This guide is designed as a professional development resource and can be used to facilitate a book study or as a learning experience for a professional learning community (PLC) or community of practice. Facilitator notes are provided for additional support and explanation in planning and facilitating your school or group’s sessions. We recommend that the principal and/or facilitator read the entire guide and the book before beginning the study.

For each session, participants will be asked to read chapters of the book. They may also be asked to bring particular materials or to create or implement something prior to attending a session. Each chapter description includes guiding questions and suggested tasks that can be used as group activities during the group session.

The preparation work is noted at the beginning for each session. Before you dismiss participants from each session, look ahead to the next chapter to review and clarify what must be done before the next meeting. Reach agreements if suggested tasks are going to be adjusted or modified.

Because of the collaborative nature of our book, we strongly suggest using the actual learning experience organizers (LEOs) in Chapter 5 to cultivate understanding of the book. In other words, the text you’re discussing is Making Curriculum Pop, and each participant in your group chooses (or is assigned) a different LEO for each session and analyzes and discusses the session topic from the perspective of his or her LEO (Archaeologist, Framer, Connector, etc.). There are five sessions and seven LEOs included in this guide, so participants have extra to choose from. An Organizational Roadmap (and an example of a filled-in roadmap) and a Summary Exercise are included at the end of this guide. Distribute them to participants.
We recommend:

- If you have a large group, break into small groups of 4 to 5 members each. Set up groups randomly or organize by content area, whichever suits your purpose. Have a small-group discussion first and then bring comments from each small-group representative to the large group. See instructions throughout guide. (If you do not have a large group, please disregard.)

- Provide a folder to participants for all their materials. Folders should contain the Organizational Roadmap, Summary Exercise, and six LEOs at the end of this guide.

- Index cards or large sticky notes are useful as exit slips or for whole-group discussion notes.

- Discuss and clarify any session concerns before the next meeting.

- Each session should take 45–60 minutes and entail:
  - 0–5 minutes for organizational directions for the session
  - 20–25 minutes for small-group interaction
  - 20–25 minutes for whole-group discussion
  - 5–10 minutes to debrief for the next session
Introduction

To be completed before the introduction book study session:

- Read the book’s foreword and introduction.
- Think about the word *text* and its meaning.
- Consider the use of this book in your content area.
- Briefly meet with your small group to establish a plan for discussion for subsequent meetings using the Organizational Roadmap.
- Assign participants LEOs from the ones provided, making sure no members in the same group are assigned the same LEO role.
- Fill out your LEO.

1. Break into small groups and discuss the meaning of the term *text*.

*Facilitator Note: During ALL of the sessions, be available to coach the groups. Provide a member of each small group an index card or large sticky note to write down questions as the group moves through their discussion. Collect the index cards/sticky notes after the session to read what might be further reflections or questions for the group about the text or ideas in general. These can be addressed either at the end of the session or sent out in an email to discuss in the next session.*

2. Examine the key terms in the introduction. Are there any terms that need further clarification?

3. Discuss small-group comments within the whole group.
Chapter 1: How Can Learning Experience Organizers (LEOs) Make Your Curriculum Pop?

The following should be completed before the Chapter 1 study session:

- Read Chapter 1.
- Think about shifting paradigms in your teaching and learning practice. What are they as discussed in the chapter?
- Consider why you might use LEOs to engage students. How are they different from traditional study guides?

1. Fundamental to this session is the concept of paradigm shifting. What shifts do the authors suggest? Break into small groups and discuss.

2. Of the theories that inform the use of LEOs, which are unfamiliar to you?

3. What are the distinctions between the terms cultural studies, digital literacy/education, and media literacy/education?

4. Discuss small-group comments within the whole group.

Facilitator Note: Aim to keep this session focused on the idea of paradigm shifts.
Chapter 2: How to Use LEOs in the Classroom

The following should be completed before the Chapter 2 study session:

- Read Chapter 2.
- Consider what kinds of classes can use LEOs.
- Consider how you could use LEOs as assessments.
- Think about an appropriate text to model the use of LEOs.

1. Can you suggest texts that would be suitable for using LEOs in your class? Break into small groups and write down the titles.

