

CPI: TED-ED Flipped Lesson

Project Description Form

1. **Your Name: Rebecca Gardner**
2. **Date: January 15, 2025**
3. **Authentic Topic: The Power of Reading**
4. **Title of TED-ED Flipped Lesson: The Healing Power of Reading | Michelle Kuo**
5. **Link to your TED-ED Flipped Lesson: <https://ed.ted.com/on/CsxsGAuh>**
6. **Grade level it is appropriate for: Sixth grade and up**
7. **Describe your full TED-Ed lesson:**

Scenario: (Introduction to the students; Hook for the lesson)

Throughout your youth, you have been told that reading helps your brain. Many of you may have lost your passion for reading at some point. What if I told you, if you quit reading, you will continually regress. No matter how much you have learned. Michelle Kuo, the author of. "Reading with Patrick", explains the importance of reading and why we should never stop.

Objectives:

Content objective: After analyzing Michelle Kuo's TED Talk, "The Healing Power of Reading," sixth grade students will be able to discuss the emotional and mental benefits of reading, share how books can help heal and improve well-being, and show their understanding by creating a Canva poster that demonstrates the positive impact reading has had on them, earning a proficient or higher score on the rubric.

Technology objective: After watching Michelle Kuo's TED Talk, "The Healing Power of Reading," sixth grade students will create a Canva poster that highlights how reading can help heal and improve mental and emotional well-being. They will use both text and images to explain these benefits and show their understanding by earning a proficient or better on the rubric.

Watch: The Healing Power of Reading | Michelle Kuo

"Reading and writing can be acts of courage that bring us closer to others and ourselves. Author Michelle Kuo shares how teaching reading skills to her students in the Mississippi Delta revealed the bridging power of the written word -- as well as the limitations of its power."

Think:

1. What dual aspects of reading does Michelle Kuo emphasize in her talk? (0:14)
 - a. Reading is both entertaining and factual.
 - b. **Reading connects people but is ultimately solitary.**
 - c. Reading is transformative but unnecessary for survival.
 - d. Reading is easy but has no emotional impact.
2. Despite its limitations, how did reading transform Patrick's life? (15:04)
 - a. It gave him financial independence.
 - b. **It enriched his inner life and allowed him to connect with others.**
 - c. It eliminated all his hardships.
 - d. It made him indifferent to his circumstances.

3. What internal conflict did Michelle Kuo face when deciding to leave the Mississippi Delta for law school? (3:34)
 - a. Whether to stay in a comfortable job or pursue a more prestigious one.
 - b. Whether to pursue teaching certification or law school.
 - c. **Whether to stay and help or leave to make broader change**
 - d. Whether to work in education or start her own school.

4. What is the significance of the haikus and poetry in Patrick’s journey?
 - a. Answer: Haikus and poetry allowed Patrick to connect with beauty, simplicity, and introspection. They provided a means for reflection and self-expression, helping him articulate his feelings and find moments of peace while in his challenging circumstances.

5. Why does Michelle Kuo emphasize the link between reading and writing in her talk?
 - a. Answer: Michelle Kuo highlights that reading inspires writing by providing language and ideas for expression. For Patrick, reading allowed him to find words to imagine a better relationship with his daughter and articulate his love for her through beautifully detailed letters.

Dig Deeper:

These resources can be used to help broaden your thoughts on reading. All of these talks give more examples of why reading is important and how it can have a sense of healing.

How I learned to read – and trade stocks—in prison | Curtis Carroll | TedEDxSan Quentin
https://www.ted.com/talks/curtis_wall_street_carroll_how_i_learned_to_read_and_trade_stocks_in_prison

This TED Talk shares the powerful journey of a young man from Oakland, California, who grew up surrounded by poverty and crime. Illiterate and without opportunities, he saw crime as his only path until a prison sentence for robbery and murder at 17 forced him to confront his life. At 20, he taught himself to read, gaining self-worth, discipline, and hope. A chance encounter introduced him to financial literacy, sparking a transformation that led to cofounding the Financial Empowerment Emotional Literacy (FEEL) program. FEEL teaches incarcerated individuals essential money management skills, helping them prepare for life after prison. His story highlights the impact of financial illiteracy in perpetuating poverty and crime, emphasizing financial literacy as a life skill critical for stability and rehabilitation. His work focuses on second chances, showing that education and hope can transform lives and entire communities.

How Books can Open Your Mind | Lisa Bu | Ted 2013
https://www.ted.com/dubbing/lisa_bu_how_books_can_open_your_mind?audio=en&language=en

This TED Talk tells the story of a woman from 1970s Hunan, China, who dreamed of becoming a Chinese opera singer. Her parents, seeking stability after the Cultural Revolution, pushed her toward engineering. When her dream faded at 15, she turned to books for guidance. Books became her lifeline, opening her to new perspectives, teaching her independence, and inspiring her to reimagine her future. Through comparative reading and banned literature, she gained clarity and even repaired her relationship with her parents. She realized that dreams are less about achievement and more about discovering passion and purpose. Her story highlights the transformative power of books to teach, heal, and guide us through life’s challenges, encouraging everyone to embrace them as lifelong companions.

How to Inspire Every Child to be a Lifelong Reader | Alvin Irby | Ted Residency
https://www.ted.com/talks/alvin_irby_how_to_inspire_every_child_to_be_a_lifelong_reader

This TED Talk highlights the importance of identity and cultural relevance in inspiring a love for reading. The speaker shares his struggles with rigid school curriculums and recounts a Bronx student who felt confident in math but defeated by reading, reflecting a broader issue: over 85% of black male fourth graders lack reading proficiency. To address this, he founded *Barbershop Books*, a nonprofit creating child-friendly reading spaces in barbershops, featuring books chosen by black boys that spark joy and connection. By linking reading to familiar, welcoming spaces, the program helps them see themselves as readers. The talk urges a shift from outdated teaching methods to diverse role models and engaging, meaningful reading experiences, giving every child the chance to say, "I’m a reader."

What Reading Slowly | Jacqueline Woodson | Ted2019

https://www.ted.com/talks/jacqueline_woodson_what_reading_slowly_taught_me_about_writing

This TED Talk reflects on the power of stories and the art of reading slowly. The speaker shares how books, like *The Selfish Giant*, shaped her Brooklyn childhood, offering escape and deeper connections to their meaning. Reading taught her to appreciate the dedication of authors and helped her honor her ancestors, who preserved their identity through storytelling despite being denied the right to read. In a fast-paced world, she reminds us to slow down, savor stories, and embrace their ability to connect, heal, and inspire across generations.

Discuss:

After watching Michelle Kuo's Ted Talk, do agree or disagree that it is important to continually read throughout your life? Why or why not?

Sample response: I agree that it is important to continually read throughout your life, as highlighted in Michelle Kuo's TED Talk. Reading is not just a tool for acquiring knowledge but also a way to connect with others, reflect on our own experiences, and explore different perspectives. Kuo demonstrates how reading can bridge gaps, foster empathy, and inspire personal growth. Her story of reconnecting with Patrick through literature shows how reading has the power to transform lives, offering both intellectual and emotional development. By reading consistently, we deepen our understanding of the world, and keep growing as individuals.

Sample response: I disagree that it is necessary to continually read throughout your life, though Michelle Kuo's TED Talk does highlight the transformative power of reading in specific contexts. While reading can be a valuable tool for learning and growth, people can also gain knowledge and empathy through other means, such as hands-on experiences, conversations, or engaging in creative pursuits. Not everyone connects with reading in the same way, and for some, personal development may come more effectively through other forms.

...And Finally: (While this TED Ed section only allows 1000 character, you need to fully describe the lesson and student project here. Write directions for the students.)

After completely watching Michelle Kuo's TED Talk, "The Healing Power of Reading," please make sure you have answered all the questions completely. It is not time for us to use our knowledge and encourage other people to become readers. You are going create poster on canva encouraging reading. Your poster can range from your own personal experiences, or why you think others should become readers. If you have any questions about your topic or poster, please ask me. Your poster must be neat and have a why behind it. You may look over the Dig Deeper section where there are more videos talking about the importance of reading. I am not looking at only, the look so your poster, but what also what your poster is about. You will be scored by the rubric attached. You will start by getting the idea of what you want to make your poster about, then you will start making a draft of your poster.

8. Create a separate assessment rubric for each of your objectives above.

Content objective: After analyzing Michelle Kuo's TED Talk, "The Healing Power of Reading," sixth grade students will be able to discuss the emotional and mental benefits of reading, share how books can help heal and improve well-being, and show their understanding by creating a Canva poster that demonstrates the positive impact reading has had on them, earning a proficient or higher score on the rubric.

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Discussion of Emotional and	Minimal discussion with no	Basic discussion with limited or	Clear discussion with relevant	Insightful discussion with

