

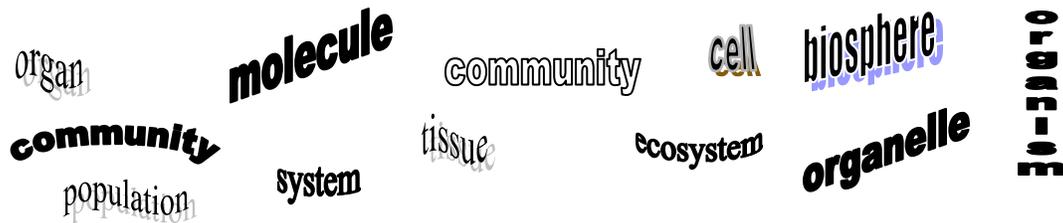
## WORD SPLASH

“Splash” refers to random arrangement of key terms around a topic. Students examine the words posted in disarray and are directed to construct meaning from seemingly unrelated terms. Words are splashed visually to students in any manner convenient for a classroom, e.g., whiteboard, overhead, wall, power point presentation, or on student desks. This strategy can be used anytime during the instructional “flow” of a lesson or laboratory activity.

Three word splash choices follow:

### *The Ordered Word Splash*

Place 6-10 words that you want ordered sequentially or in some form of hierarchy. Students will do this in written format such as a graphic organizer template. Below is a possible example for the living world hierarchy.



### *Directed Word Splash*

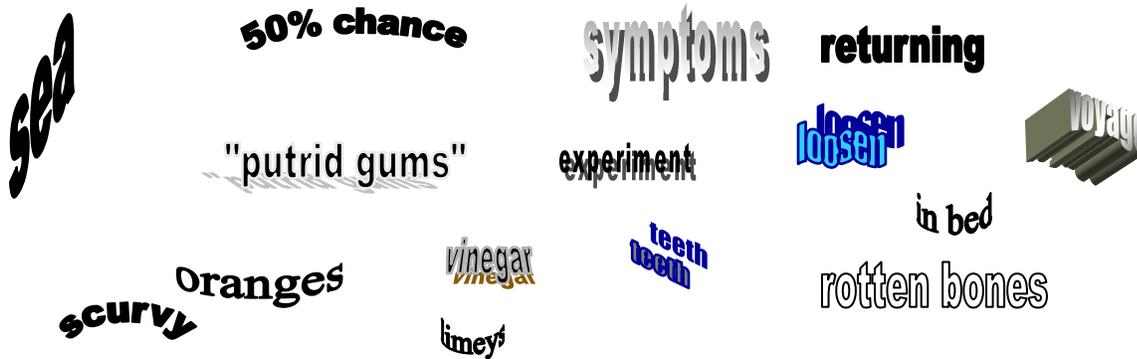
The words in this splash are targeted to answer a focus question. For example, “How would you use the following terms in discussing evolution with a team member?”



(In this example we would hope students would focus on using these as lines of evidence supporting the theory of evolution.)

### Engaging Word Splash

This splash may be useful in assessing prior knowledge or in the Engaging phase of the 5 E model. There is no suggested limit for the number of words/phrases as it is dependent on the task or reading passage used. Individual students mentally compose a story or scenario in which the words have meaning. Timing is important in this task and usually limited to 4 minutes. A variety of 'report out' techniques can be employed such as pair-share, a graphic representation, writing the story, or general class discussion. The activity concludes with the actual story/scenario being given to students who are then asked to find and underline the *splashed* words/phrases.



Passage:

Two hundred years ago, men setting out on a long sea voyage had a 50% chance of returning. Major causes of death were not pirates, sharks or being washed overboard. In the 1740's a crew of 400 British sailors was reduced to 200 primarily as a result of scurvy. Approximately 250 years ago a British physician set out to learn what caused scurvy. The symptoms of the disease he described as follows: large, discolored spots over the body, "swelled" legs, "putrid" gums, no energy, ulcers on legs, rotten bones, and fungus flesh. One of the fascinating symptoms, and perhaps the most telling, is that old scars would break open just as if the wound had recently been inflicted. He reported that people with the ailment could eat and drink well but, because they had no energy, they would stay in bed all day. If called out of bed, they would attempt to stand and bones in their legs would break. In an attempt to learn the cause of scurvy, the physician designed a well controlled experiment. He selected one group of sailors to eat as usual. Then he established five other groups that each day ingested the following: (1) sea water (2) vinegar (3) sulfuric acid (4) oranges (5) lemons. Those consuming the citrus fruit did not develop the symptoms of scurvy.

Using this information, each British sailor consumed a daily ration of lime juice to prevent scurvy. Hence, British sailors became known as "limeys."

Vitamin C, also known as ascorbic acid, can be synthesized by most vertebrates from the nutrients they ingest. Humans and monkeys are the only exceptions to this and must eat vitamin C in order to have adequate amounts. Ascorbic acid is necessary in the synthesis of hydroxyproline which is necessary in connective tissues and synthesis and repair. Without it, connective tissue slowly breaks down...the teeth loosen, gums degenerate, scar tissue and blood vessels break down. In advanced stages, sufferers usually hemorrhage.