2. How might a formative or summative assessment look after students engage in using LEOs?

3. Consider all the classes that you teach and take note of what LEOs would work in each class.

4. Discuss small-group comments within the whole group.

Facilitator Note: Aim to keep this session focused on ways to assess LEOs.
Chapter 3: Possibilities, Modifications, and Models

The following should be completed before the Chapter 3 study session:

- Read Chapter 3.
- Think about the flexibility of the LEOs. In what different ways can they be used?
- Consider the ways LEOs engage students.
- What texts (for example, film, radio, etc.) suggested for use with LEOs complement your classes or content area?
- What are some areas that you anticipate difficulty with in your teaching experience?

1. Because LEOs can be used in many ways (for example, using single LEOs, using multiple LEOs, etc.), how would you imagine using them in your classes? Discuss in small groups.

2. What are the positive reasons for using LEOs in your class?

3. What are some perceived challenges of using LEOs? What do you think could solve these challenges? How do you think the authors might approach your concern?

4. What texts lend themselves for use with your content or classes?

5. Discuss small-group comments within the whole group.

Facilitator Note: Aim to keep the session focused on the flexibility of the LEOs.
Chapter 4: Resources to Make Your Curriculum Pop

The following should be completed before the Chapter 4 study session:

- Chapter 4 is a plethora of resources to peruse. Choose two categories or two resources to explore before the next session. Plan to discuss them with the group.
- What is exciting about your selections?

1. Share pertinent information in your small group about two resources that you found interesting.

2. What excited you about the resources? Explain in detail.

3. Discuss small-group comments within the whole group.

Facilitator Note: The choice of resources is the unique feature of this chapter. Encourage perusing the information and looking at the websites and sharing those sites with the group. Suggest to the group to recommend the websites that would be helpful and useful to other staff members.
The **ARCHAEOLOGIST**'s job is to look for content that is buried or not seen. Parts of the text might suggest or hint at larger ideas, issues, and contexts. What do you read between the lines? What do you infer? What background information do you have for better discussion or understanding of the text? What do you feel is noteworthy for discussion? Please be prepared to share your connections with your group.

<table>
<thead>
<tr>
<th>Things that you feel are not seen, or not heard</th>
<th>Clues that suggest something is missing</th>
<th>Discussion prompts for group</th>
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**Michael Moore**  
Actor, Director, Writer, Producer, USA, Born: 1954

“I like being fooled by my own thoughts and being challenged and being found wrong. And I feel that if I let you in on that journey, you’ll be as surprised as I am.”
The CARTOONIST’s job is to draw a six-cell cartoon in the space provided below about something that you found memorable or meaningful from the text, or you can create a sequence that captures “the big picture.” Feel free to use stick figures. Captions are also an important aspect of your cartoon. Please be prepared to share your connections with your group.

Below your cartoon please explain in two to four sentences WHY the scene you drew is important.

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<tr>
<th>Name</th>
<th>Objective</th>
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<tr>
<td>Date</td>
<td>Text Description</td>
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**DRAWING TIP**
To make your cartoon more professional, use pencil first and then go over the pencil with a fine-line felt-tip pen. The result is always better and more impressive.

**TECH TIP**
If you need more cells, consider using word processing software like Microsoft Word or Google Docs to create a table with as many cells as you need to tell your story. Or, use online cartoon creation tools like www.makebeliefscomix.com, www.bitstrips.com, or www.toondoo.com to assist in the creation of your story. If you use any of these options, please attach the artwork to this page.

**Charles M. Schulz**
Cartoonist (Peanuts), USA, 1922–2000

“If you’re going to draw a comic strip every day, you’re going to have to draw on every experience in your life.”

Why is this drawing important?
The CONNECTOR’s job is to relate your text to other things you have studied in school, your own personal experience, as well as things outside of school (self, text, world). Make sure you are specific—for example, if you are using a passage from a text, write out the EXACT QUOTE OR PASSAGE in the upper boxes with quotation marks. Please be prepared to share your connections with your group.

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Mark Zuckerberg
Programmer, Entrepreneur,
USA, Born: 1984

“The thing that we are trying to do at Facebook, is just help people connect and communicate more efficiently.”

TECH TIP
Also consider using online tools like Webspiration, Bubbl.us, Gliffy, or Spicynodes.)
The FRAMER's job is to think about what is included in the text, as well as what is excluded. Every text, whether print, audio, or visual, gives you a point of view that focuses on certain things and ignores others. In the space below draw or write the things you think are IN the text and make guesses about information that might have been left out of the text.

Please be prepared to share your observations with your group.

Name

Objective

Date

Text Description

Things That Might Have Been Left Out/Excluded:

Things That Were Focused On/Included:

Diane Arbus
Photographer, USA, 1923–1971

“Lately I’ve been struck with how I really love what you can’t see in a photograph.”

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The LAWYER’s job is to create a case with support and evidence for a person, situation, or idea. Remember, good lawyers also consider the other side of the case and will use the opposition’s arguments to prove their point.

Please be prepared to share your ideas with your group.

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<tr>
<th>Conflict</th>
<th>Your Case or Support for How to Resolve That Conflict</th>
<th>The Other Side’s Case or a Detail That Supports Their Argument</th>
<th>At Least 3 Details Supporting Your Case/Argument</th>
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The **SUMMARIZER**'s job is to briefly summarize the work the group has done today or the main ideas from today's texts. List the key points of today's work and then list the essence or main ideas of each key point.

Please be prepared to share your observations with your group.

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**Summary of today's reading/work:**

**Key points, events, or ideas:**

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8.

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**Diane Sawyer**

Television Journalist, USA, Born: 1945

“Every time somebody tries to go in and reinvent what we do, it always ends up being more about technology and sets, and flash and dash, forgetting the main thing, which is interesting people saying interesting, important things.”

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The WILD CARD’s job is to choose any role that you would like to be, or you can CREATE YOUR OWN ROLE! Just remember to support your work appropriately in the space provided below. Please be prepared to share your work with your group.

**Lucille Ball**  
Comedian, Actor, Model, Executive, USA, 1911–1989

“The more things you do, the more you can do.”

**TECH TIP**  
Consider using online software or a website that you enjoy to reflect on the text in your own unique way.
Each participant is responsible to view the text through one LEO per session. Please fill out your LEO before the session, so that you are prepared to have a meaningful discussion.

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Each participant is responsible to view the text through one LEO per session. Please fill out your LEO before the session, so that you are prepared to have a meaningful discussion.
List the LEOs below that would be most useful to your particular content area.
Then note the text you would use and look at Chapter 4 to consider new sources for more information.

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<tr>
<th>Text</th>
<th>LEOs to use</th>
<th>Sources from Chapter 4</th>
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About the Authors

**Pam Goble, Ed.D.,** has been a middle school teacher for thirty years and has taught education, humanities, and literature courses as an adjunct professor for the past fifteen years. She has presented at numerous conferences, such as the National Council of Teachers of English and the Association for Middle Level Education, and at Columbia University's *Teach, Think, Play* workshops. She also worked with NASA scientists at Columbia University to develop an interdisciplinary curriculum on climate change for middle school. She has published in the *Journal of Staff Development* and has written a chapter in an upcoming text for college professors on writing for undergraduates. Pam specializes in interdisciplinary learning, gifted education, curriculum and instruction, leadership, literacy, humanities, and adult learning. She lives in Long Grove, Illinois, with her husband.

**Ryan R. Goble, M.A.,** is the teaching and learning coordinator for Glenbard Township High School District 87 in Glen Ellyn, Illinois. He specializes in creating joyful, collaborative, and sustainable learning experiences that “pop” for learners of all ages in formal and informal settings. His career began as a high school English teacher in Ann Arbor, Michigan. Since then he has taught, consulted, and presented for a wide variety of students, teachers, schools, colleges, school districts, and educational organizations all over the United States, including the Rock and Roll Hall of Fame and Museum and NASA's Goddard Institute for Space Studies. His work has been featured in many places, including *Teacher Magazine, The Journal of Staff Development, The Boston Globe,* and *The New York Times* Learning Network.

Ryan also is the founder of the educational consulting company Mindblue.com, and he shares exciting resources with teachers all over the world through his online social network Making Curriculum Pop. Ryan holds a master’s degree in education and a bachelor’s degree in English from the University of Michigan. He is also a doctoral candidate in interdisciplinary studies at Teachers College, Columbia University. He lives in Aurora, Illinois, with his wife and daughter.
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