

Periodic Table - *Take it Personally*

Overview

In this creative writing assessment, students will pretend that they are an element from the periodic table. From this perspective, they will write a personal ad to let other atoms know who they are and what they are seeking or have to offer.

Objectives

1. Assess students understanding of the following:
 - a. Where elements are found in nature
 - b. Valence electrons and the connection between the # of valence electrons to chemical behavior of elements
 - c. Basic electron-sharing model of chemical bonds
 - d. Names and common properties of groups/families (especially Alkali Metals, Alkaline Earth Metals, Oxygen Family and Noble Gases)
 - e. How the Periodic Table is organized and why
2. Make abstract concepts (atoms/elements) more relevant to students
3. Engage imaginations and bring creativity to chemistry

Materials

- Sample personal ads from newspaper or Web (I selected simple, appropriate ☺ personals from Yahoo! Personals at <http://personals.yahoo.com>)
- Writing paper
- Drawing paper
- Periodic Tables

Procedure

1. Review the concepts listed above with your students, especially the concepts of valence electrons, reactivity and similarities within families. (This activity assumes that you are nearing or at the end of unit dedicated to the Periodic Table and topics listed above).
2. Hand out a student worksheet with directions and samples of personal ads you have collected. You could also have some online examples book-marked on a computer for kids to see a wider variety, pictures, etc.
3. Have students read the personal ads and discuss how people use them.
4. Walk through the list of things students must include in their atomic ads.

5. Optional: Suggest that students do a prewriting exercise in which they answer the questions on the student worksheet in list form *before* they begin writing the creative version.
6. Direct students to write first drafts and sketch their "pictures" in class. You will have the chance to answer questions. Students should do a final, color draft at home for the next class.
7. Walk around making sure that the students who are lost or struggling get help. As you walk around, you can observe how easily students apply the information for an initial assessment of their understanding. The final assessment will be the finished product.