

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# what does “smart” mean?

You know, like “I’m not smart”, or  
 “she’s smarter than me”, or  
 “I wish I was smarter.”

So...

You’re not smart, right? ( Really? Are you sure? )

**Stop. Right now.**

What exactly do you **mean** by “smart”?

Do you mean “higher grades”?

Do you mean “reads faster”?

Do you mean “in the smart classes”?

Do you mean “not dumb like me”?

All of the above?  
 Well, boo-hoo for you.  
 You think you’re not smart?  
 You’re right.  
 You aren’t...  
 ...if you worry about how smart you are.

It’s time to

**learn about your brain. (you already have a good one)**

There are different kinds of **smart**, young warrior.

To show you how that works,  
 let’s think about a word related to “smart”...  
 let’s think about the word

.....→ **athletic.**

Turn over 

Are you athletic?

"Yeah, I think—"

**STOP.**

First read about  
Mike and Julia.

**Mike** can bench press 405 pounds, and he won two powerlifting competitions in high school. He can't run super-fast, but he's as wide as a barn and is a beast with a barbell.

**Julia** just ran another marathon, and finished first. Again. She's light and slender and not physically strong, but when she puts on her track shoes, she will whip you.

So,

who's a better athlete?  
who's smarter with their bodies?

The answer is:

**It doesn't matter who's smarter.**

Mike's good at lifting.  
Julia's good at running.

They're both proud of  
their strengths.

Julia doesn't whine  
that she's weak, and  
Mike doesn't grumble  
that he's slow.

# The point

of this whole “athletic” thing may surprise you, because it reveals an interesting fact about yourself and your brain.

Ready?

Here it is.

**Brains are like bodies.**  
They're smart in lots of different ways.

You could be smart with numbers,  
or smart with selling things,  
or smart with creating music,  
or smart with fixing computers,  
or smart with a wrench in your hand,  
or smart with a paintbrush,  
or smart with managing people,  
or smart with caring for animals,  
or smart in a thousand other ways.

(Lizards are much smarter than you, because they can survive in the desert, and you can't. Ha-ha! You're dumber than a lizard.)

(Who's smarter, you or a peach tree? When it comes to making peaches, the peach tree is smarter. You can't make a peach, and a peach tree can. So a peach tree is smarter than you.)

**FAULTY THINKING**

(A fly is smarter than you, because a fly can walk upside down on a ceiling and you can't. Think about it. You're not even as smart as a fly.)

# So, where does **your** strength lie?

No, you may not be a soccer star, but maybe you can kick the soccer star's butt at paintball. (Or fixing engines.)

Is it possible  
that you would embarrass your brainy neighbor  
in a game of pool? (Or a sales contest?)

would the hotshot track star be jealous  
if you entered a dance competition  
(or architecture competition)  
and won first place?

If you whipped these people at something you're better  
at than them...

...does it really matter  
who's ~~more athletic?~~  
**smarter?**

# No.

THE SMARTEST PEOPLE ARE THE ONES  
WHO DO WHAT THEY DO BEST.

DON'T WORRY ABOUT THE OTHER PERSON.  
GET OUT THERE AND DO WHAT YOU DO.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**SHOW THAT YOU KNOW**

Complete this assessment and show that you can recognize, identify, and write about the main ideas in this document.

**7 tasks**

**Circle Yes/No: Do these ideas occur in this document?**

1

Yes No

You can be smart in different ways.

1

2

Yes No

It matters a lot whether you're smart or not.

1

3

Yes No

It's important to get out there and do what you do best.

1

**Underline the three parts of this paragraph that best illustrate the main ideas of this document.**

4

5

6

In high school, Monique knew she had to choose a career path. She didn't waste time worrying about how smart she was relative to others; she figured out her strengths and pursued them. Her high school counselor helped her pick a career. Her "friend" told her she's not smart enough, but she knew there are different kinds of smart, so she ignored the comment. It turns out that Monique did it! Three years after graduation, she's earning twice what her *former* "friend" makes.

3

**Summarize two main ideas of this document in two sentences.**

7



Possible starter: *This document was about...*

Transition words: *also, the other, another, it also*

9



Blank writing area with horizontal lines.

*more room on back...*

continued from front...

Your total score:   out of 9. Here's why:

This score	5	6	7	8	9
Equals a %	56	67	78	89	100

- 0 1 2 3 Clear description of one main idea (important point) in this document
- 0 1 2 3 Clear description of another main idea (important point) in this document
- 0 1 2 3 You wrote two separate, grammatically correct sentences

**impressive:** You did an excellent job, making few mistakes. Keep up the high-quality work.

**adequate:** You did it. Keep working to improve accuracy and quality. Check your work more carefully.

**attempted:** You tried to do it. You need more practice. Work with your teacher to get better at it.

**nonexistent:** You didn't do it. Were the directions unclear? Did you forget to do it? Talk with your teacher.

Additional comments: