Project Bright IDEA 2: Interest Development Early Abilities
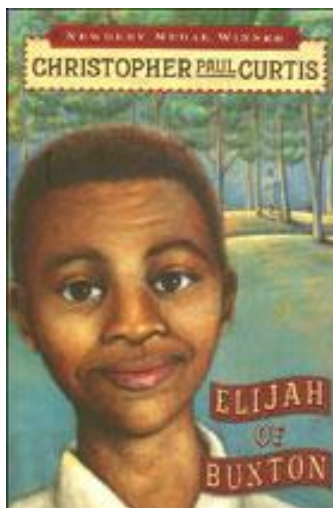
A Jacob Javits Gifted Education Program
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Concept: Coming of Age

Book Title/Topic: Elijah of Buxton by *Christopher Paul Curtis*

By: Kevin Brown and Heather Shipley

Grade Level: 5

Big Ideas Manifested

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Topic – Coming of Age
Text – Elijah of Buxton
Author – Christopher Paul Curtis
Publisher/Date – Scholastic 2007

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Concepts	Themes
Change **Relationships** **Systems** **Conflict**	**Learning through experience** **Changing the world you live in** **Starting from nothing** **Civic responsibility** **"One helping one to uplift all" pg30**
Issues or Debates	**Problems or Challenges**
Limits of Rights and Protections of Citizens **Minority Vs Majority** **Rules Vs. Moral Values** **Treatment of American Immigrants (legal or not)** **Nature vs. Nurture** **Universal Truth Vs Dogma**	**Knowing if someone is trustworthy** **Surviving in a foreign country** **Dealing with injustice** **Planning/preserving a new community** **Eliminating slavery**
Processes	**Theories**
Decision making **Problem Solving: Measurement, and Estimation, Fractions** **Human Growth and Development** **Community Planning** **Writing – Narrative & expository** **Interpretation: Inferences and Fallacies**	**All men are created equal** **Change is inevitable** **To greed, all nature is insufficient.** **Community and family as a social network** **Global Warming** **Erickson (stages of human development) and Kolberg (moral development)**
Paradoxes	**Assumptions or Perspectives**
Using force to stop force **Obtaining freedom through conformity** **Tough love** **Help someone, help yourself.**	**Change takes time** **Honesty is the best policy** **It takes a village** **Knowledge is power**

Concepts: Systems & Relationships   Topic: Coming of Age

Suggested Text Selection(s): Elijah of Buxton

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Look, Listen and Identify:

Intelligent Behaviors
    Story Focus: Persisting, Listening with understanding and empathy, Metacognition, Questioning and problem posing, Thinking and communicating with clarity and precision, Taking responsible risks, Thinking interdependently, Managing impulsivity, Thinking flexibly, Applying past knowledge to new situations, Finding humor, Remaining open to continuous learning.

    Student Activities: Judging the credibility of a source, deductive thinking, originality, elaboration, creative problem solving, comparing and contrasting, prioritizing, seeing relationships, determining benefits and drawbacks, distinguishing between reality and fantasy, summarize, finding humor, formulating questions, metacognition, decision making.

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NC Standards: Fifth Grade LA 2.01, 2.07, 3.03, 3.06; SS 2.08, 4:02, 4.03, 4.06; Science 1.01, 1.02, 1.03, 1.05, 1.06; Math 1.01, 1.03, 5.03

Local Pacing Guide Timeline:

Thinking Skills Focus: Interpreting between truth, lies, superstition, myths, and gray areas
                                    Identification of personal roles within relationship/community
                                      Analyzing alternatives to make quality decisions

Topic Focus: Coming of Age

Concept Focus: Systems & Relationships

Overarching Generalizations:
1. Systems may/may not be in place for support in relationships, coming of age, communities...)
2. Relationships may be positive and negative.
3. Communities and relationships can exist on different levels.
4. Relationships can be vital to a system's existence and effectiveness.

More Complex Generalizations (Two or more concepts):
1. Adults can be a product of their environment (system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles or achieve a goal.
2. What you put into a relationship/community can directly affect what you get in return.
3. Individuals may/may not be able to control some relationships within a system.
4. Systems may/may not rely on some roles and relationships.

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

North Carolina Standards

Social Studies
2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.
4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.
4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.
4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Language Arts
2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).
2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).
3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

Science
1.01 Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).
1.02 Identify and analyze the functions of organisms within the population of the ecosystem:

- Producers.

- Consumers.

- Decomposers.

1.03 Explain why an ecosystem can support a variety of organisms.
1.05 Determine the interaction of organisms within an ecosystem.
1.06 Explain and evaluate some ways that humans affect ecosystems.

- Habitat reduction due to development.

- Pollutants.

- Increased nutrients.

Math
1.01 Make estimates of rational numbers in appropriate situations.
1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.
5.03 Identify, describe, and analyze situations with constant or varying rates of change.

Story Summary: Eleven-year-old Elijah is the first child born into freedom in Buxton, Canada, a settlement of runaway slaves just over the border from Detroit. Throughout the story, he faces events and obstacles that help him grow from a fragile young boy to an integral well-trusted member of the community.

