

Project Bright IDEA 2: Interest Development Early Abilities

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Concept: Patterns of Change

Topic: American Heroes

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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 - American Heroes
Text – 50 American Heroes Every Kid Should Meet
Author – Dennis Denenberg & Lorraine Roscoe
Publisher/Date – Millbrook Press/2006

Concepts	Themes
<ul style="list-style-type: none"> • Change • Community • Leadership • patterns 	<ul style="list-style-type: none"> • Change is cumulative • Anyone can make a difference
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Can anyone be a hero? • Are we as a society encouraging and rewarding heroic behaviors? 	<ul style="list-style-type: none"> • How do you define heroism? • Will we always have people willing to step up to be heroes/make change?
Processes	Theories
<ul style="list-style-type: none"> • Compare/contrast • Problem solving • Planning • Classifying • Evaluating 	<ul style="list-style-type: none"> • Change is cumulative. • Change can be difficult.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • True nature of a hero's motivation • Human heroes are not perfect. 	<ul style="list-style-type: none"> • There will always be people willing to make positive change. • People who effect change are heroes.

Concept: Patterns of Change

Topic: American Heroes

Suggested Text Selections:

50 American Heroes Every Kid Should Meet

Ryan and Jimmy and the Well in Africa That Brought Them Together

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: Persisting; thinking flexibly; questioning and posing problems; taking responsible risks; creating and imagining; thinking interdependently; listening with empathy and understanding.

Student Activities: Listening w/empathy; questioning and posing problems; applying past knowledge; creating, imaging, and innovating; finding humor; remaining open to continuous learning.

NC Standards: SS – 1.01, 1.02, 3.01, 3.02, 7.01, 7.02

Reading – 2.05, 3.05, 2.024, 2.026, 2.0321, 2.0441, 2.0481, 4.071, 4.094

ADD MATH OBJ

Thinking Skills Focus:

Identifying characteristics of a hero; identify patterns of behavior in heroes past and present; generalize knowledge to different time periods and situations; apply principles to personal behavior.

Topic Focus: Characteristics of American Heroes

Concept Focus: Patterns of Change

Overarching Generalizations:

- Change is inevitable
- Change can be good or bad
- Change generates additional change

More Complex Generalizations (Two or more concepts):

- There are patterns of change that occur over time.
- Patterns of change in history affect change in the future.

Directions for Teachers:

- Prepare a personal journal for each student to use throughout the unit for reflection.
- Create a mural with the outline of a body. Display generalizations about change/heroes on the mural.
- Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.
- Prior to first task rotation, read together as a class: Rachel Carson, I.M. Pei, Jackie Robinson & Branch Rickey

Suggested Topics for Discussion:

- What are characteristics of a hero?
- Name heroes you know.
- How are they alike or different?

Suggested Vocabulary Words for Discussion:

abolitionist	courage	invent	pioneer
activist	crusade	leader	poverty
barrier	hero	legend	principle
character	humanitarian	Nobel Peace Prize	suffrage
compassion	innovate	philanthropist	trailblazer
Inspire/inspiration			

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.

Vocabulary Extension:

- Word of the day – define together, listen for usage, make a tally for every time used
- Mix-N-Match – match word to its definition, to its picture, to category, to synonym
- Vocabulary Parade
- Etymology Chart

Direction for Teachers: Select a generalization(s) and essential questions. Introduce facet 1 and one or more of the following topics. Provide time at the conclusion of each activity for students to reflect in their journals.

Six Facets of Understanding

Facet 1 – EXPLANATION
<p>Essential question: What makes a hero a hero?</p> <p>Activity: Whole class brainstorm on characteristics of a hero. Teacher will have prepared a life-sized mural of a body outline to hang in classroom. Students will write characteristics on a “puzzle piece” and place puzzle piece on pre-made mural. During the unit, reinforce characteristics listed and have students add new ones as they are discovered. (Original puzzle pieces can be of one color, with later additions in different colors to show progression of understanding over the course of the unit.)</p>
Facet 2 - INTERPRETATION
<p>Essential question: Why do we need heroes?</p> <p>Activity: Divide into 4 groups. Give each group a “what if?” question about an issue where change was needed. Have students discuss in their groups and make a chart comparing how their lives are now, as compared to how they would have been if certain things had not been changed/accomplished.</p> <p>What if the telephone had never been invented?</p> <p>What if women were the only ones allowed to vote or make rules/laws?</p> <p>What if your family was forced to live somewhere based on the first letter of your last name?</p> <p>What if no one had ever written a book or drew an illustration?</p>
Facet 3 - APPLICATION
<p>Essential question: Do I know any heroes?</p> <p>Activity: Hero Race: Students will have 3 minutes to list all of the heroes they can who have some of the characteristics listed on the mural. Teacher will go around the room and each student will share a name. If anyone in the room has that name, they all mark it off their lists and do not get a point. If not, the person who had that name gets a point. Once all names are shared student with most points wins.</p>
Facet 4 - PERSPECTIVE
<p>Essential question: How do changes made in one time period affect future of communities?</p> <p>Activity: Think of an idea/invention/innovation/action that we take for granted but was revolutionary for it’s time. (Ex: telephone.) Can you think of something that could be introduced now in 2008 that would have the same kind of effect on society?</p>
Facet 5 – EMPATHY
<p>Essential question: How would it feel to make a positive change in my community?</p> <p>Activity: Imagine your neighborhood is throwing you a celebration with a parade. What did you do to deserve such an honor, and how does it feel? Write an acceptance speech that will be given at the conclusion of the event.</p>
Facet 6 – SELF-KNOWLEDGE
<p>Essential questions: How am I like a hero? What could I do to make a positive change?</p> <p>Activity: Students find a partner and trace each others outlines onto chart paper. On their outline, list what characteristics they would like to demonstrate and ways they could use these characteristics to change their community.</p>

Students read two self-selected biographies from American Heroes Every Kid Should Know

Task Rotation Learning Activities

3rd 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> <ul style="list-style-type: none"> Choose a hero. List or make a chart of the changes they have made in their communities. Make business card for your hero that highlights their accomplishments. <p style="text-align: center;">V*L*S* N*</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <ul style="list-style-type: none"> You have been invited to lunch with a hero. Think of 3 questions you would ask him/her about changes they made, and imagine what their answers would be. Write a TV script and role play the conversation you would have. <p style="text-align: center;">V*K*P*I*</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <ul style="list-style-type: none"> Choose a characteristic of a hero. Write a letter to the museum curator of the Hall of Fame explaining why you think all inductees must have this characteristic. <p style="text-align: center;">V*L*I*</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <ul style="list-style-type: none"> Create a poster with a picture of one hero we have read about. What parts of their body did they use to make changes? Label the body parts with the actions. <p style="text-align: center;">S*K*P*I*</p>

Real World Connections With Products:

business card; TV script; poster; letter

Real World Applications:

Business people, teacher; writer; actor; artist; advertising person; museum curator

Real World Terms:

Persuade; design; compose; create; illustrate

Materials Needed for Task Rotation and/or Task Rotation Menu

Index cards

Markers

Crayons

Colored pencils

Poster paper

Writing paper

Metacognitive (Whole Group) Discussion (Essential Questions)

Pose any or all of the following questions to the group and have students write reflections in their journals:

- Did we answer any of our essential questions?
- What did we learn about our heroes and ourselves by doing these tasks?
- Which Habits of Mind did we use to accomplish our tasks?

Conceptual Perspectives:

- ✓ Is change inevitable?
- ✓ Can change be good, bad, or both?
- ✓ Does change generate additional change?
- ✓ Are there patterns of change that occur over time?
- ✓ Do patterns of change throughout history affect change in the future?

Intelligent Behaviors (Habits of Mind):

- ✓ What gifted intelligent behaviors would different kinds of heroes use to change their community?
- ✓ What gifted intelligent behaviors would a hero use to ensure the change was positive?
- ✓ What gifted intelligent behaviors would a hero use to learn lessons from the past in order to affect the future?

Literary Perspectives:

- ✓ Find a quote (power word) in the book that best exemplifies qualities of heroism.
- ✓ Find some examples of people in the book that experienced failure before they achieved success.
- ✓ Of the heroes we have read about, which ones do you think had to overcome the most obstacles to reach their goals, and why?

Math Task Rotation Learning Activities

3rd Grade

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

<p>Mastery Learner (A) Sensing- Thinking</p> <ul style="list-style-type: none"> Using a pan balance and items such as paper clips, pennies, pattern blocks, base ten pieces, etc., create three unequal balances. Write a number sentence for each. How will you make them equal? What are the new number sentences? <p>L*S*K*</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <ul style="list-style-type: none"> With a partner, determine each of your weights. What could you do to make your weights equal using ordinary objects in the classroom? Create before and after pictures, using symbols =, <, >. <p>L*S*K*P</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <ul style="list-style-type: none"> With a partner calculate the perimeter of Teacher A’s classroom and Teacher B’s classroom (making sure that the rooms are different). Write an expression that shows the relationship between the two rooms using =, <,>. If you added 6 feet to each perimeter, would the relationship change? What if you only added it to one of the rooms? Write expressions to demonstrate the new relationships. <p>L*S*K*P*</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <ul style="list-style-type: none"> Using a pan balance and any objects of choice create a balanced system. Illustrate the relationships as an “In the Balance” puzzle. If you change one side, what must you do to the other? Find as many solutions as possible. <p>L*S*K*</p>

Real World Connections With Products:

Measuring perimeter and weight, problem solving, illustrating

Real World Applications:

Interior decorator, architect, engineer, teacher, mathematician

Real World Terms:

Create, illustrate, design, demonstrate, equality, inequality

Materials Needed for Task Rotation and/or Task Rotation Menu

Pan Balances
Objects to weigh
Meter sticks
Graph Paper
Markers
Paper

Metacognitive (Whole Group) Discussion (Essential Questions)

Pose any or all of the following questions to the group and have students write reflections in their journals:

Did we answer any of our essential questions?

What did we learn about patterns and how they change by doing these tasks?

Which Habits of Mind did we use to accomplish our tasks?

Conceptual Perspectives:

- ✓ Does change generate additional change?
- ✓ Are there patterns of change that occur?
- ✓ Can patterns of change be generalized?

Intelligent Behaviors (Habits of Mind):

- ✓ What gifted intelligent behaviors will you use to complete given tasks?
- ✓ What gifted intelligent behaviors will you use to find patterns?
- ✓ What gifted intelligent behaviors will you use to cooperate with other learners to accomplish your tasks?
- ✓ What gifted intelligent behaviors did you not use for whatever reason?

Literary Perspectives:

- ✓ Is there are math vocabulary word or term that can be applied to what our heroes did?
- ✓ Find some examples in the book of how people changed established patterns in our society.
- ✓ Identify one “hero” who was inspired by changes made by one of their predecessors.

Task Rotation Learning Activities

To be used after introducing the book Ryan and Jimmy and the Well in Africa That Brought Them Together.

3rd Grade

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

<p>Mastery Learner (A) Sensing- Thinking</p> <ul style="list-style-type: none"> Construct a time line showing how one thing led to another on Ryan’s journey to Africa. <p>L*S*K*</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <ul style="list-style-type: none"> Think of one positive change you could make. Design a brochure to convince donors to give financial support to your project. Show how your change will affect you, your community, and the world. <p>L*S*K*P</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <ul style="list-style-type: none"> Compare and contrast the changes Ryan caused with those of a hero of your choice from the book. Create a graphic organizer that shows similarities and differences. <p>L*S*K*P*</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <ul style="list-style-type: none"> Invent a device that will improve someone’s life. Draw a detailed plan or build a model of your device and explain how it would elicit change. <p>L*S*K*</p>

Real World Connections With Products:

Model, brochure, time line, graphic organizer

Real World Applications:

Inventor, engineer, philanthropist, grant writer, historian

Real World Terms:

Create, illustrate, design, demonstrate, invent, plan, compare, contrast

Materials Needed for Task Rotation and/or Task Rotation Menu

Chart paper

Markers

Materials as needed for model

Metacognitive (Whole Group) Discussion (Essential Questions)

Pose any or all of the following questions to the group and have students write reflections in their journals:

- Did we answer any of our essential questions?
- What did we learn about our Ryan and ourselves by doing these tasks?
- Which Habits of Mind did we use to accomplish our tasks?

Conceptual Perspectives:

- ✓ Is change inevitable?
- ✓ Can change be good, bad, or both?
- ✓ Does change generate additional change?
- ✓ Are there patterns of change that occur?
- ✓ Can patterns of change be generalized?

Intelligent Behaviors (Habits of Mind):

- ✓ What gifted intelligent behaviors will you use to complete given tasks?
- ✓ What gifted intelligent behaviors did you observe in Ryan/chosen hero?
- ✓ What gifted intelligent behaviors will you use to cooperate with other learners to accomplish your tasks?
- ✓ What gifted intelligent behaviors did you not use for whatever reason?

Literary Perspectives:

- ✓ Find a quote (power word) in the book that sums up why Ryan chose to do what he did.
- ✓ Find some examples how Ryan experienced failure before he achieved success.
- ✓ What obstacles did Ryan have to overcome to achieve his goals?
- ✓ Do you think that Ryan was the only hero in the story?

Task Rotation Menu

Difficulty Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Choose 3 heroes we have read about to place in a hero hall of fame. Make a plaque listing their accomplishments and tell why these accomplishments are important.	Create a want-ad for a hero. Choose four characteristics of a hero. Rank them in order of importance and explain why you chose those characteristics.	Make a flip book illustrating four characteristics that a hero must have and show how they are using them.	Make a self-portrait showing at least four characteristics of a hero you possess or would like to possess.
2	Write a how-to article on the four things someone needs to do to become a hero and why.	Create a resume for one of the people you read about showing the skills and experience they have that make them a "hero."	Write a simile poem about one of your heroes and what they did to change the world. "he/she was _____ as a _____ when he/she _____"	Pretend you are your favorite hero. Write a one page journal entry about how you felt about one of your significant accomplishments. Be sure to include why you did what you did.
3	Place the accomplishments of your three heroes on a timeline, showing how they connect to each other or overlap each other over time.	Choose 2 heroes that you feel are the least alike. The US Mint has commissioned you to design a commemorative coin for the two you chose. Based on their characteristics and accomplishments, list their similarities and their differences (how they used their strengths.) Design one coin that highlights their similarities, and one that highlights their differences. Which coin best represents these heroes? Make a presentation to the US Mint defending your choice.	Imagine two heroes from different time periods are able to be pen pals. Write the letters they would exchange. Include projects they might do together, questions they might ask each other, advice might they give to each other.	Choose two heroes you would like to introduce to one another. What project/change could you work on together with them? Divide your project into three tasks. Assign each person a task, with reasons explaining why they are the best for that task. Also explain why they would be less successful with the remaining tasks.

Real World Connections With Products:

How-to article; want ad; job application; coin; study guide (flip book); letters; portrait; journal entry; plaque.

Real World Applications:

Reporter; writer; human resources professional; numismatist; teacher; student; artist; museum curator; designer.

Real World Terms:

Design; persuade; create; compose; describe; summarize; compare; cooperate; construct

Additional Support Materials:

Ryan and Jimmy and the Well that Brought Them Together, by Herb Shoveler

www.ryanswell.ca

classroom leveled reader biographies

Other books:**Video Clips:**

See website above

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