

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
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Concept: Change is all about You

Topic: Change Within means Change Without

By: Val Alvarez and Rob Scott

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 – Communities
Text – “Ryan and Jimmy” ISBN 13: 978-1-55337-967-6 or
Author – Herb Shoveller ISBN 10: 55337-967-5
Publisher/Date – Kids Can Press, 2006

A Change Within is a Change Without

| Concepts | Themes |
|--|---|
| <ul style="list-style-type: none"> • Relationships • Global Responsibility • Change • Systems • Citizenship | <ul style="list-style-type: none"> • Change is revolutionary • Change affects humankind universally |
| Issues or Debates | Problems or Challenges |
| <ul style="list-style-type: none"> • Cultural Values • Affluent Nations vs Impoverished Nations • Government Infrastructure • Wants vs Needs • Factors that contribute to need • Apartheid • Civil Wars in Africa (Darfur) | <ul style="list-style-type: none"> • World problems unite everyone • Global Interdependence invite community interaction • Economic decisions affect the future of mankind • Survival of oneself and family within a community |
| Processes | Theories |
| <ul style="list-style-type: none"> • Decision Making • Research • Recognizing Attributes • Creative Problem Solving | <ul style="list-style-type: none"> • Responsibility to one’s community • Survival of the Fittest or Natural Selection • Global Economics |
| Paradoxes | Assumptions or Perspectives |
| <ul style="list-style-type: none"> • Helping your neighbor, is helping yourself • Chaos vs Order • What happens in other communities, effects your community • Be the change that you want to see in the world. • One good deed deserves another • Fences make Good Neighbors? | <ul style="list-style-type: none"> • The government is powerful and knowledgeable enough to take care of its citizens in the time of a natural crisis. • Democracy (Capitalism) will prevail • Global Economics makes every country interdependent. • It takes a village to raise a child • I am my brother’s keeper |

Concept: Change

Topic: Change Within

Suggested Text Selection(s): “Jimmy and Ryan”

Look, Listen and Identify:

Intelligent Behaviors: Listening with Understanding and Empathy, Thinking Flexibly, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Taking Responsible Risks

Story Focus: Perceives others’ point of view, empathetic, imaginative, expresses feeling, adept at organizing and strategizing, communicating directly and to the point, efficient and practical, comparing and contrasting, taking responsible risks, thinking interdependently

Student Activities: Argues a point effectively, empathetic, imaginative, expresses feeling easily, adept at organizing and strategizing, communicates directly and to the point, efficient and practical, compares and contrasts, takes responsible risks, thinks interdependently

NC Standards:

Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.

Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.

Goal 5: The learner will apply basic economic principles to the study of communities.

Goal 6: The learner will recognize how technology is used at home, school, and in the community.

Goal 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.

Local Pacing Guide Timeline:

Thinking Skills Focus: Fluency, originality, using ideas modification techniques, recognizing attributes, creative problem solving, making observations, comparing and contrasting, seeing relationships, determining cause and effect, predicting, making analogies, inductive and deductive thinking, determining benefits and drawbacks, identifying points of view, determining the strength of an argument, setting goals, generalizing, decision making, planning and meta cognition.

Topic Focus: Communities

Concept Focus: Change

Overarching Generalizations:

- Change is necessary for growth within a community.
- Change can be both positive and negative within a community.

More Complex Generalizations (Two or more concepts):

- Change is revolutionary, as it transforms the status quo uniting those involve
- “Be the change you wish to see in the world.” Gandhi
- Changes within cause changes without

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:

| | |
|---|---------------------------------|
| Cultural Values | Government Infrastructure |
| Diversity | Wants vs Needs |
| America’s Melting Pot | Factors that contribute to need |
| Affluent Nations vs Impoverished Nations – | Apartheid |
| Am I my Brother’s Keeper? | Civil Wars in Africa (Darfur) |
| Universal Truths–Practicing what you Preach | Community’s needs |