Suggested Topics for Discussion:

Types of Systems (Ecological, Family, Community, Governmental, Underground Railroad)
Effective/Ineffective Systems
Changing roles within systems (How one thing affects another, How roles change over time, etc.)
Elgin Settlement/Slavery
Citizenship/Immigration
Propaganda

Suggested Vocabulary Words for Discussion:

Elgin Settlement	Naturalization	Bias	Glittering
Ecosystem	Responsibility	Advertising	generalities
Habitat	Duty	Photo Story	Endorsements
Citizenship	Ramifications	Argument	Bandwagon
System	Podcast	Fallacy	Card stacking
Food Web/Chain	Truth	Selection	Plain folks
Organism	Reliable	Omission	Testimonial
Producer	Community planning	Caption	Transfer
Consumer	Rules	Camera angles	Assertion
Scenario	Procedures	Headline	Red herring
Underground Railroad	Freedom	Statistics	Advantages
Conductor	Limitations	Crowd counts	Disadvantages,
Safe House/Safe Haven	Function	Source control	Priorities
Slavery	Effective	Tone	Efficiency
Immigration	Considerations	Word choice	Reactions
Process	Propaganda	Name calling	Justify
			Scenario

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.

Vocabulary Extension:

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

Six Facets of Understanding

Overarching Essential Questions:

Systems:*How can changes affect relationships in a system?

Coming of Age: * How can understanding this concept help someone grow into an adult?

Facet 1 – EXPLANATION
Coming of Age: What makes an adult an adult? (Task Rotations 1, 2, 4, 5, 6)   **Systems: How would you describe a system?** (Task Rotations 1, 2, 3, 5, 6)
Facet 2 – INTERPRETATION
Coming of Age: How do you know when you are an adult? (Task Rotations 1, 4, 5,6)   **Systems: How does a system work?** (Task Rotations 1, 2, 3, 4, 5, 6)
Facet 3 – APPLICATION
Coming of Age: Think of someone you know that personifies adult behavior. What traits can you take from that person to help you reach your goals and becoming a successful person? (Task 2, 4,5)   **Coming of Age: How does taking responsible risks and knowing who to trust factor in to becoming an adult?** (Task Rotations 2, 3, 4, 6)   **Systems: What systems affect you everyday and how do you affect them?**   (Task Rotations 1, 3,4,5,6)   **Systems: Why are rules important to a system?** (Task Rotations 4, 5, 6)
Facet 4 – PERSPECTIVE
Coming of Age: What can we learn about pros and cons of being an adult? (Tasks 2, 3,4, 5)   **Systems: How can one part positively or negatively affect a system?** (Task Rotations 1, 2, 3,4, 5,6)   **Systems: In a system, are some roles more/less important than others?** (Task Rotations 1, 3)
Facet 5 – EMPATHY
Coming of Age: How do your parents feel and react to you now that you are starting the path to adulthood? (Task Rotations 2, 4, 5)   **Systems: How do people feel when the system is wrong or doesn't work?** (Task Rotations 2, 3, 4, 5,6)
Facet 6 – SELF-KNOWLEDGE
Coming of Age: What adult traits do you have and which do you need to develop? (Task Rotations 1, 2, 4, 5,6)   **Systems: How can you help yourself by helping the system?** (Task Rotations 1, 2, 4,5)

Task Rotation #1

Relationships within Ecosystems
Choose two- one bold, one not

Essential Question: 1. How can one part of a relationship positively or negatively affect a system?
2. In a system, are some roles more/less important than others?

Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking **EQ: 1**	**Sensing-Thinking** **EQ: 2**
Organize a list of 20 animals, 5 habitats, and 5 other of energy sources. Show on a piece of poster board a food web map that includes all of 30 parts on your list. Group the animals into their natural habitats. Connect each animal with a "Provides energy for" arrow with all items that apply. *Explain the ramifications if one part of this system was unavailable.* V__√_L__S_√_M__B__P__I__N_√_	**Write a letter to mother nature to in order to convince her to save the 5 plants or animals you think are the most valuable to our ecosystem's health and justify your reasons. A minimum justification paragraph for each plant/animal. (Minimum 5 paragraphs.)** V__√_L__S__M__B__P_√_I_√_N_√_

Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking **EQ: 2**	**Intuitive-Feeling** **EQ: 1**
Research one plant and one animal from the same ecosystem. Formulate a 5 point written argument to explain which one is more important to the ecosystem. Include a list of pros and cons for each. V_√_L__S__M__B__P__I__N__√_	*Imagine if a _____ (organism) no longer existed on earth. Generate a story titled "The Day the _____ Disappeared". The story should include at least 5 underlined effects to the ecosystem.* V_√_L__S__M__B__P__I__N__√_

Real World Connections With Products:
Writing letters to express concerns with reasoning/justification of ideas; prioritizing to make a list of pros/cons; creating visual aid to organize information; considering hypothetical effects- solving problems before they occur or thinking ahead.

Real World Applications:
Environmental Awareness; Analysis of roles and their values within the environment; Understanding how one part affects another in the environment (cause/effect); Realization that this understanding is vital to becoming a responsible citizen and adult.

Real World Terms:
Ecology, environment, ramifications, roles, system, habitat, energy, producers, pros/cons

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:
Change, Relationships, Systems

Overarching Generalizations
- Relationships may be positive and negative.
- Communities and relationships can exist on different levels.
- Relationships can be vital to a system's existence and effectiveness.

More Complex Generalizations (Two or more concepts):
- Adults can be a product of their environment(system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles.
- Systems may/may not rely on some roles and relationships.

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

Overarching Essential Questions:
- *Systems:**How can changes affect relationships in a system?
- *Coming of Age*: * How can understanding this help someone grow into an adult?

Facet 4 Perspective:
- Thinking Flexibly: How can one part positively or negatively affect a system?
- Questioning and Problem Posing: In a system, are some roles more/less important than others?

