they chose to establish their learning space and why?

Extension Idea: Have the students create maps of their learning spaces and then ask students to select the most important part of the learning space that gives life to learning and explain why they chose this. Have students mark NSEW and come up with names for the new learning continents and countries and explain their thinking for the names.

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**LANGUAGE ARTS**

**Content Standard: 1 Reading Literature**

**Key Ideas and Details**

**RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

**Challenge:** Place the names of characters from a story in the hat or other container. In another hat or container, have students write various settings they like to go to today (movies, football games, friend’s house, etc.). Have the students select a name from the “character” hat. Have one student select a card from the “setting” hat to read aloud to the class. For the next few minutes the students must act like their selected “character” while attending the event that was picked.

*Reflection Questions:*

What were some of the key characteristics of your character that would impact their attendance at this event and why?

Do you think they would be comfortable or uncomfortable at an event like this and why?

How did your characters interact with others at this event and why?

What similarities and/or connections would you make to the settings of this challenge to those in the book and why?

What situations do you think might happen at this setting based on what you know from the book and why?

**2 Reading Literature**

**Craft and Structure**

**RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

**Challenge:** Using paper, tape, markers and scissors only, create a metaphor/simile to represent the mood of a story or a character. Example: *Charlie and the Chocolate Factory*— I might create a warm fireplace on a cold night to symbolize Charlie's warm spirit, despite the challenging life of young Charlie Bucket. Another example might be to create a shovel to symbolize Charlie’s hard work and his ability to dig his family out of their challenging lives.

*Reflection Questions:*

Explain your metaphor.

Why did you create this metaphor for the character or mood of the story?

How might this metaphor change as the story progresses?

Extension Ideas: Create a metaphor/simile name tag. Place it on a random desk without anyone seeing who placed it where. Ask the students to use post-it notes and write a short justification for who they think the metaphor/simile name sculpture belongs to.

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**SCIENCE**

**1 Energy and Motion**

**The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.**

**Challenge:** Materials— paper, straws, rubber bands, paperclips, tape, string, scissors, plastic bottle caps and a fan (adjust supplies as needed). Have students create a small mode of transportation to compete in two events. One event will be to see which vehicle can go the fastest. Have a pre-taped space in a common area with a start and finish line and a stopwatch to time the race. Variations could be adapted for carpet vs. wood, etc.. The second event will determine which vehicle can go the furthest. Test each vehicle individually and mark how far they are able to travel using only the wind from the fan.

*Reflection Questions:*

How did your design succeed or fail and why?

What would you change about it if you could rebuild it?

Why did you design it the way you did?

Did you design for the speed or distance and why?

How did the weight of the vehicle help or hinder the results?

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**TECHNOLOGY**

**Content Standard 1:**

**Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.**

**Challenge:** Using a technology device and application of your (or students) choosing, have students create a persuasive image exhibiting their personal opinion on an issue of personal interest of their choosing.

*Reflection Questions:*

Why did you select the application and device to create your image?

How might this have looked different using a different device or a different application?

Explain the key features of the application you used and the effects you were able to achieve?

What did you learn through making this image about the process of creating with digital media?

Extension Ideas: Connect this challenge with language arts and opinion writing standards.