

Wake County Social Studies Unit



Concept: Systems

Topic: Jim Thorpe: Greatest Native American Athlete

Grade Level: 5

By:

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**Wake County Public Schools
Academically Gifted Department**

Big Ideas Manifested

Topic –Greatest Native American Athlete
Text –Jim Thorpe Original All-American
Author –Joseph Bruchac
Publisher/Date-Dial Books, 2006

Concepts	Themes
<p style="text-align: center;"> 1.SYSTEMS 2.Change 3.Relationship </p>	<ul style="list-style-type: none"> • Educational systems • Sports • Native American Culture
Issues or Debates	Problems or Challenges
<p style="color: red;"> What are the rules that distinguish an amateur and a pro athlete. Are these rules fair? How do these rules affect the college education system today? </p> <p style="color: red;"> How does loss of language and culture, the unequal relationship with a dominant society, the problems of racism and stereotyping affect Native Americans today? (Joseph Brouchac’s questions) </p>	<p style="color: red;"> How do we motivate young athletes to achieve academically in school when so much money and attention is given to athletics? </p> <p style="color: red;"> How can one maintain his native language and culture and still participate successfully in society? Whose responsibility is this? </p>
Processes	Theories
<ul style="list-style-type: none"> • Recognizing the location of a list of Native American tribes. • Summarizing changes in rules of baseball and football from the early 1900’s to present. • Analyzing the effect of government systems on lives of Native Americans from early 1900’s to present. 	<p>Systems are created to support groups of people or organizations.</p> <p>Rules have several purposes. Rules can provide structure, safety, and entertainment.</p>
Paradoxes	Assumptions or Perspectives
<p style="text-align: center;">Systems are created to support groups of people</p>	<p style="text-align: center;">Dominant cultures assume that their rules and</p>

at the expense of individuals or minority groups.	customs are best for everyone.
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Concept: Change, Systems, Relationships
Topic: Greatest Native American Athlete

Suggested Text Selection(s): Jim Thorpe by Joseph Bruchac

Look, Listen and Identify:

Intelligent Behaviors

Story Focus Persisting, Striving for Accuracy and Precision, Applying Past Knowledge to New Situations, Responding with Wonderment and Awe, Taking Responsible Risks, Finding Humor, Thinking Interdependently, Remaining Open to Continuous Learning

Student Activities Persisting, Managing Impulsivity, Listening with understanding and empathy, Thinking flexibly, Thinking about your thinking, Striving for accuracy and precision, Questioning and problem posing, Applying past knowledge to new situations, Thinking and communicating with clarity, Creating, imagining and innovating, Thinking interdependently

NC Standards: 5th grade social studies:

- 2.06 Explain the role of public education in the United States
- 2.07 **2.07** Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America
- 2.08
- 2.09 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the US
- 3.01 Locate and describe people of diverse ethnic and religious cultures past and present in the United States.
- 4.03 Describe the contributions of people of diverse cultures throughout the history of the US

Math 2008

4.01 Use the process of statistical investigation to (a) Pose questions, formulate hypotheses and design studies involving single or multiple sets of data to investigate and verify hypotheses. (b)Collect, organize, analyze and display data using various representations including stem-and-leaf plots

2.03 Solve problems using the concepts and procedures involving elapsed time.

1.03 Develop fluency with addition and subtraction of decimals.

Concepts and Skills to maintain: Coordinate grids and perimeter and area.

Math 2003

4.01 Collect, organize, analyze and display data (including stem-and-leaf plots) to solve problems.

1.02adding and subtractingtents, hundredths, thousandths

Thinking Skills Focus:

Topic Focus: Greatest Native American Athlete

Concept Focus: Systems

Overarching Generalizations:

Systems

The educational system has parts that work together to complete a task.

The educational system is composed of sub-systems: public education, higher education, tribal education.

Systems follow rules: school rules, government rules, game/sports rules, societal/cultural rules.

Change can be either positive or negative.

Change is inevitable.

Change is necessary for growth.

All relationships are purposeful.

All relationships change over time.

More Complex Generalizations (Two or more concepts): 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:

- Education of Native Americans in the early 1900's.
- Inequalities of Whites vs. Native Americans(cheating, family rights, land rights)
- Development of basketball and football as American sports.
- Segregated athletic teams
- Geographical location of different tribes.
- Influence of early Native American heroes (e.g. Black Hawk, Geronimo)
- Amateur vs. Professionalism in athletics

Suggested Vocabulary Words for Discussion:

Chapter 1 swift p. 2 mission school p. 3 influenza p. 4 cipher p. 4 captivity p. 5 destiny p. 5 veterans p. 6	Chapter 2 influenza p. 4 cipher p. 4 captivity p. 5 destiny p. 5 discipline p. 7 mucking p. 7 cheviot shirt p. 9	Chapter 3 spiffy p. 13 composition p. 14 vocation p. 14 reveille p. 15 slouches p. 15 pathetic p. 17	Chapter 4 disciplinarian p. 19 giddy p. 22 dwarfed p. 22
Chapter 5 quarrel p. 25 boxcar p. 26	Chapter 6 panhandle p. 29 broncobuster p. 29 scuffing p. 31 sincerity p. 31 amateur p. 32	Chapter 7 recruit p.35 gratified p. 38 grit p. 38	Chapter 8 tussle p. 39 porter p. 40 valise p. 41 reservations p. 41 liberal p. 41 pennants p. 42 gawk p. 42
Chapter 9 mottos p. 46 finery p. 47 cadet p. 48	Chapter 10 fraternizing p. 51 confinement p. 51 gridiron p. 53	Chapter 11 menial p. 55 guardian p. 56 annuities p. 56 allotment p. 56 intramural p. 58 assimilation p. 59	Chapter 12 innovations p. 65 mediocre p. 65 scrimmage p. 65 penalty p. 65

<p>Chapter 13 banished p. 68 acquaintance p. 68 prominent p. 69 emaciated p. 69</p>	<p>Chapter 16 inevitable p. 87 beckoned p. 87 composure p. 87</p>	<p>Chapter 17 provisions p. 89 manna p. 89 hominy p. 90 revenue p. 90 pigskin p. 93</p>	<p>Chapter 18 placards p. 95 sacrificial lamb p. 96 literal p. 97</p>
<p>Chapter 19 invincible p. 100 glimmer p. 101 buffaloeed p. 102 savagery p. 106 ferocity p. 106 bedecked p. 107</p>	<p>Chapter 19 cont. coveted p. 107 boosters p. 108 guffaws p. 110 berth p. 110 hijinks p. 111</p>	<p>Chapter 20 moccasins p. 116 regalia p. 116</p>	<p>Chapter 21 haberdasher p. 119 syndicate p. 120 revival p. 126</p>
<p>Chapter 22 angling p. 128 mortified p. 129 medicine ball p. 129 drifter p. 132 harrow p. 134 cultivator p. 134</p>	<p>Chapter 23 dawdling p. 135 gridiron p. 138</p>	<p>Chapter 24 demoralized p. 141 pulverize p. 142 pigskin p. 143</p>	<p>Chapter 25 jaunty p. 149</p>
<p>Chapter 27 valise p. 163</p>	<p>Chapter 28 amateur p. 168 prodigal p. 171 phantom p. 171</p>	<p>Chapter 29 vengeance p. 173 vigilant p. 176</p>	<p>Chapter 30 jitters p. 181 scrimmages p. 183</p>

<p>Chapter 31 quiver p. 185 impervious p. 187 alighted p. 187 bamboozle p. 189</p>	<p>Chapter 32 liniment p. 192 daunted p. 193</p>	<p>Chapter 33 consensus p. 198 desperation p. 200</p>	<p>Chapter 34 squire p. 206 chivalrous p. 206 pentathlon p. 207 javelin p. 208 gallivanting p. 211</p>
<p>Chapter 35 decathlon p. 218 podium p. 222</p>	<p>Chapter 36 bunting p. 225</p>	<p>Chapter 37 casualties p. 241</p>	<p>Chapter 40 moguls p. 259 vaudeville p. 259</p>

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:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Explain the system of education that was present in the United States for Native Americans in the early 1900’s. How has this changed?
Facet 2 - INTERPRETATION
Why do you think the rules of college football changed in 1912? (Field length changed to 100 yards from 110; 4 downs rather than 3; touchdown worth 6 points instead of 5; forward pass no longer limited to 20 yards; tripping no longer allowed; stiffer penalties for unnecessary roughness)
Facet 3 - APPLICATION
What changes to our playground rules might make it safer? What changes to our playground rules might make it more fun?
Facet 4 - PERSPECTIVE
How is your school day different from Jim’s experience at Haskell? How is it the same?
Facet 5 – EMPATHY
In the early 1900’s many Native American children were taken away from their families and put in boarding schools. How do you think you would feel if that happened to you ? What would you do?
Facet 6 – SELF-KNOWLEDGE
This book left me with many questions about Jim Thorpe, Native American tribes, and sports. What questions do you have? What would you like to know more about?

Read:

Task Rotation Learning Activities

3-5

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 the location of the following Native American tribes: Potawani, Kickapoo, Iowa, Ottawa, Sac and Fox, Sioux, Hopi. Label a blank map to show these locations.</p> <p style="text-align: center; margin-top: 100px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Which tribe would you like to be a part of based on geographic location? Explain why to a friend.</p> <p style="text-align: center; margin-top: 100px;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Choose 2 tribes from different states. Compare and contrast the geographic locations.</p> <p style="text-align: center; margin-top: 100px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Choose 1 tribe and create a model of the geographic location. What if the tribe was in a different location. What would change?</p> <p style="text-align: center; margin-top: 100px;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products: map, model

Real World Applications: cartographer, geographer

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: Systems

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 Perspectives:

Student/Teacher Reflections

Task Rotation Learning Activities

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>Create a timeline of important events in Chapters 1-8.</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:

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(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				

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Literary Perspective:

Student/Teacher Reflections:

**Student Reflections and Assessments
Task Rotation Learning Experience
K-2**

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(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:

APPENDIX

A

Additional Instructional Concept-Based Activities