Materials Needed for Task Rotation and/or Task Rotation Menu

Poster Board, food web cards (optional), paper, research materials/resources (books, internet access, etc.)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
- How would you describe a system?
- How does a system work? How can one part positively or negatively affect a system?
- In a system, are some roles more/less important than others?
- Which systems affect you and how do you affect them?
- How can you help yourself by helping the system?
- What makes an adult an adult?
- How does an understanding of ecological relationships help you on your path to becoming an adult?
- Do you think you have this trait of understanding how changes in relationships affect systems or is it still developing?

Intelligent Behaviors:
> Metacognition; Questioning and Problem Posing; Creating, Imagining, and Innovating, Thinking Flexibly

- How can thinking flexibly enable you to understand the value of all roles in a system?
- How can the environment benefit from people using the habit of questioning and problem posing?
- What role does creating, imagining, and innovating play in solving our earth's environmental issues?
- Do you agree or disagree with the following statement?: Thinking about your own thinking can improve the systems in your environment?

Literary Perspectives:

Student/Teacher Reflections

Task Rotation #2
5ᵗʰ Intro: Truth, Deceit & Trickery
Chapter One of Elijah of Buxton
4 X 4 ~10min per task

Essential Questions: **1.How does taking responsible risks and knowing who to trust factor in to becoming an adult?**
2. What makes an adult an adult?
3. How doe people feel when the system is wrong or doesn't work?

Mastery Learner (A)
Sensing- Thinking
ES: 1
 	
Define: Truth
      Deceit
      Trickery
 	
In a chart, find and list examples of each in chapter one of <u>Elijah of Buxton</u>.
 	
V_√_L__S__M__B__P__I__N__
	Interpersonal Learner (B)
	Sensing-Thinking
	ES: 3
	
	Write a paragraph about a time someone lied or played a trick on you. Explain how you felt and reacted.
	
	How do you feel about Elijah playing a trick his mom and do you think Ma's response was right? Justify your answer.
	
	V_√_L__S__M__B__P_√_I__N__

Understanding Learner (C) **Intuitive-Thinking** **ES: 1** Compare and contrast Elijah's Mom's deceit with the preacher's Judge who is more wrong and why? **Rate the scenarios from best to worst.** **V_√_L__S__M__B__P_√_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **ES: 2** Brainstorm ways can you think of for Elijah's mom to have reacted. Then make a parenting poster on "How to Teach Children a Lesson". **V_√_L__S_√_M__B__P_√_I__N__**

Real World Connections With Products:
Increase vocabulary, chart helps investigate story events to gain better understanding, poster prompts kids to think from parents' perspective, scenario chart exposes students to varies types of truth, deceit, and trickery which will expand experience base.

Real World Applications:
Strengthen decision making skills by, Considering the different levels of truth and lies and the appropriateness of these in several situations, Being able to identify with the struggles of parenthood, Realizing that growing up is difficult—you have a lot to learn.

Real World Terms:
Truth, Deceit, Trickery, Scenario

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:
Relationships, Systems, Conflict
Overarching Generalizations:
</div>

- Systems may/may not be in place for support in relationships, coming of age, communities...)
- Relationships may be positive and negative.
- Communities and relationships can exist on different levels.
- Relationships can be vital to a system's existence and effectiveness.

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More Complex Generalizations (Two or more concepts):
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- Adults can be a product of their environment(system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles.
- Individuals may/may not be able to control some relationships within a system. (serenity)
- Systems may/may not rely on some roles and relationships.

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

Overarching Essential Questions:
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- *Systems:**How can changes affect relationships in a system?
- *Coming of Age*: * How can understanding this help someone grow into an adult?

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Facets:
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- Application: How does taking responsible risks and knowing who to trust factor in to becoming an adult?
- Explanation: What makes an adult an adult?
- Empathy: How doe people feel when the system is wrong or doesn't work?

Materials Needed for Task Rotation and/or Task Rotation Menu

Dictionaries, copies of <u>Elijah of Buxton</u>, poster board, "What Would You Do?" Scenario Chart

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
- How can you describe a system and how does a system work?
- Is your family/community a system?
- When thinking about truthful and deceitful people, how can one part positively or negatively affect a system?
- Can you help yourself by helping those systems?
- How does being truthful or untruthful affect those around you?
- What makes an adult and adult?
- Think of someone who personifies adult behavior. What traits can you take from that person to help you reach your goals and become a successful person?
- How does taking responsible risks and knowing who to trust factor in to becoming an adult?
- How do your parents feel and react to you as you are starting the path to adulthood?
- What are the pros and cons of being a parent/adult?
- Do you have the adult trait of being able to tell the difference between truth and deceit? A trustworthy or untrustworthy person?
- Where does the preacher live? Why do you think so?
- What is different about Elijah and his mother's deceit and the preacher's?

Intelligent Behaviors:
Questions and Problem Posing, Managing Impulsivity, Applying Past Knowledge
- As humans, which intelligent behaviors could we exhibit to help with determining what is true and what is not?
- Which behaviors could we exhibit to help judge the role of one's intent when being deceitful?
- How do you demonstrate these intelligent behaviors on a daily basis?
- Which of the intelligent behaviors not being shown contribute to getting tricked or being gullible?
- In what way(s) can we demonstrate the following intelligent behaviors: 1. Questions and Problem Posing, 2. Managing impulsivity, Applying past knowledge to new situations
- Which intelligent behaviors did the preacher and Elijah's mom use when planning their tricks?
- What question could Elijah have asked to prevent him from being tricked by the preacher?
- How could managing impulsivity help stop someone from deceiving you?
- How do you think applying past knowledge will help Elijah in his dealing with the preacher later on in the book?

