Using TED Talks Non-Print Texts

Expand students’ understanding of Non-Print Persuasive/Argumentative Texts!

These materials can be used with any TED Talk off the www.ted.com website or any POD Cast you deem appropriate for your students. I highly recommend you go through this process with the non-print text you choose before taking students through the unit of instruction.

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Main Link with CCSS:

Anchor Standards for Reading Literacy:

**Key Ideas and Details:**

- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**

- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Supporting Links with CCSS:

Anchor Standards for Speaking & Listening:

**Comprehension and Collaboration:**

- **CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-Literacy.CCRA.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Anchor Standards for Writing:**

**Production and Distribution of Writing:**

- **CCSS.ELA-Literacy.CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge:**

- **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Lesson Design:

- Choose a TED Talk or other Audio text such as a Nova Pod Cast or NPR Pod Cast, which fits with your lesson design and will appeal to your students.
  - Please make sure to preview your selection for appropriateness and complete a data collection worksheet prior to your lesson.
- Preview the data collection worksheet and review any vocabulary of which students may still need some clarification.
- The data collection worksheets are fully customizable for your students’ needs.
  - Attached are three different worksheet examples to show just how easily you may customize and address the aforementioned Common Core Speaking & Listening Standards outlined on page 2.
- Show the TED Talk to students for the first time. Encourage them to fill in as much of their worksheet as possible on this first view. Assure your students that the class will be viewing/reading the text several times.
- Ask a few students to share their initial findings. You may want to make a class example page on your overhead or Smart Board with the students. Some students may feel discouraged because they did not catch as much information on their first read. This is a great time for a teachable moment related to the purpose of the Close Reading process.
- On the second read of the text, you may want students to experience the text in a more focused way. I suggest playing the audio BUT NOT the video of the text. This will allow students to focus more on what they are hearing and not what they are seeing.
  - My students were able to finish completing their worksheet at this point. Play the text as many times as needed for your class & students.
  - A good intervention strategy is to have students read the text on their own. This will allow them to pause, rewind, and reread as many times as they individually need.
- While students may need extra guidance and direct instruction the first time the worksheet is used in class, I have found that subsequent activities and lessons using this Close Reading Strategy have gone smoothly.
  - In fact, my students asked just about every day of the unit if we were reading a TED Talk that day. Thus, I created TED Talk Tuesdays for each Tuesday of the unit.
- Later, perhaps not on the first use of the Data Collection Worksheet, use the wks. As the prep-work for a whole class Socratic discussion. Let the students know that their prep-work is just as important as their participation in the Socratic.
- After the Socratic, or in place of, have students write their response to their Close Reading of the text or of the Socratic itself. As students have more exposure to reading a text in this manner, the Socratic could be what the student is assessed on.

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Name: ____________________________ Date: _______ Hour: _______

Audio Presentation Title: R.7 __________________________________________

Central Idea Being Made: R.2 _________________________________________

Take notes in the boxes below to help you organize your thinking.

<table>
<thead>
<tr>
<th>Evidence to Support Main Point</th>
<th>Evidence of Style &amp; Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.1, R.2, SL.3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>O</td>
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<td></td>
<td>A</td>
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<td></td>
<td>P</td>
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<tr>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>T</td>
</tr>
</tbody>
</table>

| Powerful/Beautiful Word Choice R.4 |                        |

| Links/ Connections & Points of Emphasis SL.3 |                        |

W.4, W.9

My reaction to this text is... _________________________________________

Because...
SOAPSTone

Close Reading Strategy

(Adapted from The AP College Board)

To encourage & strengthen readers’ interaction, comprehension, and analysis of a text!

What is the Subject?  
State the main point or claim made in the text in a few, focused words. Think in terms of how you would summarize the text when a friend asks, “What’s it about?” Be careful as some subjects may be hidden, and there may be more than one subject. The true subject may be introduced at the start of the text, or the speaker may choose to delay the revelation of the true subject at a later point. Why would the speaker do so?

