Project Bright IDEA 2: Interest Development Early Abilities

A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009

Concept: Patterns of Change

Topic: Seeds of Hope

By: Diane Rowe and Judy Owens

Grade Level: 3

Most recent update: 6/1/09

Big Ideas Manifested

> **Topic - Seeds of Hope**
> **Text – Mia's Story**
> **Author – Michael Foreman**
> **Publisher/Date - Candlewick Press/2006**

Concepts	Themes
Patterns of Change	Optimism – "Hope Never Dies" Cycles – cyclical patterns Perseverance in the face of adversity
Issues or Debates	**Problems or Challenges**
Are challenges necessary for personal growth? Destiny vs. Design – what is the difference between people who initiate change and people who are content with the status quo? Is a more complex and/or affluent life always better than a simpler life? Can there be TOO many choices? Can too many choices be paralyzing?	Poverty Lack of material comforts Opportunity Quality vs. quantity Material riches vs. spiritual riches
Processes	**Theories**
Inquiry into - communities – similarities and differences - using available resources/recycling - initiating change - personal growth	Through loss can come change. Change is inevitable and necessary.
Paradoxes	**Assumptions or Perspectives**
Reality vs. Dreams Can someone have nothing, yet have everything? Making something from nothing.	Money equals happiness. Why do humans judge others based on material wealth?

Concept: Patterns of Change   Topic: Seeds of Hope

Suggested Text Selection(s):   Mia's Story (Michael Foreman)

Look, Listen and Identify:
Intelligent Behaviors
Story Focus: Persisting, thinking flexibly, creating, imagining, innovating, responding with wonderment and awe, taking responsible risks, thinking interdependently, remaining open to continuous learning
Student Activities: Persisting, listening with understanding and empathy, thinking flexibly, metacognition, striving for accuracy and precision, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision, creating, imagining, innovating, responding with wonderment and awe, taking responsible risks, thinking interdependently, remaining open to continuous learning

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NC Standards: Third Grade Social Studies
Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
Competency Goals 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.
Competency Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.
Goal 4: The learner will explain geographic concepts and the relationships between people and geography in real life situations.
Goal 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.

Topic Focus: Cycles: of life, recycling, growth

Concept Focus: patterns, change

Overarching Generalizations:
- Change is inevitable and necessary for growth
- Humans can identify patterns that impact their lives
- One person can be an agent of change ("Be the change you want to see").

More Complex Generalizations (Two or more concepts):
- Change can occur in cyclical, predictable patterns
- Cyclical patterns can be broken to effect positive change

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:
- Parameters of a community

- Concept of "home"
- Importance of material possessions
- Consumerism
- Inevitability of change
- Loss and discovery
- Destiny vs. design
- Cyclical patterns in nature and in life
- Story symbolism – the color white

Suggested Vocabulary Words for Discussion:
- Community
- "Home"
- Material possession
- Consumerism
- Inevitability
- Loss
- Discovery
- Destiny
- Design
- Cyclical
- Patterns
- Change

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 changes can influence the patterns of a community? (SS Goal 1 & 3) Have students brainstorm the changes that have occurred in their lives in the past year. Students record their answers on sticky notes.

Facet 2 - INTERPRETATION
How can you identify and measure changes to existing patterns in a community? (SS Goal 1 & 3)

As a class, discuss possible categories and/or patterns that emerge from the different responses. Categorize the sticky notes on chart paper.

Facet 3 - APPLICATION

How can we break patterns to implement positive change in our community? (SS Goal 1 & 3)
Examine the categories on the chart paper. How have the patterns of change influenced the students lives? Discuss.

Facet 4 - PERSPECTIVE

Why is it difficult is it to break patterns in order to create necessary change? What is the difference between someone who embraces change and one who fears it? What are the strengths and weaknesses inherent in both points of view? (SS Goal 2 & 7)
Read and discuss "Mia's Story". Students put a dot/sticker on a continuum to determine where they are now in regards to their attitude towards change (I resist change…..I welcome change). At the end of the unit, students will be asked to complete the activity again)

Facet 5 – EMPATHY

What does it do to the human spirit when a person feels unable to break patterns in order to change the circumstances in which they find themselves, their families, neighborhoods, and communities? (SS Goal 2)
Discuss examples (teacher suggested or student generated) of times when students may have felt powerless - bullying, new baby in the family, etc.)

Facet 6 – SELF-KNOWLEDGE

How can I take action to effect positive change in my life and in my community? (SS Goals 1, 7, 4)
Brainstorm opportunities for a community action project.

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
List four ways and reasons that communities undergo change. Under each change, identify the positive and negative results of each change. Now choose one type of change to be your main focus. Have you noticed this change in your community? Write a letter to a community leader (HOA director, mayor, governor) defining what the impact of this change been on your community and your family's way of life. If the change has been negative, suggest a possible solution. SS Goal 3 HOM: Thinking flexibly, Thinking and communicating with clarity and precision, Questioning and posing problems Essential Question: Self knowledge **V__L__S__M__B__P__I__N__**	Think about the actions and deeds of leaders and fictional characters that have changed their world. Now relate your actions to the actions of a leader. List three goals that you have achieved. Identify the steps that you took to achieve those goals. Determine the pattern of the steps you took to achieve success with those three goals. Write a "blueprint for success", defining the steps for someone else to use if they have a goal that they wish to achieve. SS: Goal 3, Goal 7 HOM: Metacognition, Applying past knowledge, Thinking and communicating with clarity and precisionl Essential Question: Self knowledge, Application **V__L__S__M__B__P__I__N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Read a book about a community different from our own. Use open compare/contrast or a Venn diagram to record similarities and differences. Explain possible reasons for the differences. Are there similar patterns that have influenced each community? SS Goal 2 HOM: Thinking and communicating with clarity and precision, Questioning and posing problems Essential Question: Explanation **V__L__S__M__B__P__I__N__**	Suppose that it is 100 years in the future and you are a member of the historical society in your community. Create a trifold brochure about life in the present time, and the changes that have occurred over the last century in your community. The brochure should explain why this community is a positive place to live and raise a family. SS Goal 2, Goal 6 HOM: Creating, imagining, and innovating, Applying past knowledge Essential Question: Explanation **V__L__S__M__B__P__I__N__**

Real World Connections With Products:

Project Bright IDEA Javits Research funded by US Department of Education
North Carolina Department of Education and The American Association for Gifted Children, Duke University

6

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.

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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)

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Materials Needed for Task Rotation and/or Task Rotation Menu

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

Concept: Patterns of Change

Topic: The Qualities of Leadership

Generalization(s):
Change is inevitable and necessary for growth
Humans can identify the patterns that change their lives
One person can be an agent of change

Essential Question(s):
Given the information you know about leaders and people making a difference, what connections can you make between the deeds that leaders perform, and how those deeds influence their communities?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	**(Gather)** Take the list of character traits. Rank the list according to the qualities necessary for great leadership, from least important to most important.	**Examine**	**Generate**	**Express**
2	**(Organize)** Design a chart. On one side, list the qualities of leadership. On the other side, list	**Interpret**	**Reorganize**	**Understand**
3	**(Present)** Choose three great historical leaders, and write a report identifying how their deeds influenced their community.	**Extrapolate**	**Create**	**Act**

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Mia's Story **Language Arts Student Reflections and Assessments**
Task Rotation Learning Experience
The activities included in this task rotation do not directly address the essential questions created under the
"six facets of understanding" on page 5. However, looking at the literary strengths of the book from a
Language Arts perspective led to the creation of these tasks. The rich figurative language and imagery in the

book demanded the opportunity for students to experience some of the wonder and awe that we feel is the heart of "Mia's Story". Teachers whose main purpose is the Social Studies curriculum goals will not find activities here that directly address all Social Studies standards.