Literary Perspective:
In the first chapter, Elijah plays a trick on his mother. She is afraid of toady frogs and he thinks it hilarious when he puts one in her sewing basket. Elijah's mom retaliates by capitalizing on Elijah's fear of snakes—teaching him a lesson by putting a snake in the cookie jar. Also in the chapter is a glimpse of Elijah's relationship with the preacher—a deceitful character (outside the community of Buxton) who looks out only for himself.

Student/Teacher Reflections

Name_____ Date_____

Lies, Deceit, and Trickery

Rate the following Deceit/Trickery Situations from 1-9, with 1 being the most acceptable, 9 being the least.

Rating	Situation
	A commercial falsely advertises a cleaner as scientifically proven to be the best.
	A friend tells you he/she likes your shirt, but doesn't really like it.
	A classmate makes up a story about a friend saying unkind things about you.
	Your parents tell you they are getting you clothes for your birthday, but they actually get you exactly what you've always wanted.
	Your parents tell you they will get you what you've always wanted for your birthday, but get you clothes instead.
	You receive a letter saying you won the $300 grand prize! When you call to claim it, the company charges you $500 for the phone call.
	Your mom makes pizza for dinner and hides spinach (or something you don't like) under the cheese.
	A friend tells you he'll return your library book for you, but keeps it instead. You cannot checkout new books till the library fees are paid.
	An amusement park says they've checked their rides for safety, but have cut a few corners, leaving a few rides unfixed.

Defend your position by explaining why some situations are better/worse than others.
(*Think analytically about why you can group 9-7 deceits together, 6-4 deceits together, and 1-3 deceits together; Use compare and contrast techniques.*)

Task Rotation #3
Elijah of Buxton
5th grade: Slavery and the Underground Railroad
4 X 4: 30 minute each, set whole group rotation
Essential Questions: 1. How do people feel when the system is wrong or doesn't work?
2. How does a system work?

Mastery Learner (A) **Sensing- Thinking** **ES: 2** **Read Slavery/Economics graphs and answer data interpretation questions.** **V_√_L_√_S__M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** **ES: 1, 2** Listen and read along to the songs • "No More Auction Block" • "I Remember. I Believe." Read pg 32-33 of "Ryan and Jimmy" Now write another verse to the song that reflects your feelings about slavery. **V_√_L__S__M_√_B__P_√_I__N__**
Understanding Learner (C) **Intuitive-Thinking** **ES: 2** **For each graph, analyze the meaning of the represented data. Make one general conclusion statement about each graph.** *Use the data questions 1-25 from Task A to help you.* **V_√_L_√_S_√_M__B__P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **ES: 1** Imagine you were traveling from North Carolina to Buxton and one or more parts of the Underground Railroad system failed. Use a story map to tell your tale. Note to Teacher: Could set tone with a chapter from <u>Trouble Don't Last</u> by Shelley Pearsall. **V_√_L__S__M__B__P__I__N__**

Real World Connections With Products:
concept map/imaginative story, original song verse, generalized statements summarizing graphs

Real World Applications:
Interpreting and analyzing graphs, cause and effect, problem solving skills, developing empathy, decision making.

Real World Terms:
Underground Railroad, slavery, modern day slavery, safe house/haven, conductor, passenger, economics

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:
Relationships, Systems, Conflict, Change
Overarching Generalizations:
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- Systems may/may not be in place for support in relationships, coming of age, communities...)
- Relationships may be positive and negative.
- Relationships can be vital to a system's existence and effectiveness.

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More Complex Generalizations (Two or more concepts):
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- Adults can be a product of their environment(system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles..
- Individuals may/may not be able to control some relationships within a system. (serenity)
- Systems may/may not rely on some roles and relationships.

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

Overarching Essential Questions:
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- *Systems:**How can changes affect relationships in a system?
- *Coming of Age*: * How can understanding this help someone grow into an adult?

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Facets:
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- Empathy: How do people feel when the system is wrong or doesn't work?
- Interpretation: How does a system work?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Song: <u>No More Auction Black</u>
- Song: <u>I Remember. I Believe</u>.
- Analytical Data Graphs and Interpretive Questions 1-25
- Book: <u>Ryan and Jimmy</u> (pages 32-33)
- Book: <u>Trouble Don't Last</u> by Shelley Pearsall
- Story Map

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
- How can you describe a system and how does one work?
- How did the Underground Railroad work?
- How could one part of the Underground Railroad positively or negatively affect the system?
- If you were a slave, what systems might affect you?
- What systems might affect you if you were a plantation owner?
- How do you think slaves traveling the Underground Railroad felt when part of the system went wrong or didn't work? Were some parts more/less important than others?
- Would you rather be a child slave, or an adult? What are the pros and cons of each?
- How do you feel about buying products through a system that employs slaves?
- Modern day slavery exists in almost every country. Should the system be changed? How could you change the system?

Intelligent Behaviors:
Listening with Understanding and Empathy, Taking Responsible Risks, Responding Wonderment and Awe
- How does taking responsible risks and knowing who to trust factor in to becoming an adult?
- Was taking the risk of traveling the Underground Railroad responsible? Why or why not?
- As humans, how does listening with understanding and empathy help support equality and freedom?
- How can responding with wonderment and awe help you to learn more about what it was like to be a slave?

Literary Perspective:

Student/Teacher Reflections

"No More Auction Block"

No more auction block for me, no more, no more
No more auction block for me, many thousand gone.

No more peck 'o corn for me, no more no more,
No more peck 'o corn for me, many thousand gone.

No more driver's lash for me, no more, no more,
No more driver's lash for me, many thousand gone.

No more pint of salt for me, no more, no more,
No more pint of salt for me, many thousand gone.

