

Project Bright IDEA 2: Interest Development Early Abilities

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



**Concept:
Systems
(Conflict of Different Systems)**

Topic: Civil War

By: June Hurt

Grade Level: Fifth Grade

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic –Civil War
Text –Red Moon at Sharpsburg
Author –Rosemary Wells
Publisher/Date-Penguin/Viking Press, 2007

Concepts	Themes
<ul style="list-style-type: none"> • Systems • Conflict • Balance 	<ul style="list-style-type: none"> • A system may be influenced by other systems. • Systems are composed of subsystems. • Systems create balance. • Conflict occurs when systems get out of balance. • Conflict can be internal or external.
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Hope vs. Despair • Societal values vs. Personal values • Survival vs. following the rules • Fairness vs. Equality 	<ul style="list-style-type: none"> • How do we break out of societal norms? • What do you do when your decisions are against the religious teachings with which you were raised? • How do you determine if someone is good or bad?
Processes	Theories
<ul style="list-style-type: none"> • Compare/contrast • Analyze • Persuade • Debate • Speech preparation • Interpret • Infer • Self-examination • Create 	<ul style="list-style-type: none"> • Children must always obey adults. • The government is always right. • All people are created equal. • A patriotic American follows the government’s lead.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • A person may face hardship/adversity with hope or despair. • Killing someone is wrong, but in war is the accepted practice. 	<ul style="list-style-type: none"> • Society and family have defined expectations for a person based on gender, class, age, and hierarchy. • Balance is better than imbalance.

Concept: Systems

Topic: Civil War

Suggested Text Selection(s): *Red Moon over Sharpsburg*

Look, Listen and Identify:

Intelligent Behaviors

Story Focus

Student Activities

NC Standards: Social Studies Goal 4: Describe the impact of wars and conflicts on U.S. citizens. Healthful Living Objective 2.1: Define personal values.

Thinking Skills Focus: Systems

Topic Focus: Conflict of different value systems

Concept Focus: Balance

Overarching Generalizations:

Systems can be influenced by other systems.

- Systems create balance.
- Conflict is created when systems are out of balance.
- Conflict can be internal or external.

More Complex Generalizations (Two or more concepts):

- Conflict inhibits or promotes growth.
- Conflict may allow for synthesis and 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:

- What is a value system
- Social institutions
- How one acquires one’s values
- Motivations for the two sides in the Civil War
- Ways in which the national government influences our values
- Societal expectations

Suggested Vocabulary Words for Discussion:

Values	Hope	Society
Value system	Despair	Anarchy
Social institutions	Dissonance	Chaos
Moral	Conflict	
Immoral	Adversity	
Balance	Norms	

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:

Use the _____ vocabulary technique in which students use the chart to:

- Create own definition
- Copy a classmate’s self-generated definition
- Write the dictionary definition
- Find synonym(s)
- Find antonym(s)

Use the word in a written sentence that clearly shows the student’s understanding of its meaning.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What are some examples of societal values in the United States?
Facet 2 – INTERPRETATION
The government influences the actions of its citizens. The family influences the actions of its members. How is the government’s influence like the family’s influence? How is it different?
Facet 3 – APPLICATION
How do societal values create balance? How do a family’s values create balance?
Facet 4 - PERSPECTIVE
What are different ways a person might respond to the value system of his/her family? Persons of different ages might respond in different ways to the value system. How might a person’s age affect his/her response to the family’s value system?
Facet 5 – EMPATHY
How might India feel about the war in Iraq? Do you think she would enlist in the military? Why?
Facet 6 – SELF-KNOWLEDGE
How are your beliefs shaped by your family’s values? By your religion’s values? By the values of American society?

Read: *Red Moon over Sharpsburg*

Task Rotation Learning Activities

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Make a list of societal values in the United States during the time of this story. Use numbers to rank them in order of importance.</p> <p>How have societal values changed? What are some modern values that India would appreciate?</p> <p>Write a friendly letter to India to tell her about all the changes.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>How might India feel about the war in Iraq? Do you think she would enlist in the military? Why?</p> <p>Discuss this with your group. After discussion, write a speech that you will deliver to the class. Write the speech as if you were India. The focus of the speech should be to inform your audience of your point-of-view, and persuade them that your point-of-view about the war is the right one.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>The government influences the actions of its citizens. The family influences the actions of its members. How is the government's influence like the family's influence? Make a Venn Diagram on poster board to illustrate your comparisons.</p> <p>Analyze how societal values create balance. How do a family's values create balance? Plan a debate in which one side favors balance, and the other side favors anarchy or chaos. Use index cards to record talking points for both sides.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>How are your beliefs shaped by your family's values? By your religion's values? By the values of American society?</p> <p>What are different ways a person might respond to the value system of his/her family? How might the person's age affect his/her response?</p> <p>Create a skit about the different ways different people might react to the value systems of their families. Practice the skit with your group, and prepare to perform it for the class.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections with Products:

Identify, evaluate, examine, decision-making, analyze, hierarchical relationship, point of view, compare, write, perform, debate, public speaking, create, persuade

List, friendly letter, chart, diagram, speech, skit

Real World Applications:

Minister, politician, pundit, political commentator, historian, analyst, activist, sociologist, actor, playwright, anarchist

Real World Terms:

Analyze, write, perform, debate, speech, discuss, plan, persuade

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: Balance

Overarching Generalizations:

- Systems can be influenced by other systems.
- Systems create balance.
- Conflict is created when systems are out of balance.
- Conflict can be internal or external.

More Complex Generalizations (Two or more concepts):

- Conflict inhibits or promotes growth.
- Conflict may allow for synthesis and change.

Essential Question

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

As a military commander, how would you reconcile the societal value of the preciousness of life with the need to kill the enemy?

Materials Needed for Task Rotation and/or Task Rotation Menu

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|--------------|-------------|
| Paper | Index cards |
| Stationery | Markers |
| Poster board | |
| Pens | |
| Pencils | |

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What happens when something gets out of balance?
2. When is it okay to kill another person?
3. Are there things that are only appropriate for girls/women or boys/men?
4. How does one's attitude affect whether one faces hardship with hope or despair?
5. What is a value system?
6. How do value systems affect our daily lives?
7. Are value systems ever in conflict with one another?
8. How do you determine if someone is good or bad?
9. What is conflict?
10. What is internal conflict?

Intelligent Behaviors:

1. Sometimes we talk, work, or play with other people whose value systems are different from ours. How does working to understand their thoughts and ideas benefit us?
2. How does being aware of your own thoughts and feelings help you evaluate and interpret different value systems?
3. One intelligent behavior is to have a questioning attitude. How does that behavior affect your acceptance of the rules of various value systems, including your own?
4. How does persistence help us when we are faced with adversity?

Literary Perspectives:

1. What similarities do you see between the internal conflicts experienced by India, her father, and Emory?
2. India's interest in science was considered odd. Why?
3. What external conflicts do you find in *Red Moon over Sharpsburg*? What was out of balance that led to each of these conflicts?
4. What internal conflicts do you find in *Red Moon over Sharpsburg*? What was out of balance that led to each of these conflicts?

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Make a timeline that shows the progression of India’s changing values. List the external and/or internal conflicts that contribute to each change. Categorize the changes as good or bad. Support your decisions for placing each change in its category.</p> <p>How does one determine whether a person is good or bad? Write an essay that outlines your thinking, and present it to the class.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Conflict can interfere with growth or contribute to growth. Is conflict a good thing or a bad thing? Discuss this with your group and list the group’s ideas.</p> <p>Work together to design a questionnaire regarding the value of conflict. Interview many people using the questionnaire. Be sure to include people in different age groups. Create a circle graph that illustrates the results of your group’s research. You may choose to use more than one graph.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>The costs of war are often high in ways other than financial considerations. Many people, both soldier and civilian, are killed and/or injured. Research the numbers of deaths, etc. suffered by each side in the Civil War. Evaluate the data you collect. Create a graphic organizer that illustrates the balance/imbalance of these costs of war for the opposing forces, based on the information you find.</p> <p>What other factors should be considered when determining the costs of war? Why are these important? Prepare a lesson in which you will educate the class on the costs of war. Teach your lesson to the class.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>If you could choose between a life of conflict and a life of balance, which would you choose? Explain why. Now take the opposite point of view, and explain that, also.</p> <p>How is balance like an algebraic equation? Are there other math concepts that would be good metaphors for balance? What about conflict? What ideas in math would provide good illustrations of conflict?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

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

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question(s):