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
In the story, Mia loses Poco forever, changing the pattern of Mia's life. What is the author's purpose in having Poco disappear and not return? Why do you think the author chose to have Poco not return? Retell the story by writing a new ending that includes Poco's return, and the impact that his return has on Mia and her community. LArts: Goal 2, Goal 3, Goal 4 HOM: Thinking flexibly, Metacognition, Thinking and communicating with clarity and precision, Listening with understanding and empathy Essential Question: Empathy **V__L__S__M__B__P__I__N__**	It is decided that Mia will come and stay with you in your community for one week. Then, you are to go and live with Mia in her community for one week. With a partner, write a letter from you to Mia, and from Mia to you, after both visits. Share with the class by reading both letters. LArts: Goal 2, Goal 3, Goal 4 SS: Goal 2 HOM: Metacognition, Thinking and communicating with clarity and precision, Thinking interdependently, Thinking flexibly Essential Question: Perspective **V__L__S__M__B__P__I__N_**
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D) Intuitive-Feeling**
Consider the possibilities of Mia's cottage flower business "blooming" into a full time nursery business. Analyze how the old life for Mia and her family and the new would be similar and different. Use a Venn diagram to organize your thoughts. What conclusion can you make? LArts: Goal 2 SS: Goal 5 HOM: Thinking flexibly, Creating, imagining, and innovating, Thinking and communicating with clarity and precision Essential Question: Explanation **V__L__S__M__B__P__I__N__**	Choose one topic and write a poem about • The symbolism and metaphor presented in the white imagery of the snow, the stars, and the flowers (HOM: Responding with wonder and awe) • The cyclical pattern of the trash as a crop to be harvested, recycled, and used again (HOM: Applying past knowledge) • The pattern of hope that Mia experiences through the stars and the flowers (HOM: Listening with understanding and empathy LArts: Goal 2, Goal 3, Goal4 HOM: Creating, imagining, and innovating Essential Question: Interpreting **V__L__S__M__B__P__I__N__**

Real World Connections With Products:

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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.

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

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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

CULMINATING Student Reflections and Assessments
Task Rotation Learning Experience

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Identify 4 reasons why a community can be considered poor, and 4 reasons why a community can be considered rich. Remembering Mia's Story, write a newspaper editorial on a community considered "poor", yet has riches that may not be easily recognized by or obvious to others. SS: Goal 4, Goal 5, Goal 6 HOM: Thinking about your thinking, Thinking and communicating with clarity and precision, Thinking interdependently, Thinking flexibly Essential Question: Empathy V__L__S__M__B__P__I__N__	Brainstorm the communities that you are a part of; do you see any negative patterns that need to be changed? Choose one of the negative patterns that you identified. How could you take action? Write a proposal to be presented to the class, encouraging them to join you in your endeavor to take action and create positive change. If there is enough interest among your classmates, step up and create and action project for your class or school. SS: Goal 1, Goal 7 HOM: Thinking about your thinking , Thinking and communicating with clarity and precision, Thinking interdependently, Thinking flexibly, Questioning and posing problems Essential Question: Self Knowledge V__L__S__M__B__P__I__N_
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Why are challenges and hardships necessary for both personal change and growth? What can happen to a life if it never experiences change? Write two sides of a debate: one for change, one for the status quo. SS: Goal 2, Goal 7 HOM: Thinking about your thinking, Thinking and communicating with clarity and precision, Thinking interdependently, Thinking flexibly, Listening with understanding and empathy Essential Question: Perspective V__L__S__M__B__P__I__N__	Carefully examine the style of illustration, the layout format, and the artistic choices that the author used in the book Mia's Story. Create a personal sketchbook in the torn paper, scrapbook, collage style of the book. The content of your sketchbook should reflect the "seeds of hope" (the actions that you can take now) that you wish to "sow in your life" to effect positive change that will impact the future for you and your family, your community, and your world. . SS: Goal 1, Goal 3, Goal 7 HOM: Thinking about your thinking, Thinking and communicating with clarity and precision, Thinking interdependently, Thinking flexibly, Respond with wonder and awe, Creating, imagining and innovating Essential Question: Self Knowledge, Application V__L__S__M__B__P__I__N__

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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:

Finger Plays, Nursery Rhymes and Songs:

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

APPENDIX

A

Additional Instructional Concept-Based Activities

Third Grade Explorers

Dear Parent/Guardian:

Your child was chosen for a small Explorers/Enrichment Plus group which began today. If for some reason you do not wish your child to continue his/her participation in the small group, please let the homeroom teacher know, and contact me via email (below) or by calling the main Number (460-3469) to leave a message. This group will meet once a week for the next three weeks.

This unit of study, based in the Social Studies curriculum, extends the IB unit that the students are currently experiencing in their homeroom. One of the many goals is for students to identify needs and wants and to examine economic concepts, including the concept of scarcity. In this Explorers small group unit, students will delve into a deeper understanding of needs with regards to human achievement, and a grade-level appropriate introduction to Maslow's Hierarchy.

I look forward to working with your child. Please call me if you have any questions or concerns.

Thank you,

Diane W. Rowe,
AG Resource Specialist
drowe@wcpss.net

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Please note this information from Explorers/Enrichment Plus: "Some students may participate in one or more small group experiences, while some students may not demonstrate a need for extension activities. Participation in a small group experience does not mean that the student has been or will be identified for future AG services. Evidence from the Explorers / Enrichment Plus Model will be considered with formal (norm referenced test/s) and informal indicators (including evidence of student learning behaviors, performance, interest, and motivation) for possible AG nomination during the *spring* identification window."

Third Grade Explorers

Dear Parent(s)/Guardian:

Your child has concluded his/her Explorers/Enrichment Plus small group unit of study. This unit of study, based in the Social Studies curriculum, extended the IB unit that the students have experienced in their homeroom. In this small group students identified needs and wants and examined economic concepts, including the concept of scarcity. They delved into a deeper understanding of needs with regards to human achievement, including a grade-level appropriate introduction to Maslow's Hierarchy.

If Psychology 101 was a long time ago, and you need a refresher on Maslow, here is a clear, brief, user-friendly outline of the structure of Maslow's Hierarchy:

> http://changingminds.org/explanations/needs/maslow.htm

And here is a graphic showing the concepts placed in a pyramid formation:

> http://www.montgomeryschoolsmd.org/schools/senecavalleyhs/childdev/maslow.htm

I like to include extensions for you to use at home with your child but, as you can imagine, "Maslow's for Kids" is hard to find in a Google search. But since the layout of the hierarchy is based on a pyramid, it might be fun to do a game/math connection, and teach your child to play Pyramid Solitaire. Rules for the game (also called Pyramid 13) can be found at:

> http://www.learnplaywin.net/solitaire/solitaire-rules-pyramid.htm

Rules are for parents in order to learn/teach the game using a deck of cards, not for online play
Variations:

- Side by Side Play – two or more people play side by side, each with their own deck of cards. Each person plays as many times as needed, playing until one person in the group completes the task and makes it all the way to the top of the pyramid, using all the cards. Winner gets to collect a small "favor" ("You can fold the laundry tonight") from one or all players.
- Penny Play – same as above, but each time you don't complete your pyramid, you have to put a penny "in the pot". First person to complete the game to the top gets all the pennies in the pot. Continue until the pennies or the laughter runs out. It gets really un when two people are simultaneously racing to the top of the pyramid!
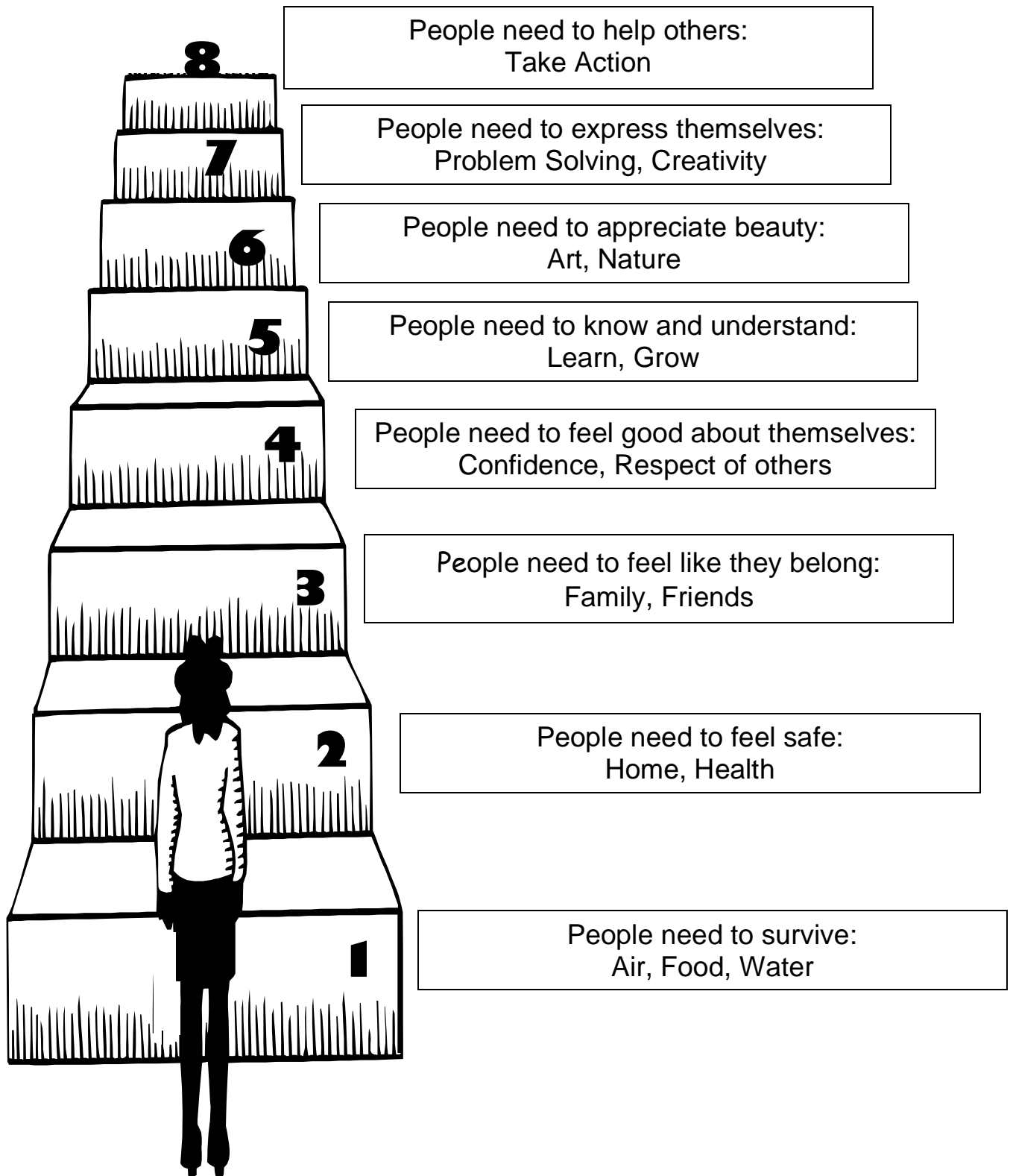
I enjoyed teaching the students in this small group. Keep exploring!

Mrs. Diane Rowe
AG Resource Specialist
drowe@wcpss.net
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Please note this information from the Explorers/Enrichment Plus Model: "Some students may participate in one or more small group experiences, while some students may not demonstrate a need for extension activities. Participation in a small group experience does not mean that the student has been or will be identified for future AG services. Evidence from the Explorers / Enrichment Plus Model will be considered with formal (norm referenced test/s) and informal indicators (including evidence of student learning behaviors, performance, interest, and motivation) for possible AG nomination during the *spring* identification window."
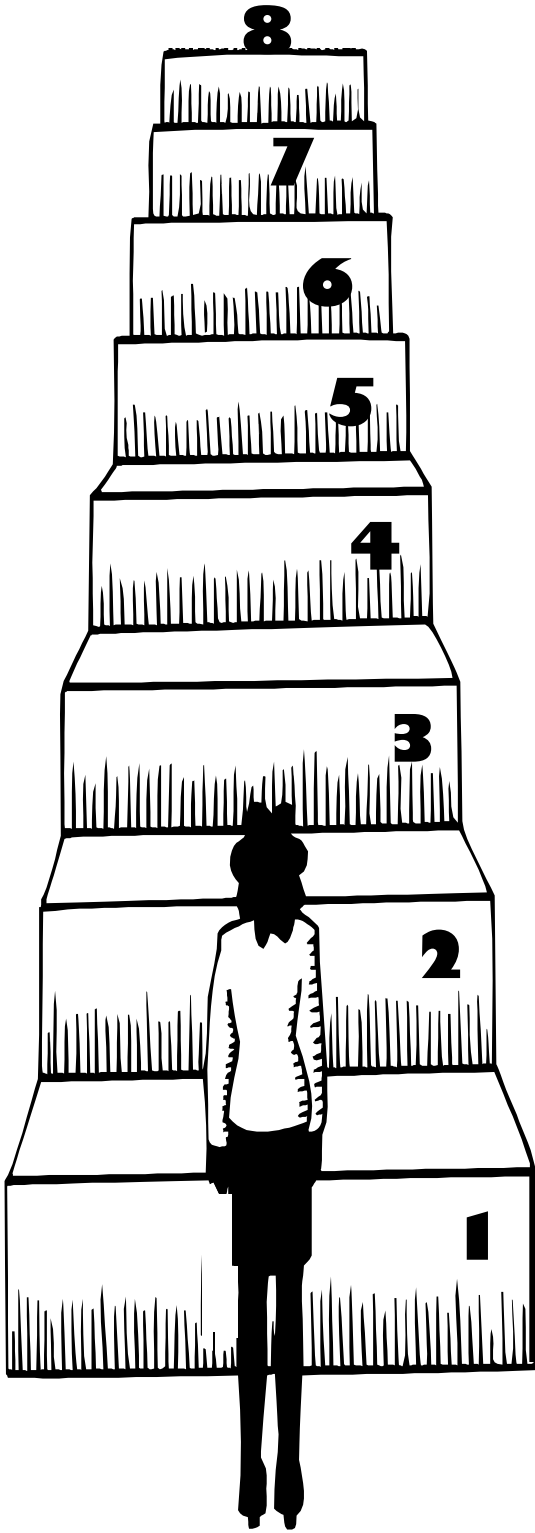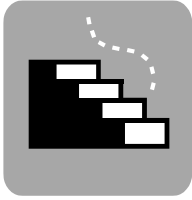
Step Up to Your Needs
D. Rowe 2009

8 — People need to help others:
Take Action

7 — People need to express themselves:
Problem Solving, Creativity

6 — People need to appreciate beauty:
Art, Nature

5 — People need to know and understand:
Learn, Grow

4 — People need to feel good about themselves:
Confidence, Respect of others

3 — People need to feel like they belong:
Family, Friends

2 — People need to feel safe:
Home, Health

1 — People need to survive:
Air, Food, Water

Part 1: Step Up to Your Needs
D. Rowe 2009

Step Up to Your Needs
D. Rowe 2009

Part 1:
Some scientists think that needs can be placed in order like steps on a staircase. They believe that that people must have each need met before being able to move up to the next step on the staircase.
Cut out the eight sets of needs below
Glue them in order from the first need on the bottom step, to the eighth need at the top of the staircase.

Part 2:
On a separate sheet of paper, write why you put each set of needs in this order. Why do you think one set of needs should be above or below the other sets of needs? How did you decide what set of needs should be on the bottom step or at the top of the staircase?

People need to appreciate beauty:
Art, Nature

People need to know and understand:
Learn, Grow

People need to help others:
Take Action

People need to feel like they belong:
Family, Friends

People need to feel good about themselves:
Confidence, Respect of others

People need to feel safe:
Home, Health

People need to survive:
Air, Food, Water

People need to express themselves:
Problem Solving, Creativity

Teacher Resource

Maslow's Hierarchy

The five needs

Physiological needs are to do with the maintenance of the human body. If we are unwell, then little else matters until we recover.

Safety needs are about putting a roof over our heads and keeping us from harm. If we are rich, strong and powerful, or have good friends, we can make ourselves safe.

Belonging needs introduce our tribal nature. If we are helpful and kind to others they will want us as friends

Esteem needs are for a higher position within a group. If people respect us, we have greater power.

Self-actualization needs are to 'become what we are capable of becoming', which would be our greatest achievement.

Three more needs

These are the needs that are most commonly discussed and used. In fact Maslow later added three more needs by splitting two of the above five needs.

Between esteem and self-actualization needs was added:

Need to know and understand, which explains the **cognitive need** of the academic.

The need for **aesthetic beauty**, which is the emotional need of the artist.

Self-actualization was divided into:

Self-actualization, which is realizing one's own potential, as above.

Transcendence, which is helping others to achieve their potential.

Straker, D. (2002).
Maslow's Hierarchy.
Available from
<http://changingminds.org/explanations/needs/maslow.htm>.
(Accessed February 1, 2009).

SCoS Objective(s)/ Focus:	3rd grade Explorers - D. Rowe 2009 Unit: Maslow's Hierarchy

SCoS Objective(s)/ Focus:

AG 1: uses systematic and analytical problem solving as well as decision making skills

IB: Third grade Unit of Inquiry, Needs/Wants

SS 5: apply basic economic principles to the study of communities - define and identify examples of scarcity
SS 7: analyze the role of heroes in shaping the culture of communities

Materials:
Part 1 worksheets (1 of each, per student)
Scissors/gluesticks
Lined paper/pencils
Highlighters
Book: Mia's Story

Assessment:
Formative: teacher notes the extent to which student demonstrates the AG characteristics of Highly Able Learners

Summative: teacher assess student work using AG grading rubric; assessment to become part of student portfolio to determine future need for AG nomination and/or identification

3rd grade Explorers - D. Rowe 2009
Unit: Maslow's Hierarchy

Teaching Process/Lesson Directions:
Number of Sessions: 3 class periods
Grouping: Individual

Day 1 - Review "Wants" work from full class instructional lesson
Introduce concept/vocabulary - scarcity, as related to the ability to have basic needs met in order to make progress as determined by Maslow's hierarchy
Introduce concept/vocabulary - needs hierarchy: people must have each need met before being able to move up to the next level.
Discuss language/vocabulary/meaning of concepts in the part 1 worksheet
Model completion of part 1 activity
Day 2
 - Review part 1 work from day 1
Complete part 2 (individual written response)
Compare/contrast variations of student work
Discuss why different students may have placed needs in different order than others
Share hierarchy as determined by Maslow (placement of student responses in different order than Maslow does not make student response wrong; it shows difference of opinion based on life experience. However, it is hoped that all students would have "survival needs" as number 1, and "take action" as number 8)
After discussion, allow students to reorder their ideas (using highlighter to determine new order from 1 to 8)
Day 3 - read Mia's Story
determine the levels that Mia passes through, or has achieved, in the story
Analyze how Mia shaped the culture of her community. Is she a "hero"?

Vocabulary:
 needs/wants, scarcity
maslow's hierarchy (Abraham Harold Maslow, 1908 - 1970, American psychologist)
survival, safety, belonging, self-esteem, seek knowledge, create beauty, "become all you can be". take action

Parent Connection/Home Extension
Letter home at start/end of small group unit of study