No more hundred lash for me, no more, no more,
No more hundred lash for me, many thousand gone.

No more mistress' call for me, no more, no more,
No more mistress' call for me, many thousand gone.

No more auction block for me, no more, no more
No more auction block for me, many thousand gone.

"I Remember. I Believe."

I don't know how my mother walked her trouble down

I don't know how my father stood his ground

I don't know how my people survive slavery

I do remember, that's why I believe

I don't know how the rivers overflow their banks

I don't know how the snow falls and covers the ground

I don't know how the hurricane sweeps through the land

every now and then

Standing in a rainstorm, I believe

I don't know how the angels woke me up this morning soon

I don't know how the blood still runs thru my veins

I don't know how I rate to run another day

Standing in a rainstorm I believe

My God calls to me in the morning dew

The power of the universe knows my name

Gave me a song to sing and sent me on my way

I raise my voice for justice I believe

Project Bright IDEA Javits Research funded by US Department of Education   17
North Carolina Department of Education and The American Association for Gifted Children, Duke
University

Task Rotation #4
Elijah of Buxton
5th grade Family and Community
2 X 30 minute each rotation- Choose A&B or C&D

Essential Questions: 1. How does a system work?
2. How can you help yourself by helping the system?
3. How can one part positively or negatively affect a system?
4. How do people feel when the system is wrong or doesn't work?
5. Why are rules important to a system?

Mastery Learner (A) **Sensing- Thinking** **EQ: 1,3,5**	**Interpersonal Learner (B)** **Sensing-Thinking** **EQ: 1,2,3,4,5**
Read the description of the Elgin Settlement community. Draw a model (map) of the community labeling measurements where appropriate. List the ways and benefits in which the Buxton community members worked together to make it function effectively. You may use examples from the explanation or the novel. **V_√_L__S_√_M__B__P__I_√_N__**	With a partner (table) share your thoughts about a community problem that affects you. Define the problem, causes, and the rules that must be followed. Include your opinion on how to solve the problem. (progressive experiment) contact someone **V__√__L__S__M__B__P_√_I_√_N__**
Understanding Learner (C) **Intuitive-Thinking** **EQ: 1,2,5**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **EQ: 4,3,5**

Freedoms Vs Limitation
 Rules you have to follow and why?
 	
Ma and Pa /   Elijah   /   You   /   Your parents
 	
How does following the rules benefit you?
 	
V__L__S__M__B__P__I__N__
	What if the South had won the war and slave catchers invaded Buxton?
	
	Create an overnight escape plan with the following considerations:
	    Safety and welfare of your family
	    Location and environment
	    Limited resource (food money)
	
	Once safe what rules and procedures would you put in place in your new settlement now that William King is gone. Why are the rules important?
	
	V_√_L_√_S__M__B__P_√_I__N__

Real World Connections With Products:
Concrete visual example of Buxton (map), identifying a community problem/solution, cooperation, planning an escape (problem solving)

Real World Applications:
Deeper understanding of community of Buxton and community planning, significance of rules/procedures, approaching and solving problems with others.

Real World Terms:
Community planning, rules, procedures, Elgin Settlement, freedom, limitations, function, effective, considerations

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.

<div align="center">

Concept Focus:
Relationships, Systems, Conflict, Change
Overarching Generalizations:
</div>

- Systems may/may not be in place for support in relationships, coming of age, communities...)
- Relationships may be positive and negative.
- Communities and relationships can exist on different levels.
- Relationships can be vital to a system's existence and effectiveness.

<div align="center">

More Complex Generalizations (Two or more concepts):
</div>

- Adults can be a product of their environment(system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles.
- What you put into a relationship/community can directly affect what you get in return.
- Individuals may/may not be able to control some relationships within a system. (serenity)
- Systems may/may not rely on some roles and relationships.

<div align="center">

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

Overarching Essential Questions:
</div>

- *Systems:**How can changes affect relationships in a system?
- *Coming of Age*: * How can understanding this help someone grow into an adult?

<div align="center">

Facets:
</div>

- Empathy: How do people feel when the system is wrong or doesn't work?
- Interpretation: How does a system work?
- Self-Knowledge: How can you help yourself by helping the system?
- Perspective: How can one part positively or negatively affect a system?
- Application: Why are rules important to a system?

Materials Needed for Task Rotation and/or Task Rotation Menu
- Elgin Settlement description (with map guide)
- Paper and graph paper
- Measuring tools
- Progressive experiment

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
- How does a system work? What type of system was Buxton?
- Why do you think William King had such strict rules when it came to living in and building the community of Buxton? Why were the rules important to the system?
- How did they help themselves by helping the system?
- What do you think would happen if one person didn't follow the rules of the Elgin Settlement when building his/her house? Is that fair? Can one person affect a system?
- How do you think people feel when the system doesn't work?
- When considering the rules of Buxton, how do they compare or contrast to those of your own community?
- How can thinking about the cause(s) to a problem help you solve it?
- Rules are limiting. What are some reasons we need limits? Are they ever bad?
- When should people have freedom and when should they have limitations?
- Who sets your limitations? Are your limitations good or bad?
- When you have a problem, whom do you ask for advice and why?
- Why do some people have certain limitations while others do not? Is that fair?
- Did Elijah have limitations similar to or different from your own?
- What types of things should be considered before setting limits?
- How do you react to changing situations? What should you consider before reacting?

Intelligent Behaviors:
Persisting, Questioning and Problem Posing, Thinking and Communicating with Clarity and Precision, Creating Imagining and Innovating
- How can persistence help you when solving problems that arise in your relationships, family, or community?
- How could persistence help you to overcome limitations or earn freedoms?
- While cooperating with others in order to solve a problem or adjust to changes, how could the Habit of thinking and communicating with clarity and precision help you?
- How could questioning and problem posing allow you to work more successfully with others?
- Why do you think some of the best problem solvers use the Habit of creating, imagining, and innovating?

Literary Perspective:

Student/Teacher Reflections

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Task Rotation #5
Elijah of Buxton
5th grade Roles and Responsibilites
4 X 30 minute each rotation

Essential Questions: 1. What makes an adult an adult?
2. How do you know when you are an adult?
3. Why are rules important to a system?
4. How can one part positively or negatively affect a system?
5. How do people feel when the system is wrong or doesn't work?
6. In a system, are some roles more important than others?

Mastery Learner (A) **Sensing- Thinking** **EQ: 1, 2, 3, 6**	**Interpersonal Learner (B)** **Sensing-Thinking** **EQ: 1, 2, 4, 5**
Read the selection. List Responsibilities (should do) and Duties (have to) of You / parents / Citizens / leader Explain what happens when they don't follow their roles. **V _√_ L _ S _ M _ B _ P _√_ I _√_ N _**	Read about the US naturalization process. Find out if you are ready to take on the responsibilities of a citizen by taking the citizenship test from the naturalization process. Are you taking your citizenship for granted? **V _√_ L _ S _ M _ B _ P _√_ I _ N _**
Understanding Learner (C) **Intuitive-Thinking** **EQ: 3, 4, 5**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **EQ: 3, 4, 5, 6**
Watch the United Streaming video. Read the articles on illegal immigration. Complete the graphic organizer. Compare the positions. Decide which side you agree with more. **V _√_ L _ S _√_ M _ B _ P _√_ I _ N _**	Role Play: What would happen if… (Choose 1) • People didn't pay taxes • No one served in the armed forces • No one arrived for jury duty • People didn't attend school • People didn't obey laws **V _ L _ S _ M _ B _√_ P _ I _√_ N _**

Real World Connections With Products:

Immigration Test—do we take citizenship for granted?, Organized list comparing responsibilities and duties. Developing an opinion on immigration, illegal and otherwise; Role play of what would happen if citizens didn't fulfill duties.

Real World Applications:

Understanding of naturalization, immigration issues, and importance of roles and responsibilities of adults and citizens.

Real World Terms:

responsibility, duty, immigration, naturalization, process, citizenship, illegal immigration

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.

<div align="center">

Concept Focus:
Relationships, Systems, Conflict, Change
Overarching Generalizations:
</div>

- Systems may/may not be in place for support in relationships, coming of age, communities...)
- Relationships may be positive and negative.
- Communities and relationships can exist on different levels.
- Relationships can be vital to a system's existence and effectiveness.

<div align="center">

More Complex Generalizations (Two or more concepts):
</div>

- Adults can be a product of their environment(system) or relationships yet they may/may not change their thinking or think critically to overcome obstacles.
- What you put into a relationship/community can directly affect what you get in return.
- Systems may/may not rely on some roles and relationships.

<div align="center">

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

Overarching Essential Questions:
</div>

- *Systems:**How can changes affect relationships in a system?
- *Coming of Age*: * How can understanding this help someone grow into an adult?

<div align="center">

Facets:
</div>

- *Explanation*: What makes an adult an adult?
- *Interpretation:* How do you know when you are an adult?
- *Application:* Why are rules important to a system?
- *Perspective:* How can one part positively or negatively affect a system?
- *Perspective:* In a system, are some roles more important than others?
- *Empathy:* How do people feel when the system is wrong or doesn't work?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Immigration articles
- United Streaming Video
- Responsibilities/Duties Selections
- Citizenship Test

- Immigration Process/Naturalization Steps

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
1. How do responsibilities compare and contrast with duties?
2. What are some reasons why someone would immigrate to our country?
3. What should happen to illegal immigrants once they arrive in our country?
4. Do you think the naturalization process is reasonable and fair?
5. How well did you do on the immigration test? Share your thoughts.
6. Why is it important to be a responsible citizen?
7. What is a system and how does one work?
8. What system are we examining with our work on this rotation?
9. How do people feel when the system is wrong or doesn't work?
10. What makes a citizen a citizen? An adult and adult?
11. Can you think of someone who is an outstanding citizen? Why is he/she outstanding?
12. Why are rules important to a system?
13. How do you affect the system?
14. How can you help yourself by helping the system?
15. What adult traits do you need to develop in order to become an outstanding citizen?
16. Why do your parents have different responsibilities and duties than you do?
17. What are the pros and cons of being an adult? A citizen of the United States?

Intelligent Behaviors:
Persisting, Thinking flexibly, Remaining open to continuous learning
- How can persistence help you when solving problems that arise in your relationships, family, or community? How could it help an immigrant? Someone in the armed forces?
- How could persistence help you to overcome limitations or earn freedoms?
- While cooperating with others in order to solve a problem or adjust to changes, how could the Habit of thinking flexibly help you?
- How can thinking flexibly help you to develop opinions on illegal immigration?
- How could remaining open to continuous learning allow you to work more successfully with others? How could it make you a better citizen?

Literary Perspective:

- In the book Elijah of Buxton, what were the pros/cons about being a citizen of Buxton?
- What were some of Elijah's responsibilities/duties? How about other community members?
- How did Elijah exhibit the Habits of persisting, thinking flexibly, and remaining open to continuous learning?

