

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Relationships

Topic: Interdependence

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Grade Level: 3

**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 - Interdependence
Text – Glass Slipper, Golden Sandal
Author – Paul Fleischman
Publisher/Date- Henry Holt and Company (2007)

Concepts	Themes
<ul style="list-style-type: none"> • relationships • globalization • diversity • interdependence 	<ul style="list-style-type: none"> • leadership and global citizenship
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • cultural diversity and equality • independence vs. interdependence 	<ul style="list-style-type: none"> • How do United Nations State Members seek unity with countries that choose not to recognize global unity?
Processes	Theories
<ul style="list-style-type: none"> • Conflict resolution • Decision making • Peace education • Reconciliation • Global interdependence 	<ul style="list-style-type: none"> • Actions bring consequences which can be negative or positive. • Peaceful relationships are beneficial and essential. • A globalized community can provide for everyone.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Each country stands alone. • Fighting leads to peace. • Neighbors in another country. • Borders define unity. 	<ul style="list-style-type: none"> • A global community always works together. • Unity takes time to develop. • Everyone is a valued member of a larger community.

Concept: Relationships

Topic: Interdependence

Suggested Text Selection(s): Glass Slipper, Golden Sandal

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: listening with understanding and empathy; thinking flexibly; questioning and problem posing; applying past knowledge to new situations; gather data through all senses; responding with wonderment and awe

Student Activities: persisting; listening with understanding and empathy; thinking flexibly; metacognition; questioning and problem posing; applying past knowledge to new situations; thinking and communicating with clarity and precision; gather data through all senses; creating, imagining, and innovating; responding with wonderment and awe; taking responsible risks; thinking interdependently; remaining open to continuous learning

NC Standards: Goals 1 and 7 (Social Studies): Goal 1- Qualities of Good Citizenship; Big Idea: People work together to make their community a better place to live. **Goal 7- Shaping Communities; Big Idea:** Communities are built by people, and the actions of citizens have a direct affect on the community.

Thinking Skills Focus:

Topic Focus: Interdependence; Globalization

Concept Focus: Relationships

Overarching Generalizations:

- Relationships are inevitable.
- Relationships are purposeful.
- Relationships are dynamic.

More Complex Generalizations (Two or more concepts):

- All things affect and are affected by relationships within the global community.

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:

- Global relationships
- Comparisons of communities
- Interdependence

Suggested Vocabulary Words for Discussion:

- Interdependence
- Community
- Global unity
- Diversity
- Relationships
- Dynamic
- Purposeful
- Inevitable
- Globalization
- Citizen
- Culture
- Leader
- Responsibility

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- define together, post, listen for usage, make a tally for every time used
- Role play words for conceptual understanding

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What is the definition of a global community? What are examples of relationships within a global community?
Facet 2 – INTERPRETATION
How do responsible citizens help communities change and improve?
Facet 3 – APPLICATION
How have irresponsible behaviors affected the global community? In what ways does interdependence impact global relationships?
Facet 4 – PERSPECTIVE
Think of the characteristics of a global leader. What characteristics do you have in common with a global leader? How would the global community be viewed from a child’s perspective?
Facet 5 – EMPATHY
How would you feel if you were a part of a community that was experiencing conflict within the global community? How would you feel if global unity did not exist?
Facet 6 – SELF-KNOWLEDGE
How did <u>Glass Slipper, Golden Sandal</u> affect your awareness related to the interdependence of global communities?

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>Brainstorm a list of the various past and/or present global leaders. Using that list, design a resume that describes the characteristics of an effective global leader.</p> <p>HOM: thinking flexibly; applying past knowledge to new situations; thinking and communication with clarity and precision; creating, imagining, and innovating; taking responsible risks;</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>Think about what it would be like to be a child from a country that doesn't recognize global unity. Working with a partner, create and perform a drama to illustrate the contrasts of global unity and non-unity that may be experienced from a child's perspective.</p> <p>HOM: thinking interdependently; listening to others-with understanding and empathy; thinking flexibly; thinking and communication with clarity and precision; creating, imagining, and innovating; taking responsible risks;</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>Reflect on the concepts of independence and interdependence. Debate both of the concepts within your group. Provide evidence for your position.</p> <p>HOM: persisting; managing impulsivity; listening to others-with understanding and empathy; thinking flexibly; thinking about our thinking; thinking and communication with clarity and precision; taking responsible risks; thinking interdependently</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>Imagine that it is the year 2030, and you are a reporter. Write an article for a local paper that illuminates aspects of the global society that you feel may or may not contribute to making it a peaceful one.</p> <p>HOM: thinking flexibly; thinking about our thinking; thinking and communication with clarity and precision; creating, imagining, and innovating; taking responsible risks;</p> <p style="text-align: center;">V * L S M B P I * N</p>

Real World Connections With Products:

resume, play, song, dance, poem, artwork, debate

Real World Applications:

leader, journalist, writer, actor, politician, orator

Real World Terms:

compare, contrast, reflect, create, pretend, imagine, prove, brainstorm, design

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 purposeful.
- Relationships are dynamic.

More Complex Generalizations (Two or more concepts):

- All things affect and are affected by relationships within the global community.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart paper
- Computer (internet access)
- Markers, crayons, pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

Text 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>Read another version of <u>Cinderella</u>. List three things about each text (<u>Glass Slipper</u>, <u>Golden Sandal</u> and the text you chose) that are similar and three things that are different.</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>With a partner, reflect and discuss how the various cultures affected the original versions of <u>Cinderella</u>. Choose a fairy tale that is familiar to you and recreate the fairy tale that reflects a variety of cultures.</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>List five of the cultures that were addressed in the text. Research and record how and why the author and illustrator chose to represent the cultures in the manner in which they did.</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>Metaphors- Reflect on the following questions:</p> <ul style="list-style-type: none"> • How is the wedding in the text like the United Nations? • How is the United Nations like our school community? <p>Create a poem, song, dance, or piece of art that depicts one of the metaphors listed above.</p> <p style="text-align: center;">V * L S * M * B * P I * N</p>

Real World Connections With Products:

list, fairy tale, research, report, song, dance, artwork, poem

Real World Applications:

artist, dancer, poet, researcher, writer/author, singer, literature analysis

Real World Terms:

create, research, record, list, reflect, illustrate, write, construct

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 purposeful.
- Relationships are dynamic.

More Complex Generalizations (Two or more concepts):

- All things affect and are affected by relationships within the global community.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Wide variety of fairy tales (based on other cultures)
- Wide variety of versions of Cinderella
- Computer (internet access)
- Markers, crayons, pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept: Relationships

Topic: Interdependence; Globalization

Generalization(s): All things affect and are affected by relationships within the global community.

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Find an article on global interdependence. Summarize the article, and add your summary to our class library.	Construct a Venn diagram to compare and contrast the concepts of interdependence and independence.	Develop an advertising campaign that supports global unity.	What do you think of when you hear the word interdependence? Brainstorm a list of words related to how interdependence affects our daily lives.
2	Construct a graphic organizer listing three challenges our society faces with global interdependence. Include the following: What are the challenges? Are these challenges evident in other countries? What are some challenges that poorer countries face with global interdependence? What can be done to alleviate these challenges?	Explore the document, <i>The Declaration of Independence</i> . How does the message in this document impact our society today? How would you revise this document to fit a more global society?	Develop an advertising campaign that supports global unity. Develop a motivational speech that describes your advertising campaign.	What do you think of when you hear the word interdependence? Brainstorm a list of words related to how interdependence affects our daily lives. Choose one specific concept from your list that you feel strongly about and write an editorial expressing your feelings.

3	Investigate a specific challenge in achieving global interdependence. Develop an action plan to propose various solutions/strategies to alleviate that challenge.	Create your own version of <i>The Declaration of Independence</i> . Instead, your new title will be <i>The Declaration of Interdependence</i> . Create a Podcast of your newly developed document to share with others.	Develop an advertising campaign that supports global unity. Apply the concept of global unity to a real-life setting. Write a rationale to persuade others to support global unity.	How does global interdependence affect our daily lives? Develop a videotape that illustrates your “voice” on global interdependence. Your audience will be the rest of the school, and your goal is to bring global awareness to other students.
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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:

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

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>Construct a front page for an international newspaper that incorporates articles on the following topics: global leadership, interdependence, and responsible citizenship.</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>With your group, hold a global leadership summit to discuss interdependence and responsible citizenship. Record your conversation through podcasting.</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>Design a PowerPoint presentation for global leaders of potential solutions that would enhance responsible citizenship and interdependence.</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>Using familiar fairy tale characters, create a drama selection that depicts the following topics: global leadership, interdependence, and responsible citizenship.</p> <p style="text-align: center;">V * L S * M B P I * N</p>

Real World Connections With Products: PowerPoint presentation, newspaper, drama selection, podcast of summit

Real World Applications: global leader, journalist, actor, writer, presenter

Real World Terms: design, create, record, analyze, discuss, synthesize, communicate, propose

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 purposeful.
- Relationships are dynamic.

More Complex Generalizations (Two or more concepts):

- All things affect and are affected by relationships within the global community.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Computer (PowerPoint)
- Podcasting software
- Markers, crayons, pencils
- Construction paper

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

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

3-5

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

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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