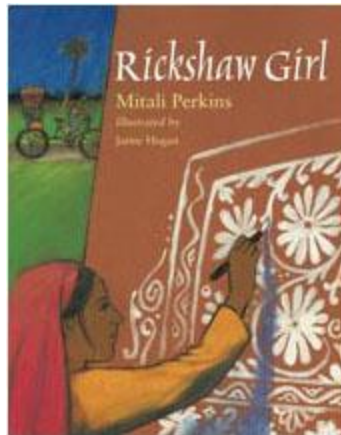


Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Patterns

Topic: Changes in Communities

By: Robynn Allen & Dawn Swiger

Grade Level: 3rd

**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 – Changes in Communities
Text – Rickshaw Girl
Author – Mitali Perkins
Publisher/Date – Charlesbridge/2007

Concepts	Themes
patterns family responsibility hope courage change forgiveness heritage culture consequences	Inequality Change causes change Family structure Economics Cultural Patterns
Issues or Debates	Problems or Challenges
Culture vs. change past vs. present Respect vs. changing status quo Right vs. wrong Equality vs. inequality Changing times vs. tradition Cultural diversity	Family survival Cultural traditions Scarcity Patterns of poverty
Processes	Theories
Research Inquiry Problem Solving Compare/Contrast Identify Patterns	Change is good Indian culture has a constant pattern that will never change. Actions can result in negative or positive consequences.
Paradoxes	Assumptions or Perspectives
Change can be negative or positive. It is necessary for patterns to repeat.	Everyone contributes to a family. The Indian culture does not support women. Children cannot empathize. Cultural patterns can change.

Concept: Patterns

Topic: Communities

Suggested Text Selection(s): Rickshaw Girl

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: Taking Responsible Risks, Creating, Imagining, Innovation, and Thinking interdependently, Question and Problem Posing, Metacognition

Student Activities: Thinking Flexibly, Question and Problem Posing, Taking Responsible Risks, Creating, Imagining, Thinking Interdependently

NC Standards:

Social Studies

Competency Goal 3	The learner will examine how individuals can initiate change in families, neighborhoods, and communities.
	Objectives 3.01 Analyze changes, which have occurred in communities past and present. 3.02 Describe how individuals, events, and ideas change over time. 3.03 Compare and contrast the family structure and the roles of its members over time.
Competency Goal 2	The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.
	Objectives 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world. 2.02 Analyze similarities and differences among families in different times and in different places. 2.03 Describe similarities and differences among communities in different times and in different places.
Competency Goal 4	The learner will explain geographic concepts and the relationship between people and geography in real life situations.
	Objectives 4.02 Use appropriate source maps to locate communities.

Competency Goal 5	The learner will apply basic economic principles to the study of communities.
	<p>Objectives</p> <p>5.01 Define and identify examples of scarcity.</p> <p>5.03 Apply concepts of specialization and division of labor to the local community.</p> <p>5.05 Distinguish and analyze the economic resources within communities.</p> <p>5.06 Recognize and explain reasons for economic interdependence of communities.</p> <p>5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.</p>

Local Pacing Guide Timeline:

Thinking Skills Focus: Analyze similarities/differences- cultures

Compare/contrast – family structure

Recognize and explain – economy

Topic Focus: Patterns of Change within Communities

Concept Focus: Change

Overarching Generalizations:

- Patterns are enablers
- Patterns have an internal order
- Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

- Patterns change over time and cause change within cultures.
- Cultural changes are inevitable
- Change generates additional 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:

Community/family roles, economic interdependence, Bangladesh culture, family structure, cultural diversity, change and growth

Suggested Vocabulary Words for Discussion:

- Microfinance
- Rickshaw
- Bangladesh
- Community
- Economy
- Interdependence
- Resources
- Alpana
- Patterns
- Neighborhood
- Family
- Roles
- Customs
- Society
- Relationships
- Responsibility
- Consequences
- Forgiveness
- Mistakes
- Determination
- Inequality
- Equality
- Bangle
- Taka
- Design
- Poverty
- Chores

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:

Discussion of meanings

word of the day

Synonym chart

vocabulary cartoons- using as many words as possible

Hooks

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Generalization: Patterns are enablers. Essential Question: What are examples of patterns in your life? Activity: Create a 2 column table. The left should list patterns that are a part of your life. The right side answer the question: Explain whether or not the pattern has changed over time.
Facet 2 - INTERPRETATION
Generalization: Change generates additional change. Essential Question: How has the past influenced our world today? Activity: Draw a picture comparing an invention from the past with the invention’s current form.
Facet 3 - APPLICATION
Generalization: Patterns change over time and cause change within cultures. Essential Question: How can I use the patterns of change in culture to live in today’s world? Activity: Use what you know about how changes in patterns affect traditions to forecast how a change in a tradition your family observes is different in today’s world compared to when your parents were your age.
Facet 4 - PERSPECTIVE
Generalization: Patterns allow for prediction. Essential Question: Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits) Activity: Use a thinking map (double bubble, Venn, “If Then table” etc.) to record your responses.
Facet 5 – EMPATHY
Generalization: Patterns have internal order. Essential Question: What would it be like to be a member of a culture other than your own? Activity: Assume the role of a child your age in another culture. Write a news article for the “Lifestyle Section” of your local newspaper explaining the reason for a tradition in your culture.
Facet 6 – SELF-KNOWLEDGE
Generalization: Cultural changes are inevitable. Essential Question: What patterns exist in your culture and what would you change in that pattern? Activity: Reflect on a pattern you would change and prepare an argument advocating that change.

Read: [Rickshaw Girl](#) by Mitali Perkins

Task Rotation Learning Activities

3rd

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>Using a graphic organizer show the sequence of events that led to the crash of the rickshaw. What steps would you take to solve the problem of fixing the rickshaw?</p> <p style="color: red;">What HOM would you use in solving the problem of fixing the rickshaw? (Metacognition, Questioning and Posing Problems, Creating, Imagining, Innovating)</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Write a letter to Naima’s parents convincing them to allow you to paint rickshaws to help support your family financially and emotionally. What would you do to support your family financially and emotionally? Get with a partner and discuss your ideas.</p> <p style="color: red;">What HOM would your parents have used to accept your ideas? (Remaining Open to Continuous Learning)</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Compare and contrast the roles of a child from India to the roles of a child from America. How would your responsibilities change as a child living in India?</p> <p style="color: red;">What HOM will you need to use to ensure that the differences in the roles are clear? (Thinking and Communicating with Clarity and Precision)</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create an advertisement for a rickshaw showing support for women in the Bangladesh workforce. How do you think the community would respond to more women in the workplace?</p> <p style="color: red;">What HOM would you need to employ to understand the perspective of the women? (Listening with Understanding and Empathy)</p>

Real World Connections With Products:

Graphic Organizer, letter writing, compare/contrast, advertisement, list, explanation

Real World Applications:

Teacher, Engineer, Editor, Author, Analyst, Mediator, News Anchor, Politician, Businesses, Advertising Executive, Real Estate Agent

Real World Terms:

Design, Compose, Compare/Contrast, Analyze, Create, List, Organize, Explain, Relate

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:

- **Patterns are enablers**
- **Patterns have an internal order**
- **Patterns allow for prediction**

More Complex Generalizations (Two or more concepts):

- Patterns change over time and cause change within cultures.
- Cultural changes are inevitable
- Change generates additional change

Essential Question

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

- **What are examples of patterns in your life?**
- **How has the past influenced our world today?**
- **How can I use the patterns of change in culture to live in today's world? Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits)**
- **Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits)**
- **What would it be like to be a member of a culture other than your own?**
- **What patterns exist in your culture and what would you change in that pattern?**

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper	Construction paper	Internet access
Pencils	Examples of friendly letters	
Crayons		
Markers		
Plain paper		

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What steps would you take to solve the problem of fixing the rickshaw?
What would you do to support your family financially and emotionally?
How would your responsibilities change as a child living in India?
How do you think the community would respond to more women in the workplace?

Intelligent Behaviors:

What HOM would you use in solving the problem of fixing the rickshaw?
What HOM would your parents have used to accept your ideas?
What HOM will you need to use to ensure that the differences in the roles are clear?
What HOM would you need to employ to understand the perspective of the women?

Literary Perspectives:

Predict the content of the book by viewing the cover.
From looking at the cover, tell what you know about inventions.

Student/Teacher Reflections:

Did the task rotation lead to a better understanding of patterns and changes in a community?

Task Rotation Learning Activities

3rd

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>Research the usage of the rickshaw in Raleigh, North Carolina. Show on a map the routes used to transport tourists and local residents. How does this form of transportation impact the local economy and the environment?</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Email and convince the business owner of the rickshaw company the need for marketing and increasing sales of the rickshaw by employing more women.</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Compare and contrast the differences between the rickshaw service in Raleigh, North Carolina and the rickshaw services in India. Consider the differences in the usage of the rickshaw for each culture. Debate the pros and cons of the usage in both cultures.</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Predict the outcome in the economic status of families in India if more women were allowed to join the workforce. Would these changes affect their cultural beliefs in a positive or negative way</p>

Real World Connections With Products:

maps, emails, compare/contrast, prediction, explanation

Real World Applications:

Economist, Business Owner, CEO, Marketing Director, Travel Agent, Transportation Director, Chamber of Commerce

Real World Terms:

Compare/Contrast, Research, Interpret, Design, Predict, Analyze, Debate, Convince

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:**

- **Patterns are enablers**
- **Patterns have an internal order**
- **Patterns allow for prediction**

More Complex Generalizations (Two or more concepts):

- Patterns change over time and cause change within cultures.
- Cultural changes are inevitable
- Change generates additional change

Essential Question

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

- **What are examples of patterns in your life?**
- **How has the past influenced our world today?**
- **How can I use the patterns of change in culture to live in today's world? Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits)**
- **Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits)**
- **What would it be like to be a member of a culture other than your own?**
- **What patterns exist in your culture and what would you change in that pattern?**

Materials Needed for Task Rotation and/or Task Rotation Menu

Various Downtown Raleigh Street Map
Index Cards

Internet Access
Resource Books about India

Paper

Pencil

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Make a prediction about how a pattern you are forming in your life can help you in the future? (behaviors, work habits)

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

-
-

MetaCognitive Discussion (Essential Questions):

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

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

**Student Reflections and Assessments
Task Rotation Learning Experience**

3rd

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>Interpersonal Learner (B) Sensing-Thinking</p>
<p>Understanding Learner (C) Intuitive-Thinking</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</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

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