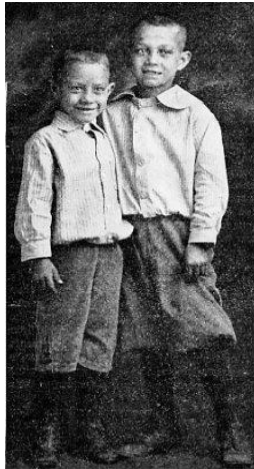


Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Systems

Topic: Survival and Progress Throughout History

By: Anne Otersen, Shawn Maggiolo

Linda Cousins, & Allette Hale

Grade Level: 5th

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 –Ethnic Groups & Survival Systems: A Study in Progress
Text –Kids Make History
Author –Susan Buckley and Elspeth Leacock

Concepts	Themes
<ul style="list-style-type: none"> • Systems • Equity • Progress • Adaptation/Survival • Relationships 	<ul style="list-style-type: none"> • Building and Destruction • Loss and Victory • Bravery and Celebration • Begin with the End in Mind
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Tradition vs. Progress • Good vs. Evil 	<ul style="list-style-type: none"> • Overcoming hardships • Sustaining focus and passion • Survival • Sacrifice
Processes	Theories
<ul style="list-style-type: none"> • Historical inquiry • Decision making 	<ul style="list-style-type: none"> • Growth through trials • Working toward change
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Action and reaction, ebb and flow, trial and error, change- this is the rhythm of living. Out of our over confidence, fear; out of our fear, clearer vision, fresh hope. And out of hope, progress. - Bruce Barton 	<ul style="list-style-type: none"> • America, land of the free, home of the brave

Concept: Systems

Topic: Ethnic Groups

Suggested Text Selection(s): *Kids Make History: A new look at America's story*

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: listening with understanding and empathy, applying past knowledge to new situations, metacognition, questioning and problem posing

Student Activities: persisting; questioning and problem posing; metacognition; creating; thinking flexibly; strive for accuracy and precision; taking responsible risk; listening with understanding and empathy; thinking and communicating with clarity and precision; think interdependently

NC Standards: LA: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. The learner will make connections through the use of oral language, written language, and media and technology.

Social Studies: 3, 4, and 5

Local Pacing Guide Timeline:

Thinking Skills Focus: fluency, flexibility, elaboration, imagery, brainstorming, compare and contrast, categorizing, cause and effect, seeing relationships

Topic Focus: Ethnic Groups

Concept Focus: Systems

Overarching Generalizations:

- Systems follow rules
- Systems may be influenced by other systems
- Systems interact

More Complex Generalizations (Two or more concepts):

- Systems have parts that work to complete a task
- Systems are composed of subsystems
- Parts of systems are interdependent upon one another and for symbiotic relationships

Directions for Teachers: Omit story *Evil in the Air* pages 10 and 11.

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:

- Growth and change
- Diversity of cultures
- Historical progress
- Roles ethnic groups play in development
- People and their impact on America

Suggested Vocabulary Words for Discussion:

Wharf	petticoats
Patriot	regiment
Eavesdropping	refuge
Woven	thrashed
Insane	Venetian gondola
Thatched	aqueduct
Frolic	matron
Outpost	unconscious
Rabble	manufacturing
Indentured	debris
Continental United States	
Emancipation Proclamation	
comrades	

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:

- Word of the Day
- Illustrate the word with a cartoon or comic strip
- Teach the word to others

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What makes a system a system?
Facet 2 - INTERPRETATION
Why are systems important to our survival?
Facet 3 - APPLICATION
What is a system that you have in place at school or home that you feel works? How could this system be improved?
Facet 4 - PERSPECTIVE
What can we learn about survival from studying past cultural systems?
Facet 5 – EMPATHY
How can utilizing systems make me a better citizen?
Facet 6 – SELF-KNOWLEDGE
To what extent do systems affect your life?

**Read:
Task Rotation Learning Activities**

5th grade

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>Describe people of diverse cultures in the US and gather information on their major religious beliefs, family structure and dominant customs. Display this information on chart.</p> <p>What HOM did you use when completing your information chart? (Thinking flexibly)</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>Summarize your thoughts on how a specific struggle resulted in a positive transformation for a group of people in the US. Share this information with a partner through role-playing</p> <p>What HOM did you use when summarizing your thoughts? (Questioning and problem posing)</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>Using an open compare and contrast, compare the contributions the 2 groups have made in the historical systems of the US.</p> <p>What HOM did you use when making your compare and contrast chart? (Questioning and problem posing)</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Generalize on how the movements of people and their ideas have shaped life in the US today. Share your presentation with an oral report or a mock interview.</p> <p>What HOM did you use when preparing your presentation or mock interview? (Metacognition)</p>

Real World Connections with Products:

generalize, summarize, compare and contrast, describe, organize, identify, sort and categorize, and explain

Real World Applications:

Journalist, historian, economist, CEO, teachers, librarian, news commentator

Real World Terms:

Diverse cultures, contributions, historical systems, historical progress, past and present

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: Systems**Overarching Generalizations:**

- Systems follow rules
- Systems interact
- Systems may be influenced by other systems

More Complex Generalizations (Two or more concepts):

- Systems have parts to complete a task
- Systems are composed of other systems
- Systems are interdependent upon one another and form symbolic relationships

Essential Question

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

[See page 5](#)

Materials Needed for Task Rotation and/or Task Rotation Menu

- Open compare and contrast chart
- *Kids Make History*
- Paper
- Pencils, markers
- Appropriate thinking maps
- Costumes
- computers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

To what extent do systems follow rules?

To what extent do systems create order?

To what extent do systems serve a purpose?

To what extent can systems be composed of subsystems and parts?

To what extent are systems interdependent upon one another?

Intelligent Behaviors:

- Which intelligent behaviors could we exhibit to help with contributions in historical progress?
- How do you demonstrate intelligent behaviors on a daily basis?
- Why is it important to remain open to continuous learning when it comes to progress and survival?

Literary Perspectives:

- How are the belief systems of (character) shape and or reflect our cultural and society today?
- Choose a character that took a stand in opposition to an individual or larger group and analyze the effect it had on progress?
- What happens when belief systems of societies and individuals come into conflict?

Student/Teacher Reflections

Task Rotation Learning Activities (2)

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>1. Make a time line of event in Kids Make History.</p> <p>What HOM did you use when making your time line? (Thinking and communicating with clarity and precision)</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>1. Decide which child you relate to the most and write a thank-you note expressing your gratitude for their contribution to history and share how it has affected your life today.</p> <p>What HOM did you use when writing your thank-you note? (Thinking and communicating with clarity and precision/Listening with understanding and empathy)</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>1. Research one of the different economic systems in North America and assess their effectiveness. Explain your findings in a 2-page typed paper citing resources.</p> <p>What HOM did you use when researching the different economic systems? (Thinking and communicating with clarity and precision)</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>1. Imagine one of the characters traveled through a time machine to present day. Go through a day in your life explaining the systems you follow daily. Make a schedule of your day with notes to paint a clear picture.</p> <p>What HOM did you use when you made a schedule of your day? (Striving for accuracy and precision)</p>

Real World Connections With Products:

Make; describe; research; imagine; explain;

Real World Applications:

Historian; Journalist; Teacher; Actor; Administrative Assistant;

Real World Terms:

Past and present; historical progress, historical systems, economic systems

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: Systems**Overarching Generalizations:**

- Systems follow rules
- Systems interact
- Systems may be influenced by other systems

More Complex Generalizations (Two or more concepts):

- Systems have parts to complete a task
- Systems are composed of other systems
- Systems are interdependent upon one another and form symbolic relationships

Essential Question(s):

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

(see page 5)

Materials Needed for Task Rotation and/or Task Rotation Menu

- Open compare and contrast chart
- *Kids Make History*
- Paper
- Pencils, markers
- Appropriate thinking maps
- Costumes
- computers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- To what extent do systems follow rules?
- To what extent do systems create order?
- To what extent do systems serve a purpose?
- To what extent can systems be composed of subsystems and parts?
- To what extent are systems interdependent upon one another?

Intelligent Behaviors:

In what ways did you demonstrate the following intelligent behaviors?

- Applying past knowledge to new situations
- Questioning and problem posing
- Creating, imagining and innovating

Literary Perspective:

When is it appropriate to challenge the belief or value systems?

What are the universal characteristics of belief systems that are common across people and time?

How do our values and beliefs shape who we are as individuals and influence our behavior?

Student/Teacher Reflections

Concept: Systems

Topic: Ethnic Groups

- **Generalizations:**
- Systems follow rules
- Systems interact
- Systems may be influenced by other systems

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	<i>Kids Make History</i> frequently mentions dates. Choose two dates and calculate the elapsed time between the two. Then, create a place value chart.	Using a US map, locate and label a map of five locations from the stories in <i>Kids Make History</i>.	Pantomime one of the chores the child had to do in the story. The students in the class will then guess which child you are pantomiming.	Choose a character from a story. Brainstorm a list of words that show the feeling of the character during their struggle.
2	Create a line graph of all the dates in the stories, showing the sequence of events. Make sure you label the axis.	Select 5 stories from <i>Kids Make History</i>. Locate on a map and explain the effect the location had on each of the stories.	Compare your lifestyle to one of the characters in a story in <i>Kids Make History</i> (i.e. Pocohontas is to the river as I am to the bathtub.)	Write a journal entry from the viewpoint of one of the characters from <i>Kids Make History</i>, showing feelings about their struggles.

3	<p>Create a time line showing the events. Research at least two other major events in history and add to the list. Explain why these two events were important in history.</p>	<p>Select one story. Rewrite the story changing the location. Be sure to think how this change will impact the story and the events.</p>	<p>In looking at the characters and their situations, we realize many inventions have made their lives easier. Reflect on activities in your life that could be made easier through a new invention. Illustrate and explain your invention. Describe the impact it would have on today's society.</p>	<p>Complete an open ended compare and contrast. Choose a position on the "in regard to" section, taking a stance supporting your decision/position.</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:

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

See page 5

Materials Needed for Task Rotation and/or Task Rotation Menu

- Open compare and contrast chart
- *Kids Make History*
- Paper
- Pencils, markers
- Appropriate thinking maps
- Costumes
- computers

**Student Reflections and Assessments
Task Rotation Learning Experience
5th grade**

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
<p>Summarize in a written report how the actions of three characters have affected modern society. Be prepared to justify your point of view in a table forum.</p> <p>What HOM did you use when you summarized your point of view in a table forum? (metacognition)</p>	<p>Role-play a historical character from the book (Wax Museum). Take on the mannerisms, looks and cultural attire of the time period. As class members tour the museum, the historical character will come to life as signaled by a button, bell, etc.</p> <p>What HOM did you use when you role-played your character? ((Creating, imagining and innovating)</p>

<p>Understanding Learner (C) Intuitive-Thinking</p> <p>Select two characters to pair-up on an open/compare and contrast chart. Select one of the systems from your chart and describe how conflicting notions have impeded the progress of the USA. Create a power point to use in your classroom presentation.</p> <p>What HOM did you use when you created your power point? (Applying past knowledge to new situations)</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Find a partner and role-play 2 characters. Interview using questions that will give clues to who you are in history and why you are important enough to be included in this book.</p> <p>What HOM did you use when you completed your interview? (Listen with understanding and empathy/Questioning and problem posing)</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
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Real World Connections with Products: (Verbs)

Compare and contrast, summarize, role-play, describe, create, justify, interview

Real World Applications: (careers)

Journalist, actor, news commentator, historian, teacher, economist, librarian, lawyer

Real World Terms: (nouns)

Modern society, progress, conflicting notions, past and present

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: Systems**Overarching Generalizations:**

- Systems follow rules
- Systems interact
- Systems may be influenced by other systems

More Complex Generalizations (Two or more concepts):

- Systems have parts to complete a task
- Systems are composed of other systems
- Systems are interdependent upon one another and form symbolic relationships

Essential Question:

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

(See page 5)

Materials Needed for Task Rotation and/or Task Rotation Menu

- Open compare and contrast chart
- *Kids Make History*
- Paper
- Pencils, markers
- Appropriate thinking maps
- Costumes
- computers

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives: (generalizations reworded into question)

To what extent do systems follow rules?

To what extent do systems create order?

To what extent do systems serve a purpose?

To what extent can systems be composed of subsystems and parts?

To what extent are systems interdependent upon one another?

Intelligent Behaviors:

In what ways did you demonstrate the following intelligent behaviors?

- Applying past knowledge to new situations
- Questioning and problem posing
- Creating, imagining and innovating

Literary Perspective: (questions about book based on the concepts)

When is it appropriate to challenge the belief or value systems?

What are the universal characteristics of belief systems that are common across people and time?

How do our values and beliefs shape who we are as individuals and influence our behavior?

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:

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

-
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities