

Facilitation Guide



Category Connections

Google Slides - Slides #36-37

Activity Summary:

Students will learn how to interpret and categorize words together by respective psychological effects of WWI using the format of the New York Times Daily Connections game.

Why the Arts:

This activity is considered an application of dance, but dance is as simple as a body making intentional movements through space. Students are not only categorizing information like vocabulary words into groups, but also physically moving their bodies through space to reinforce the categorization of words.

Assessment:

Students should be able to successfully group vocabulary words into four psychological categories:

1. **Depression** (dejection, misery, sadness, woe)
2. **Hysteria** (chaotic, confused, delirious, frantic)
3. **Shell-Shock** (burnt-out, exasperated, irritated, stressed)
4. **Disillusionment** (anticlimactic, bitter, disappointed, dissatisfied)

The class discussions along the way serve as formative assessments tying their lived experience to unit vocab

Lesson Connections: Grade 8, Module 2

Lesson 34-37

Connection to Module Goals/EOM Task:

The end of module task focuses both on categorization of information and writing about the lasting psychological effects of war. This activity combines both of those things seamlessly while adding movement to deepen student learning of module vocabulary.

Standards Alignment:

ELA:

RL.8.1, RL.8.2, RL.8.3, RL.8.4, W.8.2.b, L.8.6 - Identify a psychological effect of World War I on Paul.

L.8.6 - Demonstrate acquisition of grade-appropriate academic and domain-specific words.

Arts:

DA:Cr1.1.8 - Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

Facilitation Guide

Category Connections
[Google Slides](#) - Slides #36-37



Wit & Wisdom Instructional Routines:

Categorization

Recommended Materials:

Word bank with definitions (optional)

4 pieces of colored construction paper for activity (yellow, green, blue, and purple)

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Lean away from dance terminology for this activity and focus more on “movement”

BT2 – Physical Environment:

If your classroom is small or you have students with mobility issues, you can choose to point to the correct corner instead.

Other Considerations:

Teacher Background:

To understand the game before you play it with students: [NYTimes Connections Game](#)

Homemade Version - through *Swellgarfo*
You can use this platform to create your own with other vocab too.

Student Prerequisites:

Students should know the definitions of the words being used in the game or be provided with a word bank and definitions.

Accessibility Notes:

If movement is not possible due to classroom space or physical limitations, this can also be played on the computer.

Facilitation Guide

Category Connections
[Google Slides](#) – Slides #36–37



Steps for Implementation:

1. What is NYTimes Connections?

Connections is a word game that challenges players to find themes between words. Players are given 16 words and find groups of four items that share something in common.

For example:

FISH: Bass, Flounder, Salmon, Trout.

Things that start with FIRE: Ant, Drill, Island, Opal

Each word group is assigned a color (Yellow, Green, Blue, or Purple), with Yellow being the easiest category and Purple being the trickiest. Each puzzle has exactly one solution and is meant to be tricky by having words that could fit into multiple categories.

2. Building Routine

As a routine, you can begin a daily practice of playing [Connections](#) with your class. The average game is 2–3 minutes and reinforces the key concept of categorization present throughout the unit. Take turns with students guessing and working collaboratively to discover the four categories, always trying to beat your class best time.

2. Vocabulary Practice

For the day you focus on unit vocab (Lesson 34–37):

- Project the [game](#) for students to see – the words will appear shuffled in 4 rows of 4. The categories are “Shell Shock, Disillusionment, Hysteria, and Depression.
- Using colored construction paper, place each color (yellow, green, blue, and purple) in one of the four corners around the room.
- Hand each student a word relating to one of the four categories and have students silently move to the corner that corresponds to the category where they think their word belongs.
- You may also ask students to move in the style of their word incorporating more dance techniques.

Since there are 16 words, some students may have to double up:

- Each corner should have 4 words each.
- If a particular corner has 3 or 5 or more, encourage students to think more deeply and compare to the other words around them.

When students are settled, reveal the correct answers using the site. If students were correct in their categorization, wonderful! If they are not, facilitate a conversation on where the words belong and why.

- This conversation about what words group together and why serves as the summative assessment for the activity. Students may not agree with the groupings, but having them justify their selection shows understanding of the material.

Facilitation Guide

Category Connections
[Google Slides](#) – Slides #36–37

Steps for Implementation:

Quotes for Connections:

Shell-shock

Pg. 55: “A man is walking along without thought or heed; – suddenly he throws himself down on the ground and a storm of fragments flies harmlessly over him; – yet he cannot remember either to have heard the shell coming or to have thought of flinging himself down.”

Pg. 60: “Beside us lies a fair-headed recruit in utter terror. He has buried his face in his hands, his helmet has fallen off. I fish hold of it and try to put it back on his head. He looks up, pushes the helmet off and like a child creeps under my arm, his head close to my breast. The little shoulders heave.”

Disillusionment

Pg. 85: “‘What do you mean by the three-fold theme in ‘William Tell’?” says Kropp reminiscently, and roars with laughter.
“What was the purpose of the Poetic League of Göttingen?” asks Müller suddenly and earnestly.
“How many children had Charles the Bald?” I interrupt gently.
“You’ll never make anything of your life, Bäumer,” croaks Müller.
“When was the Battle of Zana?” Kropp wants to know.
“You lack the studious mind, Kropp, sit down, three minus –” I wink.
“What office did Lycurgus consider the most important for the state?” asks Müller, pretending to take off his pince-nez.
“Does it go: ‘We Germans fear God and none else in the whole world,’ or ‘We, the Germans, fear God and –’” I submit.
“How many inhabitants has Melbourne?” asks Müller.
“How do you expect to succeed in life if you don’t know that?” I ask Albert hotly.
Which he caps with: “What is meant by Cohesion?”
We remember mighty little of all that rubbish. Anyway, it has never been the slightest use to us. At school nobody ever taught us how to light a cigarette in a storm of rain, nor how a fire could be made with wet wood – nor that it is best to stick a bayonet in the belly because there it doesn’t get jammed, as it does in the ribs.”

Pg. 122: “We could never again, as the same beings, take part in those scenes. It was not any recognitions of their beauty and their significance that attracted us, but the communion, the feelings of a comradeship with the things and events of our existence, which cut us off and made the world of our parents a thing incomprehensible to us – for then we surrendered ourselves to events and were lost in them, and the least little thing was enough to carry us down the stream of eternity. Perhaps it was only the privilege of our youth, but as yet we recognized no limits and saw nowhere to an end. We had that thrill of expectation in the blood which united us with the course of our days.”

Facilitation Guide

Category Connections
[Google Slides](#) – Slides #36–37



Steps for Implementation:

Quotes for Connections:

Hysteria

Pg. 107: "Towards morning, while it is still dark, there is some excitement. Through the entrance rushes in a swarm of fleeing rats that try to storm the walls. Torches light up the confusion. Everyone yells and curses and slaughters. The madness and despair of many hours unloads itself in this outburst. Faces are distorted, arms strike out, the beasts scream; we just stop in time to avoid attacking one another."

Depression

Pg. 161: "I sit by her bed, and through the window the chestnut trees in the beer garden opposite glow in brown and gold. I breathe deeply and say over to myself: – 'You are at home, you are at home.' But a sense of strangeness will not leave me, I can find nothing of myself in all these things. There is my mother, there is my sister, there my case of butterflies, and there the mahogany piano—but I am not myself there. There is a distance, a veil between us."