Student/Teacher Reflections

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Concepts: Relationships, Systems, Conflict   **Topic: Propaganda and Bias**

Generalization(s):
- Adults can be a product of their environment/relationships, yet can think critically to overcome to achieve a goal.
- There are some relations that people can control and others they cannot.
- Growing up is stressful: Systems are in place for support.
- Relationships can be positive or negative.

Essential Question(s): 1. Why are rules important to a system? 2. How can one part positively or negatively affect a system? 3. How do you know when you are an adult? 4. How do people feel when the system is wrong or doesn't work? 5. How does taking responsible risks and knowing who to trust factor in to becoming an adult?

After Introductory Lesson on Propaganda/Bias:
Task Rotation #6 Menu (*Complete a total of 9 points.*)

Level	*Mastery*	Understanding	Self-Expressive	Interpersonal
1 **10mins**	*Define:* • Fallacy • Bias • Propaganda List examples you have personally seen of propaganda and bias.	Using the chart, compare and contrast propaganda techniques and bias usages and their affects on people.	Choose or invent a product that you really like and want to sell to your community. Create and 8X11 advertisement using propaganda and bias.	Read the selection: "How to Detect Bias in The News" Is bias productive or damaging? Give an example of a time you gave or received biased information.
2 **20mins**	Look at the advertisements' slogans and match them with the propaganda techniques. List another slogan (your own or one you've heard) for each technique.	Analyze the advertisements. Pick out the different techniques from each advertisement and discuss why the creators made it that way.	In a story board, create a cartoon that represents an advertisement for a fictional product using as many different propaganda techniques as you can (minimum 5 techniques).	Choose 3 propaganda techniques that have influenced you the most. Give examples and explain why you respond to them? Critique your favorite advertisement and why you like it.

| 3

30mins | Write interview questions to ask yourself, an expert on a community issue.
In a pod cast, another student will interview you using your questions. | Like a lawyer, write a closing argument taking a side on an important issue.

Record your argument into a podcast radio address. | Create a 5 minute pod cast or photo story addressing an important community issue?

Explain why it is important to you and your audience. | Write a persuasive testimony on why your community requires attention,

Focus on one or more issues, including how it affects you and others.

Synthesize your testimony into a pod cast. |

Real World Connections With Products:
Students will design and create advertisements using various propaganda/bias techniques and identify with the usage of these strategies. Students will also make connections to products by selecting personal community issues and creating interview questions, pod casts, and slideshows.

Real World Applications:
Students will practice thinking critically about advertising and propaganda/bias techniques so they are better able to make sound decisions as they become adults. Students will also learn the processes of identifying a community problem and sharing their concerns with an audience.

Real World Terms:
Propaganda, Bias, Advertising, podcast, Photo Story, argument, fallacy, selection, omission, caption, camera angles, headline, statistics, crowd counts, source control, tone, word choice, name calling, glittering generalities, endorsements, bandwagon, card stacking, plain folks, testimonial, transfer, assertion, red herring.

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:
Relationships, Systems, Conflict
Overarching Generalizations:
- Systems may/may not be in place for support in relationships, coming of age, communities...)
- Relationships may be positive and negative.
- Communities and relationships can exist on different levels.
- Relationships can be vital to a system's existence and effectiveness.

More Complex Generalizations (Two or more concepts):
- Adults can be a product of their environment(system) and relationships yet they may/may not change their thinking or think critically to overcome obstacles to achieve a goal.
- What you put into a relationship/community can directly affect what you get in return.
- Individuals may/may not be able to control some relationships within a system. (serenity)
- Systems may/may not rely on some roles and relationships.

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

1. Why are rules important to a system?
2. How can one part positively or negatively affect a system?
3. How do you know when you are an adult?
4. How do people feel when the system is wrong or doesn't work?
5. How does taking responsible risks and knowing who to trust factor in to becoming an adult?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Dictionary or computer, Comparison Chart, 8 ½ x 11 paper, Bias in the News Selection, Slogan/Propaganda Cards, Advertisements, podcast instructions/templates, PhotoStory Software.

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
- What is advertising? Why do people use propaganda and bias techniques?
- Are there any rules in advertising?
- Why are rules important to a system? Are they important in advertising? Why?
- How can one part positively or negatively affect a system?
- Have you ever been affected by bias/propaganda? Have you ever used it?
- How do you know when you are an adult?
- How does a child act differently than an adult might when it comes to bias and propaganda?
- How do people feel when the system is wrong or doesn't work?
- How does taking responsible risks and knowing who to trust factor in to becoming an adult?

Intelligent Behaviors:
Questions and Problem Posing, Managing Impulsivity, Applying Past Knowledge
- As humans, which intelligent behaviors could we exhibit to help with determining what is true and what is not?
- Which behaviors could we exhibit to help judge the validity of information?
- How do you demonstrate these intelligent behaviors on a daily basis?
- Which of the intelligent behaviors not being shown contribute to getting tricked or being gullible?
- In what way(s) can we demonstrate the following intelligent behaviors: 1. Questions and Problem Posing, 2. Managing impulsivity, Applying past knowledge to new situations
- How could managing impulsivity help stop someone from deceiving you?
- How do you think applying past knowledge helps you develop into a highly intelligent person?

Literary Perspective:

- How do you think Elijah would be affected by the use of propaganda/bias techniques?
- Did the preacher use any of the techniques? Which and what were their affects?

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- Does Elijah learn and apply his past knowledge?

Student/Teacher Reflections

Task Rotation #7

5th Assessment Rotation Order: A,C,D,B

Essential Questions: 1. What can we learn about the pros and cons of being an adult?
2. How do you know when you are an adult?
3. Why are rules important to a system?
4. How can one part positively or negatively affect a system?
5. How do people feel when the system is wrong or doesn't work?
6. In a system, are some roles more important than others?

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Watch United Streaming Clip **Read Nuclear Fallout Scenario** List the advantages and disadvantages of each person in the bomb shelter so that you can create a fair and efficient system. Include yourself as an adult participant.	Consider yourself as the adult in charge. Write a letter to one person you decided not to keep in the shelter. Explain your reasoning and the system you used to make your decision. or Write a journal entry for the night before you have to announce who will stay and who will go. What feelings are going through your mind? How do you think the others will feel? What reactions do you expect and how will you handle them?
V_√_L__S__M__B__P_√_I_√_N__	**V__√_L_√_S__M__B__P_√_I_√_N__**

Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Write each advantage/disadvantage in the appropriate box. (One per box). • Cut out the boxes. • With a partner, order the advantage cards from most important to the group to least. • Now order the disadvantages from most damaging to the group to least. • Individually choose 5 people, other than yourself, to stay in the shelter. • Write a paragraph justifying reasons for keeping each person. **V_ √ L √ S_ M_ B_ √ P_ I_ √ N__**	If you could change one thing about the scenario, what would it be and explain its effect? Write a new ending to the scenario. **V_ √ L_ S_ M_ B_ P_ √ I_ N__**

Real World Connections With Products:

The students will engage in letter and journal writing, weigh pros and cons or disadvantages and advantages, then prioritize these in order to make a decision or solve the problem in an individual way. Students will connect with the feelings and stresses that adults and leaders face when making a difficult decision that benefits a group.

Real World Applications:

Explanation for decisions develops reasoning skills, Journal entry encourages self reflection and builds emotional intelligence, Letter writing, Listing advantages disadvantages, prioritizing, Writing new ending expands perspective. Experience is meant to place students in a leadership position; therefore, he/she will develop leadership, analytical, and evaluation skills while having to justify decisions to peers. The student will also evaluate what roles are more/less important in a group, having to sacrifice one (or more) for many.

Real World Terms:

Advantages, disadvantages, priorities, efficiency, reactions, justify, scenario

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:
Change, Relationships, Systems, Conflict
Overarching Generalizations:
• Systems may/may not be in place for support in relationships, coming of age, communities...)
• Relationships may be positive and negative.
• Communities and relationships can exist on different levels.
• Relationships can be vital to a system's existence and effectiveness.

<div align="center">

More Complex Generalizations (Two or more concepts):
</div>

- Adults can be a product of their environment(system) and relationships yet they may/may not change their thinking or think critically to overcome obstacles to achieve a goal.
- What you put into a relationship/community can directly affect what you get in return.
- Individuals may/may not be able to control some relationships within a system. (serenity)
- Systems may/may not rely on some roles and relationships.

<div align="center">

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
</div>

- What can we learn about the pros and cons of being an adult?
- How do you know when you are an adult?
- Why are rules important to a system?
- How can one part positively or negatively affect a system?
- How do people feel when the system is wrong or doesn't work?
- In a system, are some roles more important than others?

Materials Needed for Task Rotation and/or Task Rotation Menu

Nuclear Fall Out scenario, United Streaming Clip, Advantage/Disadvantage Cards, Paper

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

What strategies did you use when deciding who to keep and who to leave out?
How would your emotions affect your decisions if you knew/or did not know all the people involved?
Would you rather make the decisions or allow someone else to make them?
How could you convince someone of how negative events can actually be positive.
What is your personal definition of an adult?

Coming of Age:
What makes an adult an adult?
How do you know when you are an adult?
Think of someone you know that personifies adult behavior. What traits can you take from that person to help you reach your goals and becoming a successful person?
How does taking responsible risks and knowing who to trust factor in to becoming an adult?
What can we learn about pros and cons of being an adult? How do your parents feel and react to you now that you are starting the path to adulthood?
What adult traits do you have and which do you need to develop?

Systems:
How would you describe a system?
How does a system work?
What systems affect you everyday and how do you affect them?
Why are rules important to a system?
How can one part positively or negatively affect a system?
In a system, are some roles more/less important than others?
How do people feel when the system is wrong or doesn't work?
How can you help yourself by helping the system?

Intelligent Behaviors:
Questions and Problem Posing, Applying Past Knowledge, Thinking flexibly, Thinking and Communicating with Clarity and Precision

What intelligent behaviors did you use in determining who to keep and who to eliminate?
How did applying your past knowledge help you when making your decisions?
When prioritizing, how did you think flexibly in order to complete the task?
How would being able to think and communicate with clarity and precision help you in this scenario and other situations in your life?

Literary Perspective:
List as many events from the novel as you can that played a role in Elijah's coming of age.
How can you relate to Elijah's experiences?
What events in your own life will contribute to your own coming of age.

Student/Teacher Reflections

Additional Support Materials:

www.uscis.gov for citizenship test

Favorite Read-Alouds:

Quotes and Songs:

If there is no struggle, there is no progress. - F Douglass

It is easier to build strong children than to repair broken men. - F Douglass

Man's greatness consists in his ability to do and the proper application of his powers to things needed to be done.- F Douglas

The life of the nation is secure only while the nation is honest, truthful, and virtuous. – F. Douglass

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection: Elijah of Buxton

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

Student Reflections

What task rotations and/or other activities did you like the most and why?

What there a task rotation that you didn't do but would have liked to do and why?

Did learning about "Intelligent Behaviors" help you focus and learn better?   Why or why not?

What   four "Habits of Mind"   are most important and why?

What   "ah ha'?"   moments did you have while studying this unit?

Additional Comments:

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APPENDIX

A
Additional Instructional Concept-Based Activities