

## Big Ideas Manifested

**Topic – Creating Change in Community and Environment**  
**Text – Mia’s Story**  
**Author – Michael Foreman**

Concepts	Themes
<b>Patterns</b> <b>Change</b>	<b>Nature’s patterns adapt with human impact.</b> <b>All things are related, have purpose and change over time.</b> <b>Leadership shapes the culture of a community</b>
Issues or Debates	Problems or Challenges
<b>Civil Responsibility</b>	<b>Wasteland- Dump vs. Landfills</b>
Processes	Theories
<b>Recycling/re-using</b>	
Paradoxes	Assumptions or Perspectives
Can leadership come at different levels? Can a child be a leader in a community? Can one person make a difference? “One man’s trash if another man’s treasure”	“Children should be seen not heard” “Poverty breeds poverty”

Other Resources-  
 Wartville Wizard  
 Just a Dream  
 Timely Trash (from Feed the Bin curriculum)

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Explain how and why the dump out side the city and Mia’s village came to be. In an interview about the purpose of this book, the author uses the word “wasteland”. (see back flap) Is the author justified in calling Mia’s village a “wasteland”?
<b>Facet 2 - INTERPRETATION</b>
Provide an image of an ancient Greek or Roman city with the “dump” outside the city walls. Compare that with images in Mia’s Story. Why are these dumps located where they are? Does a dump make sense? Does location matter?
<b>Facet 3 - APPLICATION</b>
With school growth going in the direction it is, what can you as a student do to meet the demands of recycling, limited dumpsters and environmental concerns including nature areas around the campus?
<b>Facet 4 - PERSPECTIVE</b>
Describe the points of view from the city, dump and mountain from an environmental perspective. -What is Mia’s view point at different locations? -What is our viewpoint using the book. Is there adequate evidence for us to support a specific viewpoint?
<b>Facet 5 – EMPATHY</b>
How does Mia feel about contributing to her family through the flower project? Is she a leader? What is the author’s purpose in sharing this story from Chile?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Have you ever been able to make a change in your life similarly to Mia’s change? Who did it impact and how? How did it impact you? Were you limited as you shaped this change?

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Explain how and why the dump out side the city and Mia’s village came to be. In an interview about the purpose of this book, the author uses the word “wasteland”. (see back flap) Is the author justified in calling Mia’s village a “wasteland”?
<b>Facet 2 - INTERPRETATION</b>
Provide an image of an ancient Greek or Roman city with the “dump” outside the city walls. Compare that with images in Mia’s Story. Why are these dumps located where they are? Does a dump make sense? Does location matter?
<b>Facet 3 - APPLICATION</b>
With school growth going in the direction it is, what can you as a student do to meet the demands of recycling, limited dumpsters and environmental concerns including nature areas around the campus?
<b>Facet 4 - PERSPECTIVE</b>
Describe the points of view from the city, dump and mountain from an environmental perspective. -What is Mia’s view point at different locations? -What is our viewpoint using the book. Is there adequate evidence for us to support a specific viewpoint?
<b>Facet 5 – EMPATHY</b>
How does Mia feel about contributing to her family through the flower project? Is she a leader? What is the author’s purpose in sharing this story from Chile?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Have you ever been able to make a change in your life similarly to Mia’s change? Who did it impact and how? How did it impact you? Were you limited as you shaped this change?

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Explain how and why the dump out side the city and Mia’s village came to be. In an interview about the purpose of this book, the author uses the word “wasteland”. (see back flap) Is the author justified in calling Mia’s village a “wasteland”?
<b>Facet 2 - INTERPRETATION</b>
Provide an image of an ancient Greek or Roman city with the “dump” outside the city walls. Compare that with images in Mia’s Story. Why are these dumps located where they are? Does a dump make sense? Does location matter?
<b>Facet 3 - APPLICATION</b>
With school growth going in the direction it is, what can you as a student do to meet the demands of recycling, limited dumpsters and environmental concerns including nature areas around the campus?
<b>Facet 4 - PERSPECTIVE</b>
Describe the points of view from the city, dump and mountain from an environmental perspective. -What is Mia’s view point at different locations? -What is our viewpoint using the book. Is there adequate evidence for us to support a specific viewpoint?
<b>Facet 5 – EMPATHY</b>
How does Mia feel about contributing to her family through the flower project? Is she a leader? What is the author’s purpose in sharing this story from Chile?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Have you ever been able to make a change in your life similarly to Mia’s change? Who did it impact and how? How did it impact you? Were you limited as you shaped this change?

