

# The Greedy Triangle

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**Issues:  
Prejudice, Racism, Sexism**

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in BCPS Multicultural Gifted  
Education Class (12/2012)**

# Bloom-Banks (Ford-Harris) Matrix

Greedy Triangle	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Contributions</b>	<p>How many sides does each shape have?</p> <p>How many angles does each shape have?</p>	<p>Describe 3 or more uses for a triangle, quadrilateral, etc.</p> <p>Search the classroom for each shape listed in the book. Identify the shape.</p>	<p>Draw a picture of each shape.</p> <p>Draw a picture of two quadrilaterals.</p>	<p>Compare and contrast triangle and pyramid.</p> <p>Compare and contrast two quadrilaterals.</p> <p>Compare and contrast angles (acute, obtuse, right).</p>	<p>Combine two or more figures to create a new shape. Name the shape.</p> <p>Draw a picture that contains two or more quadrilaterals.</p>	<p>Survey students about their favorite shape.</p> <p>Which shape in the book is most common in our classroom?</p>
<b>Additive</b>  <b>SOURCE: Ford &amp; Harris (1999). Ford (2011) <u>Multicultural Gifted Education</u></b>	<p>Define the prefix of each shape.</p> <p>What two characteristics did the shape-shifter change each time?</p>	<p>What is a shapeshifter?</p> <p>What does 'greedy' mean?</p> <p>What did you learn about shapes from reading this story?</p>	<p>Identify other words that contain the prefixes listed in the story.</p> <p>Measure the degree of each angle in the triangle and other shapes.</p>	<p>Predict what would have happened to the triangle if the Shapeshifter had moved to another state.</p> <p>Why do you think the author called the triangle greedy?</p>	<p>Develop a plan of action for how the triangle would have transformed from other shape if the Shapeshifter had refused to help.</p>	<p>Ask students to justify their choice of preferred shape.</p> <p>How many times would the triangle have to transform to become a circle. Provide evidence.</p>

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Greedy Triangle	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Transformation</b>	What is the moral of the story regarding self-perception?	<p>What evidence is there that the greedy triangle has poor self-image?</p> <p>Identify and name some emotions the Shapeshifter demonstrated in the story.</p>	Make a poster of emotions felt by the triangle in one of the scenes.	Compare and contrast The Greedy Triangle with The Mixed-Up Chameleon regarding self-image and self-esteem.	<p>Create a poem, song, or other piece about an object, person or creature who feels like the greedy triangle.</p> <p>Rewrite the story from the Shapeshifter's point of view.</p>	<p>Interview an artist about his/her work and the importance of shapes in his/her profession.</p> <p>Analyze the quote 'the greatest discovery is self-discovery'. Do you agree or disagree? Why?</p>
<b>Social Action</b>	Read the book to another person.	Re-tell or share the story to/with another person(s).	Talk to younger students about the significance of loving oneself.	Talk to others about possible consequences of not being happy with oneself. Share solutions.	Write a letter to the Greedy Triangle about the importance of self-esteem.	Interview a counselor about self-esteem, and racial pride. Share findings.

**SOURCE:** Ford & Harris (1999). Ford (2011) Multicultural Gifted Education