

## DANIEL PINK'S A WHOLE NEW MIND

As Mr. Greider read "A Whole New Mind" A few years ago he was motivated and driven to add it to the Digital Media 4 Curriculum. It is right up the alley of the attitude of this class's curriculum. "Why right-brainers will rule the future."

"The future belongs to a different kind of person, with a different kind of mind: designers, inventors, teachers, storytellers - creative and emphatic "right-brain." Mr. Greider agrees with 99% of this book and hopefully you will too. It enforces the need for creative people. If you want to do something in the creative field, this book is for you.

Broken into 2 different parts:

Part one outlines the "Conceptual Age"

Then Pink outlines six essential senses that are key to anyone in a creative field.

1. Design - Moving beyond function to engage the sense.
2. Story - Narrative added to products and services - not just argument. Best of the six senses.
3. Symphony - Adding invention and big picture thinking (not just detail focus).
4. Empathy - Going beyond logic and engaging emotion and intuition.
5. Play - Bringing humor and light-heartedness to business and products.
6. Meaning - the purpose is the journey; give meaning to life from inside yourself.

The following rubric will be due in class after the first week of school. You must answer 9 out of the 10 following questions in a opinion based response. (at least 4 pages) When responding to most of the questions, try to tie it in with other aspects of life and schoolwork.

1. What is your general opinion of this book?
2. What was your favorite chapter?
3. How can you involve these concepts into your life? What impact has this had on you?
4. Who is Daniel Pink? What was his motivation to make this book?
5. How innate are the six abilities Pink talks about? Can these abilities be taught or strengthened in school? How?
6. What R-directed skills do you use in your schoolwork? Which of the six senses is a priority for students and teachers to develop? Why?
7. What role does design have in your classroom or school? Do you as a student play any role in the actual design of your learning experience? Can it be incorporated into the curriculum in areas other than art class? How?
8. Is storytelling part of your learning? If not, should it be? How?
9. Are you learning to be symphonic thinker? If so, how can this help in your comprehension of the content? Does the traditional means of organizing teaching by discipline interfere with students' and teachers' ability to think symphonically?

The response should be used with the attached rubric.

	<b>4pts</b>	<b>3pts</b>	<b>2pts</b>	<b>1pt</b>
<b>Introduction</b>	The first paragraph has a “grabber” and also displayed a good direction of your response.	The first paragraph has a weak “grabber”	A catchy beginning was attempted but was not continued throughout the piece	No attempt was made to catch the reader’s attention in the first paragraph
<b>Clarity of responses</b>	All responses were in complete sentences and you finished every thought that you gave. All opinions were supported with references	Most responses were in complete sentences and you finished every thought that you gave.	A few responses were in complete sentences and you finished every thought that you gave.	Barely any responses were in complete sentences or every thought that you gave.
<b>Questions addressed</b>	All questions addressed worked well after each other. There was a clear organization of content	Most questions addressed worked well after each other. There was a clear organization of content.	Some questions addressed worked well after each other. There was some clear organization of content	Barely any questions addressed worked well after each other. There wasn’t a clear organization of content.
<b>Mechanics</b>	It is 12pt font and in Arial or Helvetica	----- -	-----	Not in Arial or Helvetica or 12 pt. It is important to follow the directions
<b>Grammar and spelling</b>	No spelling mistakes	1-2 Spelling mistakes or 1-2 grammar mistakes	3-4 Spelling mistakes or 3-4 Grammar mistakes	5 or more errors, You didn’t proofread.
<b>Organization/ Climax/Closing</b>	The response is very well organized. It is very easy to understand the clarity of points. The response wound down to a logical ending.	Certain elements of the story are out of place. Clear transitions are used. It is fairly easy understand the turning point. The story ends smoothly.	The story is a little hard to follow. Purpose of turning point is unclear. The story just ends.	The story is hard to follow. It is not clear what the turning point is in the story. Illogical ending.