

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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Concept: Systems

Topic: Civil War

By: Cindy Martin & Mary Dishman

Grade Level: 5

**The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic - Civil War
Text – Seeing the Elephant
Author – Pat Hughes
Publisher/Date – Farrar, Straus & Giroux/2007

| Concepts | Themes |
|--|---|
| <ul style="list-style-type: none"> • Systems • Conflict • Relationships | <ul style="list-style-type: none"> • Systems may be influenced by other systems. • Systems create balance. |
| Issues or Debates | Problems or Challenges |
| <ul style="list-style-type: none"> • Slavery • Economics • Patriotism | <ul style="list-style-type: none"> • Conflict between North and South • Free states vs. Slave states • |
| Processes | Theories |
| <ul style="list-style-type: none"> • Historical inquiry | <ul style="list-style-type: none"> • The North and the South have preconceived notions about each other. |
| Paradoxes | Assumptions or Perspectives |
| <ul style="list-style-type: none"> • A good war. | <ul style="list-style-type: none"> • Rebel soldiers are evil. • South is evil. |

Concept: Systems

Topic: Civil War

Suggested Text Selection(s): Seeing the Elephant

Summary:

Izzy's family are Northern supporters in the Civil War. His brothers go off to fight. One brother see's battle while the other is sent home with typhoid. Izzy, infatuated with the war, gets a chance to visit a hospital with wounded soldiers. Izzy changes his attitude toward the South and war after connecting with a wounded Rebel.

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: Listening with Empathy and Understanding; Metacognition; Persevering; Thinking Flexibly

Student Activities: Listening with Empathy and Understanding; Metacognition; Persevering; Thinking Flexibly

NC Standards:

Social Studies Goal 4

Language Arts Goals:

4.07 Write a variety of different types of texts by either selecting the topic or form.

2.032 Reads a variety of texts including nonfiction

2.024 Make connections with what is read based on personal experiences, other books you've read, or what you know about the culture (traditions or time period).

2.05 Make inferences, conclusions, and generalizations (finding evidence in the text) and evaluate the likelihood of those inferences.

Local Pacing Guide Timeline:

Thinking Skills Focus: Compare and contrast; evaluating; organizing; inferring; imagining

Topic Focus: Civil War causes and effects – free states vs. slave states; cultural values vs. patriotism

Concept Focus: Systems

Overarching Generalizations: Systems create balance; systems may be influenced by other systems

More Complex Generalizations (Two or more concepts):

Directions for Teachers:

Plan for initial teaching of Unit:

Day 1- Pass out Civil War Journals to students. Use Six Facets of Understanding as hook and introduction to the unit. Focus on **Facet 1** and the pre-reading part of **Facet 6**. Students will record Question 6 response in a T-Chart in their journals.

Students will preview the resource materials and websites about the Civil War. They will discuss **Facet 2** and use the cover of their journal to display their simile.

Day 2: Begin class with **Facet 4** as a quick Think-Pair-Share warm-up activity. Teacher will read “Seeing the Elephant” to the students. Students will begin 1st task rotation. They will be split into groups of 3. Students will be assigned questions to answer in each of the four learning styles. (The learning style questions correlate to different predetermined sections of the book) Students will work cooperatively answering the questions.

Day 3- Students will report back to their classmates in a jigsaw manner. Some whole class discussion will follow.

Day 4-? Civil War Task rotations explained. Students begin research and product development. Peer and teacher evaluation of the final products.

Students will journal: How did your project help answer the essential questions about the systems and war? Use the **Facet 3** for a discussion.

Students will choose one of three novels that follow the topic of the Civil War. They will complete a task rotation about their novel.