Suggested Vocabulary Words for Discussion:

| | | | |
|--------------|-------------|----------------|---------------|
| Chanting | Remarkable | Awkwardly | Hero |
| Suitable | Rickety | Fetched | Shimmering |
| Cultures | Heroine | Anxious | Scarce |
| Anticipation | Cautiously | Neighborhood | Fables |
| Exchange | Murky | Wandered | Documentary |
| Community | Folktales | Parched | Bacteria |
| Celebrate | Embarrassed | Infrastructure | Genre |
| Estimates | Cooperate | Accompany | Traditions |
| Consistently | Milling | Government | Donation |
| Relatives | Apartheid | Scrumptious | Revolutionary |
| Universal | Diversity | Empathy | Compassion |

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:

Discuss words and meanings
 Vocabulary mastery chart
 Illustrations
 Word of the Day

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

Six Facets of Understanding
Citizenship: People Making a Difference

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|---|
| Facet 1 – EXPLANATION |
| <p>How does one become a leader? What are the qualities a leader displays? 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community. The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> |
| Facet 2 – INTERPRETATION |
| <p>What makes you a good citizen? What roles do you play as a good citizen? 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community. 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship. 1.04 Explain the need for leaders in communities and describe their roles and responsibilities. 1.06 Identify selected personalities associated with major holidays and cultural celebrations. The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> |
| Facet 3 – APPLICATION |
| <p>In which global organizations could a child, like you, become involved to help a person in another country? Research Heifer.com, How can you become involved in the change that you wish to see? 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world. The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> |
| Facet 4 – PERSPECTIVE |
| <p>Why do we need leaders in a community? What could we learn about the leaders for whom we celebrate major holidays? 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. The learner will examine how individuals can initiate change in families, neighborhoods, and communities.</p> |
| Facet 5 – EMPATHY |
| <p>How does being a good citizen or leader initiate positive change in your family or community? How does it feel to be a good citizen in a group? 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. The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.</p> |
| Facet 6 – SELF-KNOWLEDGE |
| <p>To quote Gandi, “Be the change you want to see in the world.” What change would you like to see and how could you help influence that change? 2.03 Describe similarities and differences among communities in different times and in different places.</p> |

**Read: “Ryan and Jimmy” by Herb Shoveller
Task Rotation #1 Learning Activities**

3 Grade

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

Should all citizens be required to help in their community?
(Developing a sense of belonging to a community)

| | |
|---|---|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>SS1.01 Discuss how leaders help their community meet its needs, as well as acquiring its wants. Make a list of jobs that leaders hold in a community and decide whether their job relates to a need for the community or a want. In order to do their jobs well, list the qualities and skills of an effective community leader. Examine which of these qualities you possess to help you become a community leader. Using your list of jobs and qualities, create a word search to share with the class.</p> <p align="center">HOM: Creating, imagining and innovating</p> <p align="center">V😊L_S😊M_B_P_I_N__</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>SS1.02 SS1.04 Pretend that you have planned a welcome home party for Ryan on his return from Africa. What community leaders would you invite? Create a list of guests. Choose one of our community leaders to design a personal invitation that reflects his/her importance and effectiveness of being one of our community leaders. In this invitation convince our community leader of the importance of him/her attending.</p> <p align="center">HOM: Thinking and Communicating with Clarity and Precision</p> <p align="center">V😊L_S😊M_B_P😊I_N__</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>2.01 2.02 2.03 Compare the community of Ryan with the community of Jimmy using a compare and contrast organizer. Using this organizer, interpret the reasons why these two communities are different. 7.03 Then reflect on how a Fairy Tale hero/heroine creates a sense of community through heroic deeds. Using a large box to create a diorama, build this community for others to view from a bird’s eye perspective. Add a map, with its key to help travel within your community.</p> <p align="center">HOM: Gathering Data through all the senses</p> <p align="center">V😊L😊S😊M_B😊P_I_N__</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>1.01 Reflect on your relationship with your neighborhood community. Create a plaque for one of your neighbors to express appreciation like Jimmy’s village made for Ryan. Use recycled materials or objects from nature.</p> <p align="center">HOM: Listening with understanding and empathy</p> <p align="center">V😊L_S😊M_B_P_I😊N😊</p> |

Driving the instruction Task Rotation #1

Driving the Instruction

Real World Connections with Products:

| Mastery | Interpersonal | Understanding | Self-Expression |
|---|--------------------------------|--|--------------------------------|
| Listing qualities of leaders Consider qualities of self Word Search | Design a persuasive invitation | Compare and Contrast Design a fairytale community | Create a plaque for a neighbor |
| Script of questions | Research | Illustration | |

Real World Applications:

Conservationist, politician, community advocate, community planner, cartographer, newspaper editor

Real World Terms:

Compare, reflect, imagine, create, prove, list, write, analyze, illustrate, examine

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: Communities

Overarching Generalizations:

- Change is necessary for growth within a community
- Positive actions create positive change within a community

More Complex Generalizations (Two or more concepts):

- Change is revolutionary, as it transforms the status quo uniting those involved.
- “Be the change you wish to see in the world.” Gandhi
- Changes within cause changes without

Essential Questions from which to choose

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

1. Why do we need a leader when we as a nation fight for individual freedom?
2. What is the difference between needs and wants?
3. How does something acquire value?
4. What goods and services should government provide?
5. Should everyone be expected to help in their community?
6. How does technological change influence people’s lives and the community in which they live?
7. How are cultures around the world alike?
8. What does it mean to be “civilized” or “cultured?”
9. Why should we study other cultures?
10. Who are the “heroes” in a culture and what do they reveal about the culture?
11. How and why do we celebrate “holidays?”
12. What happens when cultures of difference meet each other (cultural diffusion)?
13. How and why do beliefs change?
14. What is a revolutionary change?

Materials Needed for Task Rotation and/or Task Rotation #1 Menu

Markers, Crayons, colored pencils, pencils, card stock, construction paper, large cardboard boxes, web access, and word programs, writing journals/notebook, Poi Qua tales, Books or stories of African folktales or Fairy tales with hero theme, scheduling library research times.

Meta Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- Should everyone be expected to help in their community?
- How does technological change influence people's lives? Society?
- Who are "heroes in a culture and what do they reveal about the culture?"
- What happens when a culture of a difference meet with each other? (cultural diffusion)
- In Ryan and Jimmy how did Ryan and Jimmy bring about positive change?

Intelligent Behaviors:

- What gifted intelligent behaviors would a community planner need to provide services for a community?
- What gifted intelligent behaviors did Ryan demonstrate when planning to purchase a well pump?
- As you think of the global community and problems that arise in a underdeveloped nations, what gifted intelligent behaviors are lacking in providing relief and services for those countries?

Literary Perspectives:

- Who makes up your community?
- What is the difference between needs and wants?
- How does something acquire value?
- What goods and services should government provide?
- Who are "heroes in a culture and what do they reveal about the culture?"
- What is revolutionary change?
- What is a community?

Student/Teacher Reflections

I am only one person. How could one person, such as myself, make a "true" difference within the community in which I live.

Read: Ryan and Jimmy by Herb Shoveller

Task Rotation #2 Learning Activities

3 Grade

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

How does a leader create change within a community?
(Leaders create change around them.)

| | |
|---|---|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>SS5.01 Research and identify examples of water scarcity in other regions of the world. Magazines about world events are a great resource. Collect data on water scarcity to create a table comparing these regions supply of water. Interpret your results to share with your classmates by determining how each region’s population, cultural use of water, climate and geography effect water supply.</p> <p style="text-align: center;">HOM: Questioning and Problem Posing</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>SS 1.06 Many major holidays and cultural celebrations are held in honor of courageous leaders worldwide. Decide which of these global leaders Ryan would like to meet the most. In a group, plan for a community celebration that will honor your choice of hero/heroine. Your group must plan the food that will be catered, the musical performance from their culture, and an exchange in gifts that represent each culture.</p> <p style="text-align: center;">HOM: Applying Past Knowledge to new situations</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>7.01, 7.02 Using a graphic organizer, compare and contrast an African folk hero to Ryan’s deeds of bringing water to Jimmy’s village. Using this organizer interpret if their motivation for bringing about change was the same or different. Illustrate this motivation for change choosing a visual representation such as collage, drawing, display or poster.</p> <p style="text-align: center;">HOM: Responding with wonder and awe and Thinking about your thinking</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>3.01 3.02 Dramatize in a humorous skit the rules followed in the classroom by children living in the year 1860. Use the website www.jbit.org/guide/index.htm#rules (PDF word document attached, Appendix A.) In your skit show the changes in values of the classroom between 1860 and the present day by answering this question; How do rules show the value of a community? How do the values you learn at school help you to be a productive citizen.</p> <p style="text-align: center;">HOM: Finding Humor</p> <p style="text-align: center;">V☺L__S__M__B☺P☺I__N__</p> |

Driving the instruction Task Rotation #2

Driving the Instruction

Real World Connections with Products:

| Mastery | Interpersonal | Understanding | Self-Expression |
|----------------------|---|----------------------|-------------------------------------|
| Conduct an interview | Designing an ethnic community celebration | Compare and contrast | Creating a script/performing a play |

Real World Applications:

Conservationist, politician, community advocate, community planner, newspaper reporter

Real World Terms:

Compare, reflect, imagine, create, prove, list, write, analyze, illustrate, examine

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: Communities

Overarching Generalizations:

- Change is necessary for growth within a community
- Change is both positive and negative within a community.

More Complex Generalizations (Two or more concepts):

- Change is revolutionary, as it transforms the status quo uniting those involve
- “Be the change you wish to see in the world.” Gandi
- Changes within cause changes without

Essential Question

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

1. What is the difference between needs and wants?
2. How does something acquire value?
3. What goods and services should government provide?
4. Should everyone be expected to help in their community?
5. How does technological change influence people’s lives and the community in which they live?
6. How are cultures around the world the same?
7. Why should we study other cultures?
8. Who are the “heroes” in a culture and what do they reveal about the culture?
9. How and why do we celebrate “holidays?”
10. What happens when cultures of difference meet each other (cultural diffusion)?
11. How and why does ones perspective, view of the world, change?
12. What is a revolutionary change?

Materials Needed for Task Rotation and/or Task Rotation #2 Menu

Graphic organizer, Bulletin Board Borders, Markers, Crayons, colored pencils, pencils, card stock, construction paper, computer with power point, web access, and word programs, writing journals/notebook, Library time scheduled.

MetaCognitive Discussion (Essential Questions):

- What is the difference between needs and wants?
- What goods and services should government provide?
- Should everyone be expected to help in their community?
- How are all cultures the same?
- Who are the “heroes” in a culture and what do they reveal about the culture?

(Whole Group)

Conceptual Perspectives:

- What is the difference between needs and wants?
- How are cultures alike?
- What does it mean to be “civilized” or “cultured?”
- What are some possible changes that could occur through positive relationships within a community?

Intelligent Behaviors:

- What gifted intelligent behaviors would help solve the problem of scarcity for a need within a community?
- What gifted intelligent behaviors would a community planner need to provide services for a community?
- What gifted intelligent behaviors are demonstrated in being a hero/heroine?
- America is often compared to a “melting pot” based on its cultural diversity. With these constant cultures interacting with one another, often there is conflict. What gifted intelligent behaviors are present when these conflict must be settled peacefully?

Literary Perspectives:

- Who makes up your community?
- What is the difference between needs and wants?
- How does something acquire value?
- What goods and services should government provide?
- Who are “heroes in a culture and what do they reveal about the culture?
- What is revolutionary change?
- What is a community?

Student/Teacher Reflections

I am only one person. How could one person, such as me, become a leader to create effective change with a positive outcome?

Social Studies Task Rotation Assