

Project Bright IDEA 2: Interest Development Early Abilities

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



2004-2009

Concept: Change

Topic: Civil Rights Movement

**By: Melba Phillips and Laura Fountain
North Garner Middle School/West Lake Middle School**

Grade Level: 8th 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 Rights Movement
Text – Freedom Riders
Author – Ann Bausum
Publisher/Date National Geographic/2006

Concepts	Themes
Change	Courage Tolerance Respect Diversity
Issues or Debates	Problems or Challenges
How We Treat Each Other Equal Rights Discrimination	Facing adversity Standing up for your beliefs Changing beliefs (generational beliefs handed down) Empowering yourself
Processes	Theories
Inquiry into personal accounts of people involved in Freedom Riders Self Reflection Illustrations Locate cities and states of events	Some people have more rights because of class or race. Prejudice will always exist. Some people are better than others. People deserve what they get. One person can't make a difference. Media always present the truth.
Paradoxes	Assumptions or Perspectives
Safety for some can cause danger for others. One person can make a difference for many. Police, hospitals, etc. helping only certain people because of race. Government officials are always honest. Police officers are all good.	Treat others as you want to be treated Attitude is everything Courage shows itself in different ways Differences will always exist We're in this together Hang in there Stand for something or you will fall for anything Life's a journey We shall overcome Be the change you would like to see in the world.

Concept: Power Topic: Civil Rights Movement – Freedom Riders

Suggested Text Selection(s): Freedom Riders

Look, Listen and Identify:

Intelligent Behaviors: Listening with Understanding and Empathy, Thinking Flexibly, Taking Responsible Risks, Applying Past Knowledge to New Situations, Questioning and Posing Problems, Creating, Imagining, and Innovating, Thinking Interdependently, Thinking and Communicating with Clarity and Precision, Striving for Accuracy and Precision, Remaining Open to Continuous Learning, Thinking about Your Thinking, Gathering Data Through All Senses

Story Focus: Listening with Empathy; Finding Examples of Courage, Tolerance and Persistence in Character; How a small group of people brought attention to a need for change.

Student Activities: Journal writing, Diary entries, Discussions with peers, Map work, Analytical and Interpretive Listening, Creating Metaphors, Artistic Interpretation of the 60s, Create a poem, Prediction/Outcome

NC Standards: Goal 7 – Look carefully at changes in N.C. after WWII. Focus on economics, social changes in various groups, politics. “Also look at major events that affected the government.”

Local Pacing Guide Timeline: 3rd Quarter

Thinking Skills Focus: Causal Explanation, Problem Solving, Decision Making, Sequencing, Uncovering Assumptions

Topic Focus: Freedom Riders

Concept Focus: Recognizing how people can bring about change in society

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Directions for Teachers: Blue Eye / Brown Eye Activity. Students will brainstorm instances in history where people were persecuted because of something they could not control.

This activity will begin to introduce students to the feelings involved with discrimination. The students will begin completing a “feeling journal” that will be kept throughout the unit.

Suggested Topics for Discussion:

What causes people to be prejudiced? (fear... not understanding differences in others, fear of the unknown)

Need to discuss the instances of derogatory vocabulary presence in the book (nigger, nigger lover, Ku Klux Klan). You need to discuss its inappropriateness today, but its use in the past and how hurtful these terms would be to someone if used today.

Suggested Vocabulary Words for Discussion:

segregation	wrath	Civil Rights Movement
prejudice	heckler	sit-ins
adversity	protest	persecution
movement (n.)	militant	White Supremacy
divergent	congregate	Bloody Sunday
depot	integrate	activist
convoy	melee	
sporadic	perspective	

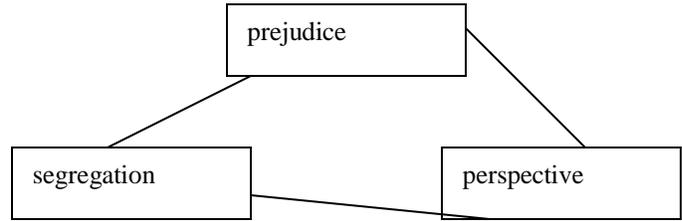
A Six-Step Process for Teaching Academic Vocabulary Terms:

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:

Vocabulary Whirl (include directions)
Three-Way Tie



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

Six Facets of Understanding
(may be homework assignments)

Facet 1 – EXPLANATION
Show Spiderman (original) clip.... “with power comes responsibility” Explain.
Facet 2 - INTERPRETATION
Is it possible to be prejudice free? (Four Corner Activity) Have sections marked in the room for children to stand depending on their opinion. (Undecided, Yes, No,) Then ask if anyone would like to share their explanation voluntarily. Do not force an answer.
Facet 3 - APPLICATION
Your brother is ridiculing a handicapped child. You know you need to talk with him about accepting others and why it is important to be tolerant. Write the conversation you will have with your brother and make sure to include your brother’s comments as well.
Facet 4 - PERSPECTIVE
Write a diary entry from a girl who is being bullied online by a group of girls at school who don’t like her because she is new to the school. She constantly worries about her safety.
Facet 5 – EMPATHY
All your life you have been best friends with a girl named Sally who you know has a learning disability in school. On the way to school, you overhear girls teasing Sally and her feelings are obviously hurt. How would you deal with this situation? Write in your “feelings journal” what you would do.
Facet 6 – SELF-KNOWLEDGE
Be honest with yourself and look at your feelings objectively. Where do your prejudices come from? Could you change your viewpoint or feelings? How? Turn to your neighbor and discuss your answers. Practice being an open listener and be careful not to judge your neighbor.

Task Rotation Learning Activities

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

Beginning Activities...before reading the book

<p align="center">Mastery Learner (A) Sensing- Thinking Take the High Road</p> <p>On a U.S. map mark and trace events from 1940-1960 leading up to the Freedom Riders.</p> <p>At each location note the</p> <p align="center">Name of city Name of state Description of event</p> <p>Use the Timeline on pages 72-73 in <u>Freedom Riders</u> to get you started.</p> <p>Habits of Mind</p> <ul style="list-style-type: none"> • Thinking and Communicating with Clarity and Precision • Striving for Accuracy and Precision <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Feeling "Truth or Dare"</p> <p>On an index card write four statements/situations in which you felt powerless. Include as much detail as you can remember. Make 3 of the statements false and 1 true. On the back of the card write how you felt after the true situation had happened. Do not put your name on it</p> <p>After everyone is done, shuffle the cards and pass them around. Read your card, have everyone try to guess which one is true. Have the person tell which statement was true, how they felt and how that incident affects who you are today.</p> <p>Habits of Mind</p> <ul style="list-style-type: none"> • Listening with Understanding and Empathy • Thinking and Communicating with Clarity and Precision • Remaining Open to Continuous Learning <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking What Did You Hear?</p> <p>Describe evidence of prejudice you hear or see in school. How do you know it is an example of prejudice? Beside each example, justify your examples with your reasoning. Then, discuss and compare your examples with your group.</p> <p>Habits of Mind</p> <ul style="list-style-type: none"> • Thinking about your thinking • Apply Past Knowledge to novel situations • Gathering Data Through All Senses <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling On Board</p> <p>How is prejudice like a bus? Take your time and think about their similarities. Draw a bus and illustrate your perceptions.</p> <p align="center">.....or a dog in a SPCA shelter</p> <p>Habits of Mind</p> <ul style="list-style-type: none"> • Questioning and Problem Posing • Creating, Imagining and Innovating • Thinking Flexibly <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>

Connections With Products:

Journaling, Discussion, Interview, Simile, Analyzing a News Clip, Organizing a Protest, Analyzing Music from the Era, Empathizing with others less fortunate, Discussion Issues in the early 60s, Debate

Real World Applications: hook

Real World Terms:

Civil Rights Movement, Freedom Riders, Segregation, Integration, Sit Ins, Protests

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: Power

Topic: Civil Rights Movement – Freedom Riders

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Essential Question

Is power a constructive or destructive force?

Materials Needed for Task Rotation and/or Task Rotation Menu

US map (includes states, major cities) needs to be at least 8X10 size

Index cards (one per student)

Paper for drawing (can be just computer paper)

Task Rotation Learning Activities

After watching the interview video clip concerning a girl who was attacked by eight other classmates, choose 2 Task Rotations to complete.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>List all forms of technology. On the bottom of your page, answer this question: How has the use of technology changed society today? Keep in mind things you've learned from history about how people can cause change.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Feeling</p> <p>After watching the video clip, turn to your partner. If you could say something to the eight girls who were accused, what would you say? Write your message. Keep in mind things you've learned from history about how people can cause change.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>After watching the video, pretend you are the lawyer for the accused girls. How would you begin to defend the eight girls? Create a list of questions that you might ask the girls. What information would you need to find out about the girls to help you build your defense of "not guilty." Keep in mind things you've learned about from history about how people can cause change.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>After watching the video, create an acceptable punishment for the eight accused girls. Write this punishment like a judge would deliver it to the courtroom. Keep in mind things you've learned from history about how people can cause change.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products: verbs.....skills....organize? describe? Make decisions

Real World Applications: career oriented....what job is this activity teaching you? (diary...list careers who would list diary) acting...

Real World Terms: nouns....look at task....real world noun....place (US) freedom riders (real world term) main words Civil Rights Movement, segregation, integration

Concept Focus: Overcoming Prejudice Beliefs

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Essential Question(s):

Is power a constructive or destructive force?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Video clip cd of the interviews
- Feelings Journal

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept: Power

Topic: Civil Rights Movement Freedom Riders

Generalization(s): Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

Real World Connections With Products:

Real World Applications:

Real World Terms:

Concept Focus: Overcoming Prejudice Beliefs

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Essential Question:

Is power a constructive or destructive force?

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Student Reflections and Assessments Task Rotation Learning Experience

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

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: Overcoming Prejudice Beliefs

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Essential Question:

Is power a constructive or destructive force?

Student Reflections and Assessments Task Rotation Learning Experience

--	--

- List of 60s songs (include lyrics)
- Materials for cd covers
- Optimal recording device
- Materials for guidebook

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Math 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 align="center">Mastery Learner (A) Sensing- Thinking</p> <p align="center">Rank the 60s</p> <p>List 5 most important events that happened in the 60s. Prioritize these events from (what you feel is) the most important to the least important. Then choose 3 events and write details about that event.</p> <p>Habits of Mind: Thinking and Communicating with Clarity and Precision</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p align="center">The Good Life Balance</p> <p>Illustrate 5 identifying aspects of Blacks and Whites in the 60s. Label each aspect with an adjective describing how they would feel. Be sure to include how business establishments treated each differently, transportation methods treated them, and other aspects of daily life treated Blacks differently than Whites.</p> <p>Habits of Mind:</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p align="center">The Good Life Balance</p> <p>Illustrate the 5 aspects in the lives of Jim and John. Make the illustrations large if it was a good thing in life, small if it was a negative thing in their life. Keep in mind education, home life, nicknames, attitudes, and experiences. Label your illustrations using details from actual events in history.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p align="center">On Board</p> <p>What if the Freedom Riders had not gotten on the bus? How would our nation and state be different? In your essay, be sure to include events that occurred in real life when you are describing the different events. Make sure you justify your comments using facts.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Culminating Activity

Real World Applications: Use the final task rotation that you chose as your focus to write an editorial to the News and Observer. In this editorial you will include changes that you see from the 1960s to present time. Include supporting details and factual evidence to support your point of view.

Or, create a children's book to teach 4th grade students about the Civil Rights Movement or a main incident from the 60's. Choose wisely when you select your main character who will tell the story. Remember that you will be presenting a certain point of view through your character. In this book, include changes that you see from the 1960s to present time. Include supporting details and factual evidence to support your story.

Real World Terms:

Concept Focus: Overcoming Prejudice Beliefs

Overarching Generalizations: Prejudices can change; Power can be used or abused; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Power causes change; Change can be intentional or unintentional

Essential Question:

Is power a constructive or destructive force?

Materials Needed for Task Rotation and/or Task Rotation Menu

- none needed
- materials for the children's book might need to be provided for the culminating activity

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Video Clips: Spiderman (clip that says “with power comes responsibility”)

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