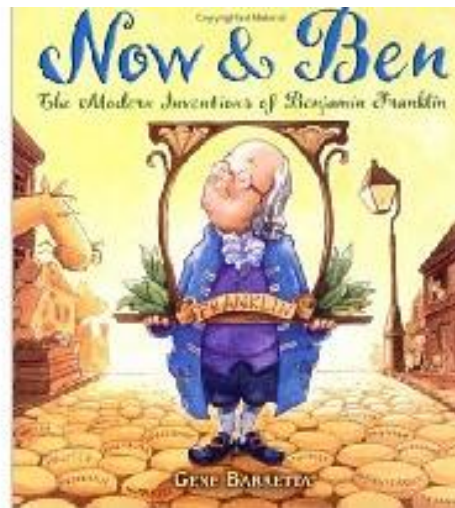


**Project Bright IDEA 2: Interest Development Early Abilities**

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



**Concept: Systems**

**Topic: Influence of Discoveries and Inventions**

**By: Sandy Heath & Stacie Palmer**

**Grade Level: 5**

**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 - Influence of Discoveries and Inventions**  
**Text – *Now & Ben: The Modern Inventions of Benjamin Franklin***  
**Author – Gene Barretta**

Concepts	Themes
Systems Relationships Economic Development Change	All things are related, serve a purpose, and change over time. Change is inevitable and necessary for growth.
Issues or Debates	Problems or Challenges
Needs vs. wants Supply & demand Order vs. Chaos	Why are inventions needed? What resources are needed for inventions?
Processes	Theories
Inquiry into need for inventions. Inquiry into the mind of an inventor.	Change is necessary for growth. Systems are influenced by other systems. Systems create order.
Paradoxes	Assumptions or Perspectives
The more things change the more they stay the same. A penny saved is a penny earned. Necessity is the mother of invention.	Inventions make life easier. Inventions are needed for growth. Inventions improve over time.

**Concept: Systems    Topic: Influence of Discoveries and Inventions**

**Suggested Text Selection(s):** *Now and Ben: The Modern Inventions of Benjamin Franklin*

**Look, Listen and Identify:**

**Intelligent Behaviors**

**Story Focus    Thinking Flexibly, Striving for Accuracy and Precision, 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, Taking Responsible Risks, Thinking Interdependently, Remaining Open to Continuous Learning**

**Student Activities    Persisting, Listening with Understanding and Empathy, Thinking Flexibly, Striving for Accuracy and Precision, Questioning and Problem Posing, Applying Past Knowledge to New Situations, Thinking and Communicating with Clarity and Precision, Creating, Imagining, and Innovating, Thinking Interdependently, Remaining Open to Continuous Learning**

**NC Standards: Social Studies Goal 4 (4.03), Goal 5 (5.05), Goal 6 (6.02, 6.06)**

**Local Pacing Guide Timeline:**

**Thinking Skills Focus: Figural and Verbal Classifications  
Describing Things**

**Topic Focus: Influence of Discoveries and Inventions**

## **Concept Focus: Systems**

### **Overarching Generalizations:**

Systems are predictable.  
Systems serve a purpose.  
Systems create balance.  
Systems create order.

### **More Complex Generalizations (Two or more concepts):**

Systems work to complete a task or a mission.  
Systems may be influenced by other systems.  
Systems are interdependent upon one another.  
Systems are influenced by new innovations.  
Systems change with new innovations.

### **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:**

Inventions, discoveries, innovations, change, inventors

### **Suggested Vocabulary Words for Discussion:**

Bifocals  
Citrus  
Churned  
Colonies  
Contributions  
Current  
Discoveries  
Efficient  
Innovations  
Interlude  
Inventions  
Odometer  
Originated  
Patent  
Political  
Primitive  
Sanitation  
Scurvy  
Suffocation

### **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:**

Three Ss – See it, say it, show it

Charades – Act words for classmates

Word of the Day- define together, post, listen for usage, make a tally for every time used

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

### Six Facets of Understanding

<p><b>Facet 1 – EXPLANATION</b></p> <p>How are Benjamin Franklin’s inventions connected to modern day inventions? How did the patent system come about?</p> <p><b>Design a teacher lesson to explain Ben Franklin’s connection with items we still use today.</b></p>
<p><b>Facet 2 – INTERPRETATION</b></p> <p>How is an invention like a classroom?</p> <p><b>Critique the analogy above in a journal entry.</b></p>
<p><b>Facet 3 – APPLICATION</b></p> <p>In what ways do inventor’s ideas exhibit change?</p> <p><b>Propose a new system to reflect our need for natural resources. Ex. ( Solar energy, wind, fossil fuels)</b></p>
<p><b>Facet 4 – PERSPECTIVE</b></p> <p>How might inventions look from the perspective of 1950’s and 2008 graduates?</p> <p><b>Compare and contrast the life styles of these graduates.</b></p>
<p><b>Facet 5 – EMPATHY</b></p> <p>What would it be like to walk in Benjamin Franklin’s shoes?</p> <p><b>Assume the role of Ben living with today’s modern conveniences.</b></p>
<p><b>Facet 6 – SELF-KNOWLEDGE</b></p> <p>How are my views about current inventions shaped by systems? <b>Consider the following inventions impact on every day life: cell phones, Hybrid cars, fighter jets, e-mail.</b> <b>Reflect in your journal how inventions make daily living more convenient.</b></p>

**Read: *Now and Ben: The Modern Inventions of Benjamin Franklin***  
**Task Rotation Learning Activities**

**5<sup>th</sup> Grade**

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

<p align="center"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>List/display on chart paper inventions from 1990 to present in a category of your choice in order to acquire knowledge about contemporary inventions. Include invention name, inventor, date of creation, purpose.</p> <p>How would remaining open to continuous learning contribute to changes in inventions? (remaining open to continuous learning)</p> <p align="center">V*_L_S_M_B_P_I_N_</p>	<p align="center"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Pretend you just created an invention that has become popular after you posted it on your website. Email a friend about how you felt the day your invention was patented.</p> <p>How did showing persistence help get your invention patented? (persisting)</p> <p align="center">V*_L_S_M_B_P*_I*_N_</p>
<p align="center"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Select and identify the similarities and differences between inventions found in the book using the open compare/contrast graphic organizer.</p> <p>What gifted intelligent behavior/s did you use while working on this activity? (gathering data, communicating with clarity and precision)</p> <p align="center">V*_L*_S*_M_B_P_I_N_</p>	<p align="center"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create <i>The Inventor's Newspaper</i> including a feature story, political cartoon, advertisements, and two hard news stories. The newspaper should focus on current inventions.</p> <p>How did you communicate with clarity and precision in your newspaper? (communicating with clarity and precision)</p> <p align="center">V*_L*_S*_M*_B_P*_I*_N_</p>

\*\* Students must complete mastery task before completing understanding task.

**Real World Connections With Products: compare, contrast, invent, create, dream, reflect, explore, prove, solve, celebrate, argue, decide, debate**

**Real World Applications: scientists, physicists, doctors, teachers, lawyers, teachers**

**Real World Terms: computers, ipods, wii, tv, musical instruments, cameras, paper, maps, gps, light bulbs, greeting cards, youtube**

**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:**

Systems are predictable.  
Systems serve a purpose.  
Systems create balance.  
Systems create order.

**More Complex Generalizations (Two or more concepts):**

Systems work to complete a task or a mission.  
Systems may be influenced by other systems.  
Systems are interdependent upon one another.  
Systems are influenced by new innovations.  
Systems change with new innovations.

**Materials Needed for Task Rotation and/or Task Rotation Menu**

**Chart paper**

**Markers**

**Paper**

**Pencils**

**Computer**

**Open compare/contrast graphic organizer**

**Art supplies**



## Essential Question

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

### MetaCognitive Discussion (Essential Questions):

#### (Whole Group)

#### Conceptual Perspectives:

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?

How would our world be affected without the invention of the light bulb?

How do systems interact?

How are systems predictable?

How do systems serve a purpose?

Do systems create balance? Explain.

How do systems create order?

How do systems complete a task or a mission?