Suggested Topics for Discussion:

Systems in the United States:

- Family
- Economies (agriculture, urban)
- Political (states rights, President Lincoln, Confederacy, Union, nationalism, global policy)

Suggested Vocabulary Words for Discussion:

Huzzah, regiment, typhoid, locomotive, barley, parlor, solemn, hobble, scowl, sarcastic, scorn, surly, scurry, leave, muster, ought, haversack, canteen, boardinghouse, trundle, omnibus, vex, regiment, Potomac, Rebel, Yankee, Fort Sumter, scrofulous, gangrene

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Vocabulary Extension:

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

| |
|---|
| Facet 1 – EXPLANATION |
| What are the common misconceptions about the North? the South? How could these ideas be harmful? <i>List on chart paper during class discussion.</i> What are the systems that affect our lives? <i>List on chart paper.</i> |
| Facet 2 - INTERPRETATION |
| How is patriotism like blindness? <i>Draw a symbol that represents this simile.</i> |
| Facet 3 - APPLICATION |
| How can we use the history of the Civil War to overcome future wars? <i>Write a letter to your future children warning them about the causes of Civil War.</i> |
| Facet 4 - PERSPECTIVE |
| How is a civil war similar or different to a fight on the playground/soccer field/basketball court? <i>Think/pair/share.</i> |
| Facet 5 – EMPATHY |
| How might Ma feel about the boys going to war? <i>Imagine that you are Pa. What words of comfort would you give to your wife?</i> |
| Facet 6 – SELF-KNOWLEDGE |
| How are my views about Rebel soldiers shaped by where I live? <i>Using a T-chart, explain on one side what your opinion was about the South before reading the story; on the other side, write your opinion post reading the story. At the bottom of the sheet, explain why you think opinions are shaped by where we live.</i> |

Read:

Task Rotation Learning Activities

5th Grade

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Essential Question: How are systems effected by war? How do systems help regain balance in a wartime and post-war period?

| | |
|---|--|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>You are a museum curator and have received a huge shipment of Civil War memorabilia. Your job is to decide which pieces are going to be on display and in what order. To do this, you must first make a timeline of events that occurred during the Civil War. Your timeline will only show the 6 most influential events. Using the inventory list, choose artifacts representing those 6 important events and report on each events significance. The Board of Directors for the Museum is looking for your display to be historically accurate plus ensuring that your choices are appealing to the museum goers.</p> <p style="text-align: center;"><u> V L S M B P I N </u></p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are 10 years old during the Civil War. Your family and you live in Kansas. Every night at dinner you discuss the war. Your ma believes in supporting President Abe Lincoln and his politics. Your pa, a farmer by trade, supports states rights for slavery. You plan to enlist and must make a choice. Informing your family face to face will be a difficult task that will be emotional. You decide to write a letter instead. Explain to your parents why you feel compelled to support the war. Give reasons that clearly explain your choice. Remember, one of your parents will be upset.</p> <p style="text-align: center;"><u> V L S M B P I N </u></p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>You are a researcher for the news for the NBC affiliate in town. The anchor is doing a special segment on war. The report should compare and contrast the effects of the Civil War with the effects of the 21st Century War on terrorism. You decide to use a graphic organizer such as Venn diagram. The minimum amount needed to fulfill this job for the anchor would be 6 examples in each of the three areas of the Venn. Remember, your job is to make the anchor look intelligent. Choose your examples wisely.</p> <p style="text-align: center;"><u> V L S M B P I N </u></p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Imagine you are President Lincoln and the Civil War was won by the South. Although you still have supporters, you are losing half the country. The United States will go through a major change. Write a speech talking about the changes and your new plan for the country. Your cabinet will look over the speech beforehand looking for a reasonable explanation of how the country is changing and innovative ideas for how the country will heal and move forward.</p> <p style="text-align: center;"><u> V L S M B P I N </u></p> |

Real World Connections With Products:

Timeline, letter, graphic organizer, speech

Real World Applications:

Museum curator, child during the Civil War, researcher for a news station, President Lincoln.

Real World Terms:

Compare, contrast, imagine, speculate, sequence, report, research, analyzing

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Civil War

Overarching Generalizations:

Systems create balance.

Systems may be influenced by other systems.

More Complex Generalizations (Two or more concepts):

When systems help to regain balance the changes can be positive or negative.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

- **What are the systems that create order in our lives?**
 - **How are these systems affected by war?**
 - **How can systems help in wartime?**
- **How do systems help regain balance in a post war period?**

Materials Needed for Task Rotation and/or Task Rotation Menu

Civil War Websites for student research:

Artifact List

Bubble Map graphic organizer for Mastery note-taking

Infusion Closed Compare/Contrast graphic organizer (Interpersonal)

Venn Diagram graphic organizer note-taking (Understanding)

Speech by Abraham Lincoln

Posterboard, “artifacts”, markers, glue, com

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can our products help answer the essential questions?

What have you learned from your classmate's products? How did it help you answer our essential questions?

Intelligent Behaviors:

How did you show persistence in your research?

How did "posing questions" help your research?

Explain how empathy and understanding is necessary for studying the Civil War?

Literary Perspectives:

Student/Teacher Reflections

**Comprehension Menu for
Seeing the Elephant**

5th Grade

Essential Questions:

How are systems effected by the war?

How do systems help regain balance during wartime and post-war periods?

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|--|--|
| <p align="center">Mastery Learner (1) Sensing- Thinking</p> <p align="center"><i>Reading the lines</i></p> <ol style="list-style-type: none"> 1. What is “Seeing the Elephant”? 2. What side of the war were Ario and Calvin going to fight on? 3. Describe Ma and Pa’s reactions to the parade of soldiers? 4. What does Ario blame the Rebels for doing to the country? 5. What happens to Cal? Why is this important or serious for a soldier? <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p> | <p align="center">Interpersonal Learner (4) Sensing-Thinking</p> <p align="center"><i>Responding to the lines</i></p> <ol style="list-style-type: none"> 1. What do you think about Kyle’s analogy for the War? (playing in the background) 2. Would you defend your house and your family even if it would be against the law? 3. Izzie and Kyle find they have a lot in common. Would that make easier or more difficult to fight in a war. Think of causes of war: to protect your country vs. fighting people you knew. 4. How do you feel about Kyle going to prison? Is this fair? 5. Share your feelings about his death. <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p> |
| <p align="center">Understanding Learner (2) Intuitive-Thinking</p> <p align="center"><i>Reading between the lines</i></p> <ol style="list-style-type: none"> 1. Why do you think Cal ignored the rest of his family when he came home? 2. Infer the meaning of the term “muster out”. Does this term have a positive or negative connotation? Explain your thinking. 3. Why was he so angry when Israel (Izzy) tried to talk with him? 4. Why do you think Cal has a change of heart? <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p> | <p align="center">Self-Expressive Learner (3) Intuitive-Feeling</p> <p align="center"><i>Reading beyond the lines</i></p> <ol style="list-style-type: none"> 1. What can you infer about Lincoln based on the meeting in Washington? Explain your reasoning. 2. Aunt Bell is impatient with Izzie’s question about who won the battle. Why isn’t who won really important? 3. Why has she changed her mind and is now bringing Izzy to the hospital? Why does she introduce him to Kyle? <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p> |

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question(s):

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|--------------|----------------|----------------------|------------------------|----------------------|
| 1 | | | | |
| 2 | | | | |

| | | | | |
|----------|--|--|--|--|
| 3 | | | | |
|----------|--|--|--|--|

Real World Connections With Products:

Real World Applications:

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

| Intuitive-Thinking | Intuitive-Feeling |
|--|---|
| <p data-bbox="280 716 704 747">V _ L _ S _ M _ B _ P _ I _ N _</p> | <p data-bbox="915 716 1339 747">V _ L _ S _ M _ B _ P _ I _ N _</p> |

Real World Connections With Products:

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Math Student Reflections and Assessments

Task Rotation Learning Experience

K-2

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

| | |
|---|--|
| <p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p> | <p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p> |
| <p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p> | <p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p> |

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Websites for Students:

Civil War information

www.pbs.org/civilwar/

<http://thinkquest.org/library/>

History and Government

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

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Duke University

APPENDIX

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Additional Instructional Concept-Based Activities