

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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**Concept:
Relationships**

**Topic:
Human Relationships with Conflicts and Possibilities**

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**Grade Level: 6
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 –Human Adversity and Adaptation
Text –The Braid
Author –Helen Frost
Publisher/Date – Farrar, Straus and Giroux, 2006

Concepts	Themes
<p style="text-align: center;">Human Relationships</p> <p> Conflict and possibilities Choices and success Family </p>	<p> All things are related, have purpose and change over time Conflict may be natural or human-made; intentional or unintentional </p>
Issues or Debates	Problems or Challenges
<p> Temporary vs. permanent Unifying vs. dividing Harmonious vs. discordant State of flux vs. constant </p>	<p> Survival of oneself and family Needs vs. wants Opportunity and choices </p>
Processes	Theories
<p> Students will analyze cultural impacts personal choices. Students will investigate physical geographic features. Students will create a brochure persuading migration. </p>	<p>We are a product of our environment.</p>
Paradoxes	Assumptions or Perspectives
<p> Survival of the fittest. The rich get richer, the poor get poorer. </p>	

Concept: Human Relationships

Topic: Human Adversity and Adaptation

Suggested Text Selection(s): The Braid

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: Thinking Flexibly, Questioning and Posing Problems, Thinking and Communications with clarity and Precision, Taking Responsible Risks, Creating, Imagining, Innovation, Thinking interdependently, and Persisting Remaining Open to continuous learning

Student Activities:

NC Standards:

Social Studies:

2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected South American and European regions.

2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.

3.01 Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.

4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.

5.01 Describe the relationship between the location of natural resources and economic development, and assess the impact on selected cultures, countries, and regions in South America and Europe.

11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.

Thinking Skills Focus:

Similarities and Differences (recognizing attributes, seeing relationships, cause and effect, determining benefits and drawbacks)

Topic Focus: Human Adversity and Adaptation

Concept Focus: Relationships

Overarching Generalizations:

1. Relationships are inevitable
2. Physical environment, culture and people have an impact on relationships.
3. Relationship changes over time.

More Complex Generalizations (Two or more concepts):

1. Relationships change over time; some are temporary, some are permanent.
2. All things affect and are affected by their relationships with their environment.
3. Relationships and environment have a direct effect on opportunities and choices.

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:

1. Cultural views in Scotland in the 1800's.
2. What makes a family?
3. Wants and needs
4. Narratives and Poems
5. Braids
6. Map of Scotland
7. Symbolism
8. Physical environments and economics influence populations and movement

Suggested Vocabulary Words for Discussion:

isle	cliffs	mussel	bailiff
evicted	glen	loom	shawl
peat	Mingulay	waterproofs	bailer
herring	wee	lass/lassie	oarsmen
kittiwake	parcels	trouser	clambering
guillemots	cover	raucous	braid
trudge	puffin	horizontal	vertical
Gaelic	Cape Breton	clambering	raucous
pipes/bagpipes	ceilidh	shudder	flatstone
talon	planks	lemming	immense
solidity	scorn	sprinkling	practical
gannet's	plummet	piecework	harbor
rouses	bannocks	extinguish	enormity
burrow	strathspey	driftwood	spinster
concealed	byre	linger	torrential
flicker	noble	stuttering	cord (umbilical)
croons	glimpse	collapse	foal
intently	refugee		

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:

1. Word wall
2. Students create bingo game and then play.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Write letters home describing what your current life is really like vs. what you expected.
Facet 2 - INTERPRETATION
Read and interpret (journals, real life, literature) to infer vocabulary and images of what life was really like in Scotland and Canada in the 1800’s. Develop an oral history of life in the 1850’s in Canada or Scotland, write your own historical biography. How is the braid an effective symbol in the story?
Facet 3 – APPLICATION
Design a museum exhibit on the causes and effects of 19 th century immigration. Role play a dream conversation between Sarah/Jeannie and their father, that supports and/or advises the girl.

Facet 4 - PERSPECTIVE
Stage a debate between Sarah and Jeannie on the effects of their decision to stay or go to Canada. Imagine yourself to be Sarah or Jeannie, how do others view you as a friend? Survivor?
Facet 5 – EMPATHY
Write a letter to relatives across the Atlantic describing a birth or death or beginning or end. Write an essay on the experiences of the homeless in the 21 st century or 19 th century.
Facet 6 – SELF-KNOWLEDGE
Self-assess your involvement in class discussions and performances and explain your pattern of participation. Respond to the writing prompt: What is vital in a relationship? What happens if you do or do not have what is vital to relationships? Ho do you feel?

Directions for Completing the Task Rotation Learning Activity One

1. Copy the task rotation for every child and distribute.
2. Allow the students to pick which of the four activities they would like to complete, with teacher modifications if necessary.
3. Allow 2 days for the activities to be completed.
4. Have students complete the following self-assessment.

Rate yourself 1 to 5 one how well you used the following thinking strategies. One showing you didn't use that strategy and 5 showing strong use of the strategy.

Persisting: Stick to it!	Did you stay focused on the task until completed?	1 2 3 4 5
Thinking Flexibly: Look at it another way!	Did you change perspectives, alter or consider other options?	1 2 3 4 5
Thinking and communication with clarity and precision: Be clear!	Did you communicate clearly avoiding generalizations, distortions and deletions?	1 2 3 4 5
Creating, imagining and innovation: Try a different way!	Did you generate new, original and/or novel ideas?	1 2 3 4 5

Read: The Braid
Task Rotation Learning Activities

Grade 6

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

<p align="center">1 Mastery Learner (A) Sensing- Thinking</p> <p>Using a map of Canada and Scotland label the latitude and longitude lines and locate or draw pictures of their physical features and display or label them on the map.</p> <p>Write a brief description of why people would chose to live in each region.</p> <p align="center">Spatial, Verbal, Logical</p>	<p align="center">3 Interpersonal Learner (B) Sensing-Thinking</p> <p>Pick Scotland or Canada as your personal choice to live. Partner with someone who chose the other destination. Explain 6 or more reasons for your choice to each other. Discuss and complete an exit ticket with your partner that prioritizes the 3 most valued points for each region.</p> <p align="center">Interpersonal, Verbal, Logical, Intrapersonal</p>
<p align="center">2 Understanding Learner (C) Intuitive-Thinking</p> <p>Compare and contrast (using a visual like Venn diagram, Open Compare and Contrast, 2 Column Notes, etc) the climate, environment, and landforms of Canada and Scotland from the perspective of life in the 1800's.</p> <p align="center">Verbal, Logical, Visual/Spatial</p>	<p align="center">4 Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create a flyer of your chosen destination. Persuade your audience to migrate to your region. Be sure to include climate, environment, landforms and one other personal interest choice. Be ready to present your flyer to the whole class.</p> <p align="center">Verbal, Visual/Spatial, Bodily/Kinesthetic, Interpersonal</p>

Real World Connections With Products:

Maps, magazines, encyclopedia, books, brochure,

Real World Applications:

Cartographers, meteorologist, travel agents, authors, photographers, musicians, cruise directors, publishers

Real World Terms:

Partner, editor, create, compare, contrast, explain (reflect), ranking (evaluating), persuade, display

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:

Relationships

Overarching Generalizations:

Physical environment, culture and people have an impact on relationships.

More Complex Generalizations (Two or more concepts):

All things affect and are affected by their relationships with their environment.

Essential Question

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

Relationships

Materials Needed for Task Rotation and/or Task Rotation Menu

Chart paper, computers, paper, pencil, colored pencils, magazines and other sources for pictures, resources for research, publisher software (or something similar)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How do relationships effect all decisions?
2. What defines relationships?
3. In thinking about relationships that you have with friends and family how will that effect your selection of a

Intelligent Behaviors:

Literary Perspectives:

1. What is the meaning of a relationship?
2. What possible conflicts can occur within a relationship?
3. How do the roles change over time?
4. Why is where important?
5. What makes places unique and different?
6. What defines a region?
7. How does my relationships influence where and how I live?