What is the Occasion?  
This is the time and place the text occurs or was originally created for. What prompted the writing of this text? What inspired it to be written? All writers are influenced by a greater occasion: ideas, attitudes, memories, critiques, and emotions that come from interaction with an issue. Try to determine what triggered the writer to produce this response to an event.

Who is the Audience?  
This is the group of readers for whom the text was originally written. Think about why this group is the intended audience. The audience may be one person, a group, or a nation. The text may even have been written to or for a specific person or a certain people. Look for clues in the text of where the speaker identifies an audience. What assumptions can you make about the intended audience? Use Historical knowledge if necessary to infer who the audience would be for the text.

What is the Purpose?  
Think about why the text was written. Ask yourself, “What does the speaker want the audience to think or do as a result of reading this text?” Is the speaker trying to spark a reaction in the audience? It’s important to identify the purpose in order to examine an argument and its line of appeals: Ethos, Logos, and Pathos. Remember PIE when discussing purpose: Persuade, Inform, and Entertain.

Who is the Speaker?  
Determine the voice that tells the story of the subject. Remember, the author and the speaker are NOT necessarily the same. An author may choose to express the subject from a number of different points of view. If a speaker is identified for you, think about his/her age, gender, class, emotional state, education, etc. How does the speaker’s background shape his/her point of view on the subject?

What is the Tone?  
When listening to a televised speech or a friend speak aloud it is easy to determine the tone through his/her attitude, body language, pitch and volume of voice, and emphasis. It is a bit trickier with the written word. A tone extends the meaning of a text beyond what is literally said or on the page. Notice the diction, imagery, figurative language, sentence structure (syntax), and word choice used in the text; they point towards a specific tone.

SOAPSTone should be used in conjunction with annotating while Close Reading a text!
Name: ___________________________ Date: ___________ Hour: _______

Audio Presentation Title: *A Life Lesson from a Volunteer Firefighter: Mark Bezos*  

Claim Being Made: ____________________________________________________________  

Take notes in the boxes below to help you organize your thinking.

<table>
<thead>
<tr>
<th>Evidence to Support the Claim</th>
<th>Ways to Appeal to the Audience</th>
</tr>
</thead>
</table>
| 1.                            | How does Bezos establish authority?  
|                               | *(Ethos)*                        |
| 2.                            | Why does Bezos use humor to tell his story?  
|                               | *(Pathos)*                       |
| 3.                            | What are the solid facts Bezos uses to make his claim?  
|                               | *(Logos)*                        |
| 4.                            |                                 |
| 5.                            |                                 |

**Vocabulary to Define**  
Robin Hood –  
Supplement –  
Lex Luther –  
Heroism -  
Pay Load –  
Nemesis –  
Valiant Effort -  
Monumental –

**What I Want to Say During the Socratic**  
1.  
2.  
3.  

**During the Socratic Discussion, record your thoughts from other students’ comments.**  
SL.1,W.4,W.9

I did not agree with ________, when he/she said  
Because…

I agreed with ________, when he/she said  
Because…

I wish I had thought to say  
Because…

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Rhetorical Appeals
3 Ways to Appeal to the Audience

Pathos
- Appeal to emotions, desires, and hopes or fears and prejudices
- Understands the power of evoking an audience's emotions by using tools such as:
  - Figurative language
  - Personal anecdotes
  - Vivid Images/Imagery
  - Humor
  - Colors
  - Music
- Chooses diction with strong Connotation.
- MUST evoke emotion from the audience

Ethos
- Greek for "Character"
- Demonstrates that the speaker(s) are credible and trustworthy.
- In some instances the speaker's reputation immediately establishes ethos.
- Includes Morals, Values, & Ethics
- Speaker gives:
  - Expertise
  - Knowledge
  - Experience
  - Sincerity
  - Common purpose with the audience

Logos
- Appeals to reason: MATHEMATICAL
- Clear, Rational ideas, Logical thinking
- Greek for "embodied thought"
- Graphs
- Charts
- % or Numbers or Statistics
- Research or Experiments
- Examples or Facts
- May acknowledge a Counterargument (the other side).
  - Agree the argument is true (CONCEDE)
  - Deny it to be true (REFUTE)
Name: ____________________________ Date: ______________ Hour: ______

Audio Presentation Title: ____________________________________________________________

Argument Being Made: _____________________________________________________________

Take notes in the boxes below to help you organize your thinking

Note: Teachers who choose to use this format MUST make sure to select a text that has both a claim and a counter-claim.

<table>
<thead>
<tr>
<th>Points that Defend  R.1,R.8,SL.3</th>
<th>Points that Challenge R.8,SL.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loaded Language – Powerful/Beautiful Diction  R.4,SL.3</td>
<td>Links/Connections &amp; Points of Emphasis  R.8,SL.3</td>
</tr>
</tbody>
</table>

The overall Tone of this text is: ________________________________

Because...

**CONSTRUCTED RESPONSE QUESTION**:  R.1,W.4,W.9,L.1,L.2

Evaluate the speaker’s reasoning and evidence used to support the idea discussed. Use details from the text to support your answer paying particular attention to links among ideas, word choice, points of emphasis, and tone. Edit your response for complete sentences, correct punctuation, spelling, grammar, and usage.
Evaluating a text may be new for you. In order to evaluate appropriately, you must go past: “The video was good.” Or “His point was supported well.” These are opinion statements rather than statements of evaluation. Use these questions to help you answer the Constructed Response question. This is an optional step.

Audio Presentation Title: __________________________________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
<th>How so? Or Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the argument one sided?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How much support is for the other side? (counter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is this a fair argument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is it biased? If so, how?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is it heavy in emotional language (Pathos)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is it heavy in logic (Logos)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is there a sense of authority (Ethos)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is the support provided relevant to the identified argument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Are the main points of emphasis supported?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are there gaps in reasoning? If so, where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Who is the audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Is the tone appropriate for the audience?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Whole Class Collaboration & Discussion Example

Name: Class Collaboration  Date: 9-19  Hour: 34

Audio Presentation Title: Ron Gutman: The Hidden Power of Smiling
Argument Being Made: Smiling Can Improve your Life & Health
(ultimate super-power)

Take notes in the boxes below to help you organize your thinking.

<table>
<thead>
<tr>
<th>Points that Defend</th>
<th>Points that Challenge</th>
</tr>
</thead>
</table>
| - Children smile over 400 x a day  
- Born smiling in the womb  
- Blind babies smile at human voice  
- Baseball study showed 1% → 79.9%  
- Reduced stress & BP  
- 1 smile can = 2,000 chocolate bars  
- Smiles are contagious  
- Can be used to predict happiness  
- Length of marriage makes one appear more likable, confident & competent |
| - less than 14% of people smile less than 5 times a day  
- Have to mimic a smile to know if it’s real or fake  
- French study w/ pencil in the mouth  
- 3% of population smiles more than 20% a day  
- Smile + frown = smile  
- Act of smiling makes you feel better  
- Used to assess feelings of another |

Loaded Language - Powerful/Beautiful Diction

- Chocolate  
- Super-hero  
- Likeable  
- Cannibalism  
- Evolutionary  
- Satisfying  
- Stimulating  
- Generous  
- Skinning  
- Biologically Uniform  

Links/Connections & Points of Emphasis

- Charles Darwin - facial feedback responsivity  
- Yearbook study at UC Berkeley  
- German - scan B/A Botek, injections  
- Mother Theresa - “I will never underestimate the good that a smile can accomplish”  
- Mark Eckerley - as human  
- Toque Tribe - (Cannibals) → smile for similar section - French smile - electrical pulses

The overall Tone of this text is: "Inspiring  
- Motivational  
- Stimulating  
- Recuperative/Rejuvenate  
- Euphoric  
- Optimistic

Because...

CONSTRUCTED RESPONSE QUESTION:

Evaluate the speaker’s reasoning and evidence used to support the idea discussed. Use details from the text to support your answer paying particular attention to links among ideas, word choice, points of emphasis, and tone. Edit your response for complete sentences, correct punctuation, spelling, grammar, and usage.
## Scoring Rubric

### Student Responses to what they Closely Read

Have students reflect on their reading in a more formal written format!

This writing rubric is for the Constructed Response item at the end of example #3. The following student responses are scored using this rubric. \( W.2 \)

<table>
<thead>
<tr>
<th>CCSS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Progressing</td>
<td></td>
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</tr>
<tr>
<td>Beginning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No Attempt</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.5</td>
<td>The Argument is identified.</td>
<td>The Argument is identified.</td>
<td>The Argument is identified.</td>
<td>The Argument's identification is attempted.</td>
<td>A CR is not writer or is completely off topic and off task.</td>
</tr>
<tr>
<td>R.1 W.9</td>
<td>The response provides numerous (4+) relevant text-based examples of how the speaker addresses the argument.</td>
<td>Pros &amp; Cons of the argument are addressed.</td>
<td>Pros &amp; Cons of the argument are addressed.</td>
<td>Pros OR Cons of the argument are addressed.</td>
<td>Points of Emphasis OR Connections are discussed but are not clear.</td>
</tr>
<tr>
<td>R.5</td>
<td>Pros &amp; Cons of the argument are addressed.</td>
<td>Points of Emphasis and Connections are clearly addressed.</td>
<td>Points of Emphasis and Connections are addressed.</td>
<td>Points of Emphasis OR Connections are discussed.</td>
<td>Tone may be incorrect or is not addressed.</td>
</tr>
<tr>
<td>R.3, W.4, SL.3</td>
<td>Points of Emphasis and Connections are clearly addressed.</td>
<td>Points of Emphasis and Connections are addressed.</td>
<td>Points of Emphasis OR Connections are discussed.</td>
<td>Points of Emphasis OR Connections are discussed but may be incorrectly identified or not supported</td>
<td>The response provides little evaluations is mostly based solely on opinion.</td>
</tr>
<tr>
<td>R.4</td>
<td>Word choices to create the tone are defined and defended.</td>
<td>Response addresses the overall tone and is supported with some diction choices.</td>
<td>Tone may be discussed but may be incorrectly identified or not supported</td>
<td>The response provides some evaluation points.</td>
<td>The response provides little evaluations is mostly based solely on opinion.</td>
</tr>
<tr>
<td>W.4</td>
<td>The response is evaluative and not of opinion.</td>
<td>The response provides some evaluation points.</td>
<td>The response provides some evaluation points.</td>
<td>The response provides some evaluation points.</td>
<td>The response provides little evaluations is mostly based solely on opinion.</td>
</tr>
</tbody>
</table>
Student Response Examples:

Anchors to demonstrate rubric criteria:
I have used the TED Talk by Ron Gutman: The Hidden Power of Smiling

<table>
<thead>
<tr>
<th>Low Scoring Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The argument doesn’t seem to be fair due to him not talking much about frowning. Though he does use a lot of emotional language making us happy causing us to want to smile more. He does use a lot of facts to prove his point through, like he said about all kids, most children smile on average of 400 times or more per day. The guy is a scientist also so therefore he is a very credible source so you know everything he says there is reason for and he isn’t just making up things to say.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low/Mid Scoring Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Gutman's lecture mostly talked on the benefits of smiling such as living longer, looking good in the eyes of others, and inspiring them as well. He also talked briefly on the negative side of not smiling. He and his other scientists have made a discovery on how your smile effects how long you live. They used Baseball cards for their experiment. They found that people who didn’t smile in their pictures lived to be about 72.9 years old where as people who smiled, lived to be about 79.9 years old. Ron talked about and quoted Mother Teresa, Charles Darwin, and Gandhi because they all basically said and agreed with what Ron was saying; that smiling can improve your health and well being. Ron used powerful words like embark, inspiring, stimulate, fulfilling, and confident to really prove his point and express how he feels about smiling. His tone of cheeriness is appropriate with what he was lecturing about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid Scoring Sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Gutman's argument is biased and one-sided because he is only saying positive things about smiling and he is not saying much about frowning. His argument was full of emotional language though. He said smile a lot and superpower. He does have a lot of logic in the argument to show the people that smiling is really good for you. Like he said kids smile 400 times a day so being around them makes you want to smile. His tone is appropriate for the audience. He was cheerful through the whole thing which made me want to smile. He did have some gaps in his argument like he did not say that much about frowning. Things that made me cheerful is when he showed the picture of the babies. He did talk about people that smile a lot like Mother Teresa, Obama. He said you are born smiling and smiling makes you healthy, also that it makes you look better in other people’s eyes.</td>
</tr>
</tbody>
</table>
Student Response Examples:

Anchors to demonstrate rubric criteria:
I have used the TED Talk by Ron Gutman: The Hidden Power of Smiling

High Scoring Sample:

In the TED Talk “The Hidden Power of Smiling” Ron Gutman discusses how smiling can make you healthier and give you super-powers.

Gutman gives an argument that is fair yet one sided because he wants the audience to understand that smiling is good for their health. He mentions specific studies such as a German study that used CT Scans to see how the brain responded to smiling before and after the use of Botox and a British study that equated that 1 smile was worth 1,200 chocolate bars. Gutman also supported the idea that smiles are natural when he mentioned that babies smile when born, while still in the womb, and blind babies smile when they hear the human voice even though they have never seen anyone smile.

Gutman states that 1/3 of the human population smiles more than 20 times a day, and counters this point with the fact that less than 14% of humans smile less than 5 times a day. But children have the real super-power because they smile more than 400 times a day. And Baseball players who had a huge smile on their card lived to an average of 79.9 years while those who did not smile on their card only lived to 72.9 years of age.

By including links to Mother Teresa, Charles Darwin, and the Forie Tribe from New Guiene, Gutman emphasizes the point that smiling is contagious and a natural part of the human reaction. If someone is smiling then the person looking at them cannot frown. This leads to less stress and lower blood pressure. While not smiling equals more stress, higher blood pressure, looking less likable, and looking less competent.

Gutman’s tone of encouragement is appropriate for the audience of people who are unaware of the benefits of smiling through the use of diction such as fulfilling, contagious, beaming, embark on a journey, and inter-galactic. While his message is heavy in logos, Gutman appeals to his audiences pathos through the use of humor – or really bad jokes. He has natural ethos, authority, because he is a scientist at UC Berkley who has conducted some of the research findings he presented in his argument.
Writing Response Question Stems
From The Smarter Balanced Consortium

The open prompts are based on the style and type of Constructed Response questions posed from Smarter Balanced Consortium released items. Modify these prompts to fit any Non-Print texts you are using to help students practice their responses. See the Smarter Balanced website to see more released questions: [http://sbac.portal.airast.org/practice-test/resources/](http://sbac.portal.airast.org/practice-test/resources/)

**6th grade type of question**

- Using information from the audio presentation, provide two features that make the claim of ________ true.
- The Narrator claims that _________. Support this claim with two details from the presentation to support your answer.

**7th grade type of question**

- Explain the most likely reason why _________. Use textual evidence from the audio presentation to support your reasoning.
- How does the passage appeal to a reader’s _________. Use two details from the passage as support.

**8th grade type of question**

- The passage states that _______________. Write a paragraph that supports this point. Use two pieces of textual evidence from the audio presentation to support your reasoning.
- What does the reader need to know in order to predict _________. Support your answer with evidence from the presentation.

**10th - 11th grade type of question**

- Describe a Persuasive technique the narrator uses to support _________. Use textual evidence from the audio presentation to support your reasoning.
- Explain why the narrator believes _________. Use at least two details from the presentation to support your answer.
TED Talks: Suggested Talks for the Classroom

NOTE: The following links are via youtube.com; however, you are able to search the www.TED.com site for a topic, a specific language, by a rating such as funny or persuasive, and by the newest posts. Ed.TED.com hosts a multitude of videos created just for the education community. Find lessons plans and ideas for flipping your classroom. Here is a link to the TED Ed library on Youtube: www.youtube.com/user/TEDEducation/videos?sort=p&shelf_id=5&view=0

Recommended Talks

Free Air! Buddy Wakefield  http://www.youtube.com/watch?v=5n6413nx6b0
Ron Finley: A guerilla gardener in South Central LA  http://www.youtube.com/watch?v=EzZzZ_qpZ4w
Jill Bolte Taylor’s stroke of insight  http://www.youtube.com/watch?v=EzZzZ_qpZ4w
Sarah Kay: If I should have a daughter  http://www.youtube.com/watch?v=0snNB1yS3IE
Mike Rowe: Learning from dirty jobs  http://www.youtube.com/watch?v=IRVdiHu1VCc
Joshua Foer: Feats of memory anyone can do  http://www.youtube.com/watch?v=U6PoUqJx4sA
Rives: Reinventing the encyclopedia game  http://www.youtube.com/watch?v=1L6lFiV4xo
The hidden meaning in kids’ movies: Colin Stokes  http://www.youtube.com/watch?v=Nx8RRjP53Q
John Bohannon: Dance vs. PowerPoint, a modest proposal  http://www.youtube.com/watch?v=OqhopRhiu4
Jaime Oliver: Teach every child about food  http://www.youtube.com/watch?v=go_OQzc79Uc
Matthieu Richard: The habits of happiness  http://www.youtube.com/watch?v=lbLEi4HR74E
Keith Barry: Brain Magic  http://www.youtube.com/watch?v=GiqYWx2UmOY
Hannah Brencher: Love Letters to Strangers  http://www.youtube.com/watch?v=LVFVaWCV1TE
Shane Koyczan, the most beautiful way to stop a bully  http://www.youtube.com/watch?v=Il6L_Aux9RU
Poetry Collections: Anis Mojgani  http://www.youtube.com/watch?v=hgZaYqZ_1Z8
My philosophy for a happy life: Sam Berns  http://www.youtube.com/watch?v=36mlo-tM05g
Beatbox brilliance: Tom Thum  http://www.youtube.com/watch?v=GNZBSZD16eY
The surprising beauty of mathematics: Jonathan Matte  http://www.youtube.com/watch?v=SEiSloE1r-A
Sir Ken Robinson: Do schools kill creativity?  http://www.youtube.com/watch?v=iG9CE5SwbtY
Astonishing performance by a Venezuelan youth orchestra:  https://www.youtube.com/watch?v=amSqO5XNaGE

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Just a Few More

Rives: The Museum of Four in the Morning  http://www.youtube.com/watch?v=C0byYFXjRJM

Terry Moore: How to tie your shoes  http://www.youtube.com/watch?v=zAFcV7zuUDA

How to Use One Paper Towel: Joe Smith  http://www.youtube.com/watch?v=2FMBSbIpCrC

Sarah Lewis: Embrace the near win  http://www.youtube.com/watch?v=IS_upr6ayqw

Thandie Newton: Embracing otherness, embracing myself  http://www.youtube.com/watch?v=uzKBGtf0i0M

A Life Lesson from a Volunteer Firefighter: Mark Bezos  https://www.youtube.com/watch?v=sAQfzHBpRsc

The Magic of Truth and Lies (and iPods): Marco Tempest  https://www.youtube.com/watch?v=fumsXEuiLyk

The Hidden Power of Smiling: Ron Gutman  https://www.youtube.com/watch?v=U9cGdRNMdQQ

Less Stuff: More Happiness: Graham Hill  https://www.youtube.com/watch?v=L8YJtvHGeUU

The Future of Lying: Jeff Hancock  https://www.youtube.com/watch?v=8aAivrIUH1s

Does Money make you Mean: Paul Piff  https://www.youtube.com/watch?v=bj8Kq1wucsk

Looks aren’t everything. Believe me, I’m a Model: Cameron Russell  https://www.youtube.com/watch?v=KM4Xe6Dlp0Y

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The Boring Bits

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