

Together or Alone

My Mother Wears Combat Boots and/or Welcome Home Grandpa

Some “missions” require teamwork, while others can and should be done all by yourself. Below is a list of missions you might do in your everyday life. Next to each mission write “together” if it is a project that requires teamwork, or “alone” if it is something you do mostly by yourself.

1. Take a Social Studies test _____.
2. Write a thank-you letter to your grandmother for the birthday gift she gave you _____.
3. Put on a play for a school program _____.
4. Play baseball _____.
5. Clean your room _____.
6. Wash the dishes _____.
7. Study for a Social Studies test _____.
8. Build a display for the school's open house _____.
9. Learn to swim _____.
10. Collect food for the needy _____.

What is teamwork? Teamwork is two or more people working together toward a common goal.

Think about the examples listed above. Are there some where the answer could be BOTH *together* and alone? For instance, studying for a social studies test can be done alone, but you can sometimes get more done and understand it better if you ask someone to help you. The same thing is true for washing the dishes or cleaning your room. Teamwork can help make many missions get done faster and better. But there is a time and place for working together...and working alone. The assignment on the next page below requires you to do both!

Together AND alone

A teamwork and individual effort assignment

Please follow these steps:

1. Your teacher will separate you into teams of two.
2. After your team discusses the topics below, you should each select a topic and write a 1-2 page essay about your chosen topic (the topics should be different for each of you). Write the first draft by hand, in pencil.
3. Then you should trade papers and review and edit your partner's draft.
4. Next you can go on-line or look through newspapers and magazines to find pictures or articles to go with your partner's story. You can also draw pictures, if you choose, or create a design that complements the article.
5. Give your partner's edited draft back to him/her. You should both type your corrected stories into the computer.
6. Print out your stories and put together the pictures/designs you have found or created. Work together to create two posters featuring the images.
7. Stand as a team and present your two essays to the class – but you each present the *other person's* essay and you do not read it; you tell the class what it is about and how the pictures you have chosen tell your partner's story.

Your teacher will grade you on your essay (how well it is written and thought out), on your creativity with the pictures and poster, and on how well you do your class presentation and how well you understand and present your partner's ideas.

Topics:

My Best Friend

What I Like To Do On The Weekend

The Person I Most Admire

My Pet Is So Much Fun

My Favorite Day of the Year

What I Like Best About School

My Favorite Veteran

What I Want To Be When I Grow Up

What I Love About America

My Favorite Thing To Do With Mom
(or Dad)

My Favorite TV Show

Indiana Academic Content Standards

Grades 2 and 3 – Language Arts

- 2.4.2 Organize related ideas together to maintain a consistent focus.
- 2.4.5 Use a computer to draft, revise, and publish writing.
- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 2.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
- 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive
- 2.5.2 Write a brief description of a familiar object, person, place, or event that: develops a main idea and uses details to support the main idea.
- 2.5.5 Use descriptive words when writing.
- 2.5.6 Write for different purposes and to a specific audience or person.
- 2.6.8 Spell correctly words like *was*, *were*, *says*, *said*, *who*, *what*, and *why*, which are used frequently but do not fit common spelling patterns.
- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- 2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).
- 2.7.8 Retell stories, including characters, setting, and plot.
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.12 Use descriptive words when speaking about people, places, things, and events.

Grade Three

- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.
- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus
- 3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- 3.4.5 Use a computer to draft, revise, and publish writing.
- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 3.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
- 3.4.8 Revise writing for others to read, improving the focus and progression of ideas
- 3.5.2 Write descriptive pieces about people, places, things, or experiences that: develop a unified main idea and use details to support the main idea.
- 3.5.4 Use varied word choices to make writing interesting.
- 3.5.5 Write for different purposes and to a specific audience or person.
- 3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.
- 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- 3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

Teachers: the purpose of this exercise is to drive home the concept of teamwork. It is one of the critical lessons of leadership and a centerpiece to the NMHC/AVI leadership curriculum. Talk to the students about working with each other and practicing “give and take” on ideas and approaches. Explain that this exercise requires BOTH individual effort AND teamwork and they will be graded on how well they do both.