Are systems influenced by other systems? Explain.

Why are systems interdependent upon one another?

#### Intelligent Behaviors:

How would remaining open to continuous learning contribute to changes in inventions?

How did showing persistence help get your invention patented?

What Gifted Intelligent Behaviors did you use while working on this activity?

How did you communicate with clarity and precision in your newspaper?

What intelligent behaviors do inventors use?

Describe how an inventor creates, imagines, and innovates.

#### Literary Perspectives:

Predict the content of the book by viewing the cover only.

From looking at the cover, tell what you know about inventions.

#### Student/Teacher Reflections

Did the task rotation lead to a better understanding of systems?

## Task Rotation Learning Activities

### 5<sup>th</sup> Grade

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Create an itinerary for a trip to Benjamin Franklin’s memorial. Plot your mileage from beginning to end. How is this trip connected to Benjamin Franklin and his inventions and discoveries?</p> <p><b>What thought processes (meta-cognition) did you use when you created your itinerary? (meta-cognition)</b></p> <p style="text-align: center;">V * L * S * M * B * P * I * N</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Pretend you are Benjamin Franklin. What, in your opinion, is your best invention or discovery and why? Roleplay your idea at a town meeting.</p> <p><b>Which gifted intelligent behavior/s did you use when you role played Benjamin Franklin? (creating, imagining, and innovating; taking risks)</b></p> <p style="text-align: center;">V * L * S * M * B * P * I * N</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare and contrast the postal system to our traffic system. What are the similarities and differences? Debate which system is more important to the United States. Explain.</p> <p><b>Which gifted intelligent behavior did you use when you compared and contrasted the two systems? (gathering data, striving for accuracy and precision)</b></p> <p style="text-align: center;">V * L * S * M * B * P * I * N</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Plan a “Ben Franklin Day” celebrating his discoveries and inventions. Include posters, buttons, a song, and a radio announcement or TV commercial honoring his accomplishments.</p> <p><b>How did you create, imagine, and innovate as you designed your “Ben Franklin Day”? (create, imagine, and innovate)</b></p> <p style="text-align: center;">V * L * S * M * B * P * I * N</p>

Real World Connections With Products: **compare, contrast, invent, create, dream, reflect, explore, prove, solve, celebrate, argue, decide, debate**

**Real World Applications: scientists, physicists, doctors, teachers, lawyers, teachers**

**Real World Terms: computers, ipods, wii, tv, musical instruments, cameras, paper, maps, gps, light bulbs, greeting cards, youtube**

**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:**

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Systems create balance.  
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#### **More Complex Generalizations (Two or more concepts):**

Systems work to complete a task or a mission.  
Systems may be influenced by other systems.  
Systems are interdependent upon one another.  
Systems are influenced by new innovations.  
Systems change with new innovations.

#### **Materials Needed for Task Rotation and/or Task Rotation Menu**

*Now & Ben*  
Pencil/Paper  
Internet  
Poster Board  
Chart Paper  
Maps  
Art Supplies

CamCorder

**MetaCognitive Discussion (Essential Questions):**

**Essential Question(s):**

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

**Conceptual Perspectives:**

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?

How would our world be affected without the invention of the light bulb?

How do systems interact?

How are systems predictable?

How do systems serve a purpose?

Do systems create balance? Explain.

How do systems create order?

How do systems complete a task or a mission?

Are systems influenced by other systems? Explain.

Why are systems interdependent upon one another?

**Intelligent Behaviors:**

**What thought processes (meta-cognition) did you use when you created your itinerary?**

**Which gifted intelligent behavior/s did you use when you role played Benjamin Franklin?**

**Which gifted intelligent behavior did you use when you compared and contrasted the two systems?**

**How did you create, imagine, and innovate as you designed your “Ben Franklin Day”?**

Which intelligent behaviors did Ben Franklin use the most?

How did Ben Franklin apply past knowledge in new situation?

**Literary Perspectives:**

How did your perspective of Benjamin Franklin change from the beginning to the end of the story?

Why did the author write this story?

