

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: POWER

Topic:

Won't You Be My Neighbor?

**By: Laura Moore – Ligon Middle – Wake Co Public Schools
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Grade Level: 8

**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 – Power and Diversity
Literature Selection – Counting Coup
Author – Joseph Medicine Crow
Publisher/Date National Geographic Society, 2006

Concepts	Themes
<ul style="list-style-type: none"> • Relationships • Conflict • Diversity 	<ul style="list-style-type: none"> • Conflict can occur when new populations become neighbors • Diversity can become a positive or a negative depending on the previous mindset of the populations
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Native American vs. European Cultures • Environmental Clash:: Man vs. Nature • Neighbor vs. Neighbor • Fairness vs. Equality 	<ul style="list-style-type: none"> • How can we ensure that all are treated equitably? • How do you emerge with a strong sense of self in the face of discrimination?
Processes	Theories
<ul style="list-style-type: none"> • Historical Inquiry into Native American culture both before and after European settlement began • Problem solving 	<ul style="list-style-type: none"> • The ability to adapt can be nurtured • The power from change can transform society
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • The relocation of Native Americans was positive for some groups and negative for others. How might the relocation of one group affect the other in modern times? • Land ownership is an oxymoron in Native American culture. 	<ul style="list-style-type: none"> • All people are created equal. • When cultures clash, there are far-reaching effects, both positive and negative.

Concept: POWER

Topic: Won't You Be My Neighbor?

Suggested Text Selection(s): Counting Coup, Joseph Medicine Crow, National Geographic Society, 2006

Look, Listen and Identify...

Intelligent Behaviors:

Persisting, Listening with Understanding and Empathy, Thinking Flexibly, Thinking About Thinking/Metacognition, Questioning and Posing Problems, Applying Past Knowledge, Thinking and Communicating with Clarity and Precision, Creating, Imagining, and Innovating, Taking Responsible Risks, Find Humor, and Remaining Open to Continuous Learning

Story Focus:

Using the memoir, Counting Coup by Joseph Medicine Crow as a hook, students will use the above skills to learn about the diverse groups of people who colonized and settled the area which is now North Carolina and the impact their diversity has had on conditions in our state today.

Student Activities:

Students will engage in activities drawn from Howard Gardners' "Multiple Intelligences" and the "Gifted Intelligence Behaviors" of Art Costa, Bena Kallick and Mary Frasier

NC Standards: Social Studies Grade 8.

- **1.02** Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.
- **1.03** Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.
- **1.07** Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.

- **3.05** Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.
- **3.07** Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.
- **7.02** Evaluate the importance of social changes to different groups in North Carolina.
- **8.01** Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.
- **9.02** Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.

Where do these objectives fit in the Wake County Social Studies Pacing Guide?

Unit One: Days 1- 30, Unit Three: Days 51 – 66, Unit Five: Days 97 – 116, Unit Eight, Days 155 – 170.

Thinking Skills Focus:

Gathering Information , Evaluating Data, Generating Ideas, Expressing Feelings, Organizing Information, Interpreting Data, Reorganizing Ideas, Understanding Feelings, Presenting Information, Extrapolating Data, Creating Original Work, Acting on Feelings

Overarching Generalizations

- Power is always present in some form.
- Power is the ability to influence individuals, events, systems, or structures
- Power can be used or abused.
- Power may be wielded by groups or individuals
- Power from within can be nurtured.

More Complex Generalizations (Two or more concepts):

- **The struggle for power creates conflict.**
- **The power to change can transform societies.**

Essential Unit Questions:

1. *What effect does power or the lack of power have on different groups of people?*
2. *What are the strengths of a diverse state or a diverse nation?*
3. *Is power a constructive or a destructive force?*
4. *What are the factors that cause some ethnic groups to receive more recognition than others?*

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 are some forms of power wielded by groups and individuals?
 - What is the difference in the Native American perception of land ownership and that of the Europeans who settled the colonies?
 - How has the distribution of demographic groups changed in North Carolina since 1647?
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Suggested Vocabulary Words for Discussion:

Coup	Memoir	Culture	Demographic
Migration	Genocide	Relocation	Wield
Diversity	Immunity	Empathy	Transform
Stereotype	Epidemic	Immigration	

A Six-Step Process for Teaching Academic Vocabulary Terms by Robert Marzano

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

The Six Facets of Understanding

Generalization: "The Power to Change can Transform Societies."