## **Concept: Patterns and Change**

### **Topic: Creating Change in Community and Environment**

**Suggested Text Selection(s): Mia's Story**

**Related texts: Wartville Wizard, Just a Dream**

#### **Look, Listen and Identify:**

##### **Intelligent Behaviors**

**Story Focus**

**Student Activities**

#### **NC Standards:**

##### **Students will know:**

Individuals can initiate change within a community and family SSG3Obj.2

Impact of a dump versus a landfill SSG4Obj.4

How environmental conditions determine how well plants survive and grow in a particular environment SciG1Obj.1.2

##### **Students will understand:**

Patterns in nature SciG1Obj.1.2

How communities can change SSG1Obj.1, SSG3Obj.2

How humans modify their physical environment SSG4Obj.4

##### **Students will be able to:**

Analyze environmental conditions and the impact on plant survival SciG1Obj.1.2

Recognize qualities of effective leadership SSG1Obj.1

Determine the students' civic responsibilities and explain the actions they could take SSG1Obj.1

Compare and contrast the dump in Mia's community and the students' community SSG4Obj.4

#### **Local Pacing Guide Timeline:**

N/A

#### **Thinking Skills Focus:**

##### **Topic Focus:**

Humans can impact communities and the environment by making changes.

**Concept Focus:**  
Patterns and Change

**Overarching Generalizations:**

1. Nature's patterns adapt with human impact.
2. All things are related, have purpose and change over time.
3. Leadership shapes the culture of a community

**More Complex Generalizations (Two or more concepts):**

**Directions for Teachers:**

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion:**

Civic Responsibility  
Recycling/ Re-using  
Dump vs. landfill  
Leadership  
Plant growth and adaptations through transplanting  
Community

**Suggested Vocabulary Words for Discussion:**

Village	Wasteland	Farmland	Landfill
Harvest	Scrap	Dreams	Cathedral
Dump	Search	Tends	Valley
Dazzled	Traders	Civic	Citizenship
Impact	Environment	Survival	Adaptation
Transplanting	Investigate	Shape	Purpose
Viewpoint	Evidence		

**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:**

**Introduction Activity**  
**Task Rotation Learning Activities**

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

**Related Generalization:**

Nature's patterns adapt with human impact.  
 All things are related, have purpose and change over time.

**Understanding a Dump**

<p><b>Mastery Learner (A)</b></p> <p><i>Sensing- Thinking</i></p> <p>List the impact a dump has on the environment.</p>   <p>V__L__S__M__B__P__I__N__</p>	<p><b>Interpersonal Learner (B)</b></p> <p><i>Sensing-Thinking</i></p> <p>How would a dump in your neighborhood affect you?</p>   <p>V__L__S__M__B__P__I__N__</p>
<p><b>Understanding Learner (C)</b></p> <p><i>Intuitive-Thinking</i></p> <p>Compare and contrast a dump vs. a landfill.        Argue the benefits and disadvantages of both.</p>	<p><b>Self-Expressive Learner (D)</b></p> <p><i>Intuitive-Feeling</i></p> <p>Speculate what would happen if we created a school dump.</p>



*V\_L\_S\_M\_B\_P\_I\_N\_*

*V\_L\_S\_M\_B\_P\_I\_N\_*

**Introduction Activity**  
**Task Rotation Learning Activities**

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

**Related Generalization:**

Leadership shapes the culture of a community.

**Understanding Leadership**

<p style="text-align: center;"><b>Mastery Learner (A)</b></p> <p><i>Sensing- Thinking</i></p> <p>Gather the names of leaders of the country, community, school and classroom. Observe and record how each have initiated change in their community.</p> <p style="text-align: center;">V__L__S__M__B__P__I__N__</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b></p> <p><i>Sensing-Thinking</i></p> <p>Find a change that a leader in your community has made. Reflect on that change and how has it impacted your life. (can choose country, community, school or classroom)</p> <p style="text-align: center;">V__L__S__M__B__P__I__N__</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b></p> <p><i>Intuitive-Thinking</i></p> <p>Analyze a leader and the change they have initiated in a community (can choose country, community, school or classroom). Debate if you believe that that action has changed the culture of that community.</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b></p> <p><i>Intuitive-Feeling</i></p> <p>What if you were a leader in your community, what change would you initiate? How would it shape or change the culture of your community?</p>

*V\_L\_S\_M\_B\_P\_I\_N\_*

*V\_L\_S\_M\_B\_P\_I\_N\_*

## **Seminar Activity**

### **Related generalizations:**

Nature's patterns adapt with human impact.