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify three or more examples of internal conflict and external conflict in the novel. Describe what the conflicting forces were in each example. Organize your material and determine a visual way to show the sequence of the conflict/resolution processes.	The society in which India lived had many specific expectations for people based on their gender. Analyze the text to discover as many of these as possible. Then compare the gender-based expectations in today's society. What has changed? What has remained the same?		Brainstorm questions you could ask various characters in the novel. Decide what types of questions you will ask each character, remembering to keep your focus on values, value systems, and conflict.
2	What were the three biggest conflicts in the novel? Explain what was out of balance that created each conflict, and how each conflict was resolved, or brought back into balance.	Compose a letter to India in which you explain the ways today's societal gender expectations are different from those in her time period. Convince her that she should travel to our time period in order to be happier. Support your assertions with reasons based on the text.		Work with a partner to create a role-play in which you interview several different characters from the novel. You and your partner take turns being the interviewer for the various characters you choose. The questions and answers you choose should demonstrate your comprehension of the novel and your understanding of the essential issues we have studied. Make a video of your interviews to show to the rest of the class.

3	<p>Consider the many conflicts in the novel, as well as those you know from the real world. Think about how they were created, maintained, and resolved (if they were).</p> <p>Create a generalized conflict timeline that shows the progression of most conflicts.</p>	<p>Would living in our time bring more balance to India's life? What gender restrictions continue to exist in America today? Plan a debate in which the participants support either the idea that India would be happier remaining in her own time, or traveling to ours. Prepare discussion points for each side.</p>	<p>Assume the role of one of the primary characters in the novel. Consider the conflicts with societal values that you have experienced. Think about how society would have to change in order for your values to no longer be in conflict with it. Plan a campaign in which you advocate for these changes.</p>
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Real World Connections With Products:

Real World Applications:

Real World Terms:

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

**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.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Identify three or more examples of internal conflict and external conflict in the novel. Describe what the conflicting forces were in each example. Explain what was out of balance that created the conflict, and how each conflict was resolved, or brought back into balance. Organize your material and determine a visual way to show the sequence of the conflict/resolution processes.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Work with a partner to create a role-play in which you interview several different characters from the novel. You and your partner take turns being the interviewer for the various characters you choose. Decide what types of questions you will ask each character, remembering to keep your focus on values, value systems, and conflict. The questions and answers you choose should demonstrate your comprehension of the novel and your understanding of the essential issues we have studied. Make a video of your interviews to show to the rest of the class.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
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Understanding Learner (C)
Intuitive-Thinking

The society in which India lived had many specific guidelines for people based on their gender. Analyze the text to discover as many of these as possible. Then compare the gender-based guidelines in today's society. What has changed? What has remained the same? Compose a letter to India in which you explain the ways things are different today. Convince her that she should travel to our time period in order to be happier. Support your assertions with reasons based on the text. Emphasize how living in our time would bring more balance to her life. Be sure to anticipate any objections she might have, so you will have a prepared counter-argument.

V _ L _ S _ M _ B _ P _ I _ N _

Self-Expressive Learner (D)
Intuitive-Feeling

Imagine that you lived in the time of the Civil War and you are a good friend of India. Brainstorm how your lives would be different if you lived in the North instead of the South. What parts of your societal value systems would be different? What would be the same? Consider your family's value system. How would it be different? Why? What internal conflicts would be the same for India?

Have you ever disagreed with a value that is important in your family? How did you feel? What did you do? Did your action successfully resolve your internal conflict? What could you have done differently? Would your actions have been different if you had been older?

V _ L _ S _ M _ B _ P _ I _ N _

Real World Connections With Products:

Real World Applications:

Real World Terms:

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

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Pre-reading Task Rotation Learning Experience

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

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Conflict occurs when two forces are in opposition to each other. Think of different types of conflict. List as many as you can.</p> <p>Next, organize your list from least disruptive to most disruptive.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>What if the nation had split as a result of the Civil War? In which of the two countries would you want to live? Why?</p> <p>Find a partner who chose the same country that you chose. Work together to write a speech in which you persuade listeners that your choice is the right one.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Is war ever good?</p> <p>Use a Venn diagram to organize the good and bad aspects of war.</p> <p>Write a summary of the ideas represented in your graphic organizer. Include an explanation detailing the conclusion you reached regarding the goodness of war.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>What if the Civil War had ended differently, and our nation was split into two different countries?</p> <p>How would your life be different? How would our country be different?</p> <p>Choose one of these questions and write and perform a skit that illustrates some of the differences.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

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

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

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