Mental Benefits of Reading	or irrelevant examples. Shows little understanding of the benefits of reading.	general examples from the TED Talk. Partial understanding of the topic.	examples from the TED Talk. Shows good understanding of the benefits.	specific examples from the TED Talk. Clearly demonstrates deep understanding of how reading impacts emotions and mental well-being.
Explanation of How Books Can Heal and Improve Well-Being	No explanation provided or lacks connection to how books contribute to healing or well-being.	Explanation is limited, with unclear or weak connections to the concept of healing or well-being.	Clear explanation of how books contribute to healing and well-being, supported by at least one example.	Provides a strong, thoughtful explanation of how books contribute to healing and well-being, supported by personal connections or examples.
Personal Reflection on the Positive Impact of Reading	The poster lacks personal reflection or fails to connect to the positive impact of reading.	The poster includes a brief or unclear personal reflection on the positive impact of reading.	The poster includes a clear personal reflection on how reading has positively impacted the student's life.	The poster includes a deep, meaningful personal reflection on how reading has positively impacted the student's life.
Engagement in Class Discussion	Does not participate or makes no relevant contributions to class discussion	Occasionally participates but provides limited or off-topic contributions.	Participates in class discussion and offers relevant comments.	Actively participates in class discussion, offering thoughtful comments and building on others' ideas.

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Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Canva Poster Design and Creativity	The poster lacks creativity, is poorly designed, or fails to communicate	The poster shows minimal creativity or is incomplete, with a weak connection to the	The poster shows minimal creativity or is incomplete, with a weak connection to the	The poster is highly creative, visually appealing, and effectively communicates a

	the positive impact of reading.	positive impact of reading.	positive impact of reading.	personal connection to the positive impact of reading.
References	No references are used.	Some but not all references are in the presentation. Some citations are correct.	All references are there. Citations are mostly correct.	All references are there. All citations are correct.

9. Revised Bloom’s level, Cognitive Process, and justification:

My project falls in the Analyze category of the cognitive process. My justification for this, is that I had to analyze Michelle Kou’s video and create flipped lesson about it. For this lesson I devised objectives of what my students would be doing and made questions for them to answer throughout the video. I also watched other videos to help further their learning.

10. Describe the process you went through to complete this lesson:

I brainstormed first, what I wanted to accomplish from this. Next, I went through and started filling out each piece of the description form. Once I would finish one piece of the form, I would put it in the TED website. I did this until all pieces of the website were filled in. Once this part was complete, I made the rubrics. After making the rubrics I had to double check that they made sense to my objectives. Once this was all fixed and ready, I was able to finish up my project.

11. How long did this project take you?

This project took me about 4 hours.

12. What mistakes did you make and how did you correct them?

I made a few grammar mistakes, to fix this I did a quick grammar check and got it all taken care of. I also made some mistakes in my rubric by not adding in all the parts. To fix this I went through and changed all the pieces so that is matched better with the projects. Other than these, I did not come across any mistakes.

13. What technical problems did you encounter?

I was working on the TED website, typing in all the information for my flipped lesson. I went to click something, and my hand slid across my keyboard and the whole site went backwards. It took me back to the beginning of finding the video. This meant that I lost all my progress on the TED website. After this I had to go type everything back in. This was my only technical issue.

14. Give APA references and annotations for ALL sources used in creating this project:

Bu, L. (2013, February). *How books can open your mind*. Lisa Bu: How books can open your mind | TED Talk. https://www.ted.com/dubbing/lisa_bu_how_books_can_open_your_mind?audio=en&language=en

Carroll, C. "Wall S. (2016, January). *How I learned to read -- and trade stocks -- in prison*. Curtis “Wall Street” Carroll: How I learned to read -- and trade stocks -- in prison | TED Talk. https://www.ted.com/talks/curtis_wall_street_carroll_how_i_learned_to_read_and_trade_stocks_in_prison

Irby, A. (2017, November). *How to inspire every child to be a lifelong reader*. Alvin Irby: How to inspire every child to be a lifelong reader | TED Talk. https://www.ted.com/talks/alvin_irby_how_to_inspire_every_child_to_be_a_lifelong_reader

Kuo, M. (2018, September). *The Healing Power of Reading*. Michelle Kuo: The healing power of reading | TED Talk. https://www.ted.com/talks/michelle_kuo_the_healing_power_of_reading

Woodson, J. (2019, April). *What reading slowly taught me about writing*. Jacqueline Woodson: What reading slowly taught me about writing | TED Talk. https://www.ted.com/talks/jacqueline_woodson_what_reading_slowly_taught_me_about_writing/transcript

15. Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) you're rating and type your justification in the far-right column.