All things are related, have purpose and change over time.

### Materials needed:

Song "Circle of Life" and lyrics

*Mia's Story*

Opening- Identify main idea from text

Core- Focus/ Analyze textual details

Closing- Personalize and apply the textual ideas

**Task Rotation Learning Activities**  
**Student Civic Responsibility**

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

**Related Generalization:**

Leadership shapes the culture of a community.

*Notes about this task rotation: The class will be involved in a service project on campus. This can be something like school wide campus clean up, recycling, beautification.*

*Determine the needs on campus.*

*Students will all be involved in the preparation, decision making, actual actions as well as documenting.*

**Student Civic Responsibility**

<p style="text-align: center;"><b>Mastery Learner (A)</b></p> <p><i>Sensing- Thinking</i></p> <p>Organize how to implement a service project on campus. Make an action plan. List the steps of what needs to be done within a timeline. Be sure to include all pieces such as principal permission, parent involvement, equipment needs, funding, location. Work with Understanding group.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b></p> <p><i>Sensing-Thinking</i></p> <p>Create a documentary of the service project, including those involved. Plan and conduct interviews. Be sure to capture all sides of the project, those doing the service and those receiving the benefits. This documentary can be used to share with other schools and organizations to show how students can be involved in their community. Work with the Self-Expressive group.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b></p> <p><i>Intuitive-Thinking</i></p> <p>Working with the Mastery group, help flush out the reason for the service project on campus. Solve the problems of “why do we need to do this”, “how will this impact”. Have research to back your opinions and choice. This information needs to be used when talking with the principal, parents, students doing the project.</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b></p> <p><i>Intuitive-Feeling</i></p> <p>Create a documentary of the service project, including those involved. Being the creative production crew for the documentary. Determine what needs to be filmed, what visuals to include and necessary to make the most impact. Remember to include the interviews from the other group. This documentary can be used to share with other schools and organizations to show how students can be involved in their community. Be sure to use your creativity to make the largest impact. Work</p>

V L S M B P I N

with the Interpersonal group.

V L S M B P I N

## Task Rotation Learning Activities Transplanting Plants and Environmental Changes

### Activity prior to rotation:

Transplant plants. This can be tied in with plant unit once seeds have grown into small plants. This transplanting can be to a school garden, or larger boxes in classroom. Simulate different environments for each of the transplanted plants. (watering conditions, containers transplanted in and sunlight) Students keep a scientific notebook on observations made during this time. (See Science Kit for further details and instruction.)

All students must have experience with this prior to the task rotation.

*If you are not in the midst of your plant unit, then you can choose another option for transplanting. If you have class funds, purchase plants. If you have greenways around your school, use what is available. Or prior planning, you can have planted seeds earlier in the year and let them grow to the point of transplanting.*

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

### Related generalizations:

Nature's patterns adapt with human impact.

All things are related, have purpose and change over time.

### Transplanting Plants and Environmental Changes

Mastery Learner (A)	Interpersonal Learner (B)
<p><i>Sensing- Thinking</i></p> <p>Inspect notes taken of the pre-transplant environment and the post-transplant environment. Organize a manual outlining the steps for successful transplanting of plants to different environment.</p> <p>V__L__S__M__B__P__I__N__</p>	<p><i>Sensing-Thinking</i></p> <p>Reflect on notes taken of the pre-transplant environment and the post-transplant environment. Create an interview with a plant expert. You are interviewing with the purpose to discover the best environmental conditions for successful growth after transplanting a plant. Role-play this interview for the class.</p> <p>V__L__S__M__B__P__I__N__</p>

**Understanding Learner (C)**

*Intuitive-Thinking*

Interpret notes taken of the pre-transplant environment and the post-transplant environment. Use the Focused comparison/contrast form to debate what is the best environmental condition to create for survival of a transplanted plant. Take your generalization and make something to persuade and make your case to the class. (You choose the medium.)

V\_\_L\_\_S\_\_M\_\_B\_\_P\_\_I\_\_N\_\_

**Self-Expressive Learner (D)**

*Intuitive-Feeling*

Reflect notes taken of the pre-transplant environment and the post-transplant environment. What if you were asked to do a transplanting in a different environment? (desert, arctic, space station, underwater) Imagine the conditions needed for successful survival of the plants. Create a product to present your speculations.

V\_\_L\_\_S\_\_M\_\_B\_\_P\_\_I\_\_N\_\_