Facet 1 – EXPLANATION

What caused conflict between the first citizens of North Carolina and the European explorers who arrived and began trying to establish colonies?

Facet 2 – INTERPRETATION

What were some of the traditions of the native Americans who first inhabited North Carolina. ? Design a map depicting the locations of the tribes inhabiting North Carolina at the time of the European "invasion."

Facet 3 – APPLICATION

The numbers of native Americans has decreased dramatically since the Europeans arrived. Design a graph showi population numbers then and now.

Facet 4 – PERSPECTIVE

How might the limitations and advantages of life in North Carolina look from the perspective of someone from a different demographic group than your own? List some of the advantages that you see that your group possesses.

Facet 5 – EMPATHY

How do you feel about the fact that some ethnic groups are less powerful than others Put yourself in the place of a person from a different ethnic group. List the things that constrain that group in American society.

Facet 6 – SELF-KNOWLEDGE

How do people from other demographics influence our lives? Write a journal entry describing your interaction with at least one person from another demographic group. Try very hard to include your own personal feelings about that person and your interaction with that person. .

Task Rotation Learning Activities:

6-8

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
<ol style="list-style-type: none">1. Make a list of the major Indian tribes in North Carolina at the time the European settlers arrived.2. Create a chart showing the percentage of North Carolina's population that comprises each demographic. Include on the chart some contributions to NC's culture from each ethnic group?3. Present your findings in the format of your choice to your classmates. <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<ol style="list-style-type: none">1. Devise a list of questions and interview an acquaintance or friend from another culture.2. Be sure, as part of your interview, you have them relate to you some of the problems they see people of their culture facing in NC today.3. Write a summary of your interview and include suggestions for solving one or more of the problems that were discussed. <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Read:

Task Rotation Learning Activities

6-8

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>What are some of the positive things that are here in North Carolina because we have many ethnic groups?</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>Prioritize some problems facing North Carolina citizens today? Which of them are indicative of particular demographic groups? Choose one and tell how it could be solved.</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>Explain why some groups are more powerful in NC than others.</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>Which demographic group do you belong to? How powerful is it? What are some good and bad things about belonging to your group?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

- Explain, organize, list, evaluate, analyze, describe, examine, problem-solving, prioritizing, predicting

Real World Applications:

- Politician, community-organizer, teacher, diplomat, minister

Real World Terms:

- Add vocabulary words here, not from the book.

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

Overarching Generalizations:

Diversity is Powerful

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

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

Math Task Rotation Learning Activities

6-8

Generalization:

Power is the ability to influence individuals, events, systems, or structures.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p style="color: blue;">Divide into groups. Read an article on Native American populations in the United States. Take notes. Bring your notes back to class to share with your group.</p> <p style="color: red;">Using the notes you made about your tribes, design a visual representation showing the location of the tribes when the presidency of Andrew Jackson began. Then design another respresentation showing the location of the tribe s today.</p> <p style="color: green;">In your group, make a chart of the Native American tribes you found in your research and indicate what percentage of the total population of tribes each comprised. As a reflection, speculate about why the numbers are so much less now than then and why the Native Americans are where they are now.</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 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 style="color: blue;">Search on the internet for articles about the demographic categories evident in the United States today. Design a chart showing the different groups and the last estimated numbers of each population group(Census of 2000).</p> <p style="color: red;">Look at the census figures from 1990 and compare the demographic information on it with the demographic information from the 2000 Census. Compare the two charts and write a journal entry citing the differences.</p> <p style="color: green;">Brainstorm, with your group, what some of the possible reasons are for differences in numbers.</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 style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

<p><u>V</u> <u>L</u> <u>S</u> <u>M</u> <u>B</u> <u>P</u> <u>I</u> <u>N</u></p>	
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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				
2				
3				

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:

Student Reflections and Assessments
Task Rotation Learning Experience
K-2

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

<p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

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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

Math Student Reflections and Assessments

Task Rotation Learning Experience

K-2

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

<p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

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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:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

“Additional Comments

APPENDIX

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Additional Instructional Concept-Based Activities