Student/Teacher Reflections

Task Rotation Learning Activities

Grade 6

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>As a character in the book, write letters home describing what your current life is like verses what you expected.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>Develop an oral history of life in the 1850's in Canada or Scotland. Write your own historical biography as if you were living in the 1850's.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>How is a braid an effective symbol in the story? Why? Use examples from the book to show the symbolism.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>As a modern day refugee, speculate on the relationships you would need to develop for successfully survive in your new region.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Evaluate, analyze, interpret, explain, sort and categorize, draw conclusions

Real World Applications:

Cosmetologist, barber, historian, sailor, fisherman, teacher, contractor, seamstress, housekeeping staff

Real World Terms:

Demonstrate, weave, discuss, classify

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:

Relationships

Overarching Generalizations:

Relationships are inevitable

Relationships are inevitable

More Complex Generalizations (Two or more concepts):

Relationships change over time; some are temporary, some are permanent.

Relationship changes over time.

Essential Question(s):

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

How does where I live influence the way I live?

How and why do people move?

Materials Needed for Task Rotation and/or Task Rotation Menu

Text, paper, research resource

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

In thinking about relationships within your environment, what might cause these relationships to begin, change or end?

How do people and their relationships with their environment affect everyday living and behavioral choices?

Is change necessary for growth?

Are the changes intentional or unintentional?

What factors affect relationship?

Intelligent Behaviors:

As you think of conflicts that may arise in your relationships, what gifted intelligent behaviors are necessary for successful relationships?

Literary Perspective:

1. What is the meaning of a relationship?
2. What possible conflicts can occur within a relationship?
3. How do the roles change over time?
4. Why is where important?
5. What makes places unique and different?
6. What defines a region?
7. How does my relationships influence where and how I live?

Student/Teacher Reflections

Concept: Relationships

Topic: Human Relationships with conflicts and possibilities

Generalization(s):

1. Relationships change over time; some are temporary, some are permanent.
2. All things affect and are affected by their relationships with their environment.
3. Relationships and environment have a direct effect on opportunities and choices.
4. Relationships are inevitable
5. Physical environment, culture and people have an impact on relationships.
6. Relationship changes over time.

Essential Question(s):

How do region's geography, climate, and natural resources affect the way people live and work?

How does where I live influence the way I live?

How and why do people move?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Describe the steps in making a braid.	Compare and contrast the two main characters; Sarah or Jeannie.	Use a Venn Diagram to compare and contrast your life with one of the characters in the book.	What do you think of when you hear the word relationship? Brainstorm a list of words related to the word relationship and illustrate.
2	Create a chart or diagram showing how to make a braid. Be sure to label.	Create a cause and effect chain for one of the main characters; Sarah or Jeannie.	Draw a picture that shows what Sarah or Jeannie's life will be like in the future.	Write a journal entry to the character in the book that you connect with the most. Be sure to mention the connections you feel. Share with a partner.
3	Make two braids using different materials.	What have you learned about relationships and how relationship dynamics can set a course for your life?	Using the theme of relationships, create two poems.	Talk with a partner about challenges in one of your relationships. Help each other set a goal(s) to improve the relationship.

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:

1. What is the meaning of a relationship?
2. What possible conflicts can occur within a relationship?
3. How do the roles change over time?
4. Why is where important?
5. What makes places unique and different?
6. What defines a region?
7. How does my relationships influence where and how I live?

Student/Teacher Reflections:

Student Reflections and Assessments
Task Rotation Learning Experience
Grade 6

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 spider diagram showing the survival characteristics of Jeannie and Sarah.</p> <p>Draw another picture of a relationship from today that shows the same relationship dynamics.</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>Describe the feelings of one character from the book when they were dealing with another character. Focus on the relationship and emotions.</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>When reflecting on an incident within the book, what questions would you ask if you were interviewing them in Teen Magazine?</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>Make a prediction about Sarah and Jeannie's futures. Write the final poem of the book.</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:

(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:

1. What is the meaning of a relationship?
2. What possible conflicts can occur within a relationship?
3. How do the roles change over time?
4. Why is where important?
5. What makes places unique and different?
6. What defines a region?
7. How does my relationships influence where and how I live?

Student/Teacher Reflections

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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)

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

Other Objectives that could be addressed with the use of this novel:

4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.

7.02 Examine the causes of key historical events in selected areas of South America and Europe and analyze the short- and long-range effects on political, economic, and social institutions.

APPENDIX

A

Additional Instructional Concept-Based Activities