**Student/Teacher Reflections**

## **Concept: Systems**

### **Topic: Influence of Discoveries and Inventions**

#### **Generalization(s):**

Systems are predictable.  
Systems serve a purpose.  
Systems create balance.  
Systems create order.

#### **Essential Question(s):**

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?  
How would our world be affected without the invention of the light bulb?  
How do systems interact?  
How are systems predictable?  
How do systems serve a purpose?  
Do systems create balance? Explain.  
How do systems create order?  
How do systems complete a task or a mission?  
Are systems influenced by other systems? Explain.  
Why are systems interdependent upon one another?

## Task Rotation Menu

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	List inventions from 1990 to present in a category of your choice in order to acquire knowledge about contemporary inventions. Include invention name, inventor, date of creation, purpose.	Select and identify the similarities and differences between inventions found in the book using the open compare/contrast graphic organizer.	Create a system of movements which reflects your inventive side.	What do you think of when you hear the word invention? Brainstorm a list of words related to inventions.
<b>2</b>	Organize 10 of Benjamin Franklin's inventions into a timeline.	“Will [Benjamin Franklin's] contributions help to form the future?” What message is the author trying to make? What effect will Franklin's ideas have on the future?	Create 5 analogies comparing inventors with their inventions.  Ben Franklin is to bifocals as Thomas Edison is to light bulb.	Pretend you just created an invention that has become popular after you posted it on your website. Email a friend about how you felt the day your invention was patented.
<b>3</b>	Choose 3 inventions and demonstrate their usefulness to society.	Research 5 inventors and their inventions. Draw sketches of the inventions. Debate the most important of the 5 inventions.	Create <i>The Inventor's Newspaper</i> including a feature story, political cartoon, advertisements, and two hard news stories. The newspaper should focus on current inventions.	Write an editorial about the energy-saving light bulb. In your editorial, choose to be for or against its use.

**Real World Connections With Products:** compare, contrast, invent, create, dream, reflect, explore, prove, solve, celebrate, argue, decide, debate

**Real World Applications:** scientists, physicists, doctors, teachers, lawyers, teachers

**Real World Terms:** computers, ipods, wii, tv, musical instruments, cameras, paper, maps, gps, light bulbs, greeting cards, youtube

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Systems work to complete a task or a mission.

Systems may be influenced by other systems.

Systems are interdependent upon one another.

Systems are influenced by new innovations.

Systems change with new innovations.

**Materials Needed for Task Rotation and/or Task Rotation Menu**

Newspaper examples

Internet/computer

Paper

Pencil

Art supplies

**Essential Question:**

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

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?

How would our world be affected without the invention of the light bulb?

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How do systems serve a purpose?

Do systems create balance? Explain.

How do systems complete a task or a mission?

Are systems influenced by other systems? Explain.

Why are systems interdependent upon one another?

**Intelligent Behaviors:**

**Literary Perspective:**

What conclusions have you drawn about how systems are predictable and how they serve a purpose?

How do systems create order?

**Student/Teacher Reflections:**



**Student Reflections and Assessments**  
**Task Rotation Learning Experience**  
**5<sup>th</sup> Grade**

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

<p><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Display in a newspaper advertisement the usefulness of an iPhone. How does this invention have a positive impact on society?</p> <p><b>Which intelligent behavior/s did you use when you analyzed the iPhone’s positive impacts on society? (thinking flexibly, thinking and communicating with clarity and precision)</b></p> <p>V _ * _ L _ * _ S _ * _ M _ B _ P _ * _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>Select an invention from past or present and explain how this has changed your future.</p> <p>Interpret how this invention has changed the United States.</p> <p><b>How did you apply past knowledge to explain how the invention has changed your future and the United States? (applying past knowledge)</b></p> <p>V _ L _ * _ S _ M _ B _ P _ * _ I _ N _</p>
<p><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>Create a graphic organizer that compares and contrasts 5 of the MOST important inventions developed from 1700s to present. What factors determine new innovations?</p> <p><b>Which gifted intelligent behavior/s did you use as you decided which were the 5 most important inventions? (applying past knowledge, questioning, thinking and communicating with clarity and precision)</b></p> <p>V _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Using an invention that you are familiar with, reinvent it three different ways:</p> <ol style="list-style-type: none"> <li>1. adding a new element</li> <li>2. changing an existing element</li> <li>3. rescaling</li> </ol> <p>How does each change benefit people?</p> <p><b>Which gifted intelligent behavior/s helped you reinvent the invention you chose? (thinking flexibly, applying past knowledge)</b></p> <p>V _ L _ * _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products: **compare, contrast, invent, create, dream, reflect, explore, prove, solve, celebrate, argue, decide, debate computers, ipods, wii, tv, musical**

**Real World Applications:** scientists, physicists, doctors, teachers, lawyers, teachers

Real World Terms: **instuments, cameras, paper, maps, gps, light bulbs, greeting cards, youtube**

**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:**

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Systems change with new innovations.

#### **Materials Needed for Task Rotation and/or Task Rotation Menu**

Newspaper examples	Internet/computer
Paper	Pencil
Art supplies	

**Essential Question:**

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

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group):**

**Conceptual Perspectives:**

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?

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Do systems create balance? Explain.

How do systems complete a task or a mission?

Are systems influenced by other systems? Explain.

Why are systems interdependent upon one another?

**Intelligent Behaviors:**

**Which intelligent behavior/s did you use when you analyzed the positive impacts on society?**

**How did you apply past knowledge to explain how the invention has changed your future and the United States?**

**Which gifted intelligent behavior/s did you use as you decided which were the 5 most important inventions?**

**Which gifted intelligent behavior helped you reinvent the invention you chose?**

How have you shown intelligent behaviors during this unit?

How have you been able to think flexibly throughout this unit?

**Literary Perspective:**

What conclusions have you drawn about how systems are predictable and how they serve a purpose?

How do systems create order?

**Student/Teacher Reflections**

**Math Student Reflections and Assessments**  
**Task Rotation Learning Experience**  
**5<sup>th</sup> Grade**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Label and list the numbers used to organize the Dewey Decimal System used in our library. Display your information.</p> <p><b>How did you remain open to continuous learning while researching the Dewey Decimal System? (remaining open to continuous learning)</b></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>Convince your parents that your family does not need to participate in daylight savings time this year. How will this affect a 24 hour day during a school week? Create a skit to explain your findings.</p> <p><b>Which gifted intelligent behavior/s helped you understand how daylight savings time helps us? (questioning and problem posing)</b></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>Explain the postal system’s reason for increasing the price of stamps. Design a chart to display the information? Incorporate the ideas of change and innovation in your reasoning.</p> <p><b>How did you remain open to continuous learning while researching the price of stamps? (remaining open to continuous learning)</b></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Imagine you are a world traveler like Benjamin Franklin. You are going on a journey to London, England; Paris, France; and Beijing, China. You will have \$5, 147 to spend in each country. Convert your American currency. Also include several purchases you made in each country. Create a collage displaying your currency conversions and your purchases.</p> <p><b>Which gifted intelligent behavior/s did you use on your travels? (creating, imagining, and innovating; remaining open to continuous learning)</b></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products:** compare, contrast, invent, create, dream, reflect, explore, prove, solve, celebrate, argue, decide, debate  
computers, ipods, wii, tv, musical

**Real World Applications:** scientists, physicists, doctors, teachers, lawyers, teachers

**Real World Terms:** instruments, cameras, paper, maps, gps, light bulbs, greeting cards, youtube

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**Concept Focus: Systems**

**Overarching Generalizations:**

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**Materials Needed for Task Rotation and/or Task Rotation Menu**

Newspaper examples	Internet/computer
Paper	Pencil
Art supplies	

**Essential Question:**

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

**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

In thinking about the process an inventor experiences to invent, how does this system affect the usefulness of an invention?

How would our world be affected without the invention of the light bulb?

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Do systems create balance? Explain.

How do systems complete a task or a mission?

Are systems influenced by other systems? Explain.

Why are systems interdependent upon one another?

**Intelligent Behaviors:**

**Literary Perspective:**

What conclusions have you drawn about how systems are predictable and how they serve a purpose?

How do systems create order?

**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**