		1. Indicator Not Met; Needs Improvement: (0-24% of points)	2. Indicator Partially Met; Needs Improvement: (25-49% of points)	3. Indicator Met: Acceptable; Well-written discussion prompt that is age appropriate and requires higher level thinking (75-94% of points)	4. Exceeds Indicator: Excellent; Distinguished (95-100% of points)	Comments/Justification
Discuss (25 points)	<ul style="list-style-type: none"> Discussion prompt that is not age appropriate and does not require higher level thinking Inadequate sample student responses to the prompt 	<ul style="list-style-type: none"> Poorly written discussion prompt that may not be age appropriate or require higher level thinking Poor choice of video for the flipped lesson that is not appropriate for topic and grade level Two samples are listed but they are too short or inadequate 	<ul style="list-style-type: none"> Goodly adequate discussion prompt that is age appropriate and requires higher level thinking Poor choice of video for the flipped lesson that is either not appropriate for topic or grade level OR did not use a TED Talk; used a YouTube video 	<ul style="list-style-type: none"> Excellent well-written discussion prompt that is age appropriate and requires higher level thinking Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level 	<ul style="list-style-type: none"> I feel that my prompt is good. It gives enough space for students to think about both sides and truly pick that choice of TED Talk that is appropriate for topic and grade level. example as well. 	<ul style="list-style-type: none"> This Ted talk is very appropriate for sixth graders. Kuo puts them into a perspective that they can understand. There are many great lessons for...
...And Finally (online) Link (50 points)		<ul style="list-style-type: none"> Poorly written description (in the lesson file) of the student project. It does not describe what the student is supposed to do. The reader does not understand what pupils. Students are supposed to do. 1 multiple choice question with no feedback and no higher-level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) 	<ul style="list-style-type: none"> Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader characteristics of may have many questions about what students are supposed to do. 2 multiple choice questions with poor feedback and no video hints No evidence of higher-level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) 	<ul style="list-style-type: none"> Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may learning characteristics have 1-2 questions of pupils. 2 multiple choice questions with appropriate feedback and video hints 3 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher 	<ul style="list-style-type: none"> Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire and learning characteristics of project. 3 or more multiple choice questions with excellent higher level thinking feedback and video hints 5 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher Accomplishes the above on the first attempt 	<ul style="list-style-type: none"> description I think that the student have very good task but I think some of the be the high could be set straight forward. I don't think that they will use are appropriate for sixth graders; but they may be able to dig a little deeper than I afraid, though there could be questions about the everything project. I am thinking about kids would do this from a project, but have a very short description how they can use the extra these two categories. I gave good responses for my sources what they could be used for. They could definitely be helpful in a real-life situation of doing this lesson. I also think that they partnered with...
Dig Deeper (25 points)		<ul style="list-style-type: none"> Only 1-2 incorrect use of print/media/verbs or context clues Does not require technology/websites Few of the that students create instructional a technology product, worksheets and assessments are listed and linked to the Appendix. Very short 	<ul style="list-style-type: none"> Not all specific print/media/verbs or context clues create a technology product are presented. Some obvious items are left out or discussed in very general terms. Very short description telling the TED-Ed Flipped lesson does not demonstrate project or how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. 	<ul style="list-style-type: none"> All specific higher-level thinking print/media/verbs with the content of the technology/websites are presented. 1 sentence description telling how resources can be used in the student project. 	<ul style="list-style-type: none"> All specific print/media/technology/websites are presented. 2-3 sentence description for each resource telling how this resource can be used in the student project. Accomplishes the above on the first attempt 	
Flipped Lesson File (50 points)		<ul style="list-style-type: none"> The TED-Ed Flipped lesson does not demonstrate description telling any higher-level how resources are used in the student project or incorrect identification and incomplete no justification of sentences. Bloom's Taxonomy level Listed 1-2 references, used incorrect APA format. No annotations. 	<ul style="list-style-type: none"> The TED-Ed Flipped lesson does not demonstrate project or how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Incorrect identification and justification of Bloom's Taxonomy level 	<ul style="list-style-type: none"> The TED-Ed Flipped lesson demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Correct identification and justification of Bloom's Taxonomy level Listed more than four references, used correct APA format. 	<ul style="list-style-type: none"> The TED-Ed Flipped lesson clearly demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. Correct identification and justification of Bloom's Taxonomy level Listed more than six references, used correct APA format. Annotations give two sentences—one gives the source's contents and the 	

	<ul style="list-style-type: none"> • No “borrowed” information (even the video) is cited. • Incomplete self-evaluation and no justification for each rating in last column. 	<ul style="list-style-type: none"> • Listed more than two references, used correct APA format. • No annotations for references or poorly written. • Not all “borrowed” information (even the video) is cited in the lesson in correct APA format or very poor APA style. • Incompletion self-evaluation or no justification for each rating in last column. 	<ul style="list-style-type: none"> • Annotations give two sentences—one gives the source’s contents and the second tells how the source was used in creating lesson. • All “borrowed” information (even the video) is cited in the lesson in correct APA format with 2-3 APA errors. • Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. 	<p>second tells how the source was used in creating lesson.</p> <ul style="list-style-type: none"> • All “borrowed” information (even the video) is cited in the lesson in correct APA format. • Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. • Accomplishes the above on the first attempt 	<p>with my original TED talk. The problem I found though, for to be in the middle was I only had 5 sources. Those where I could fall into the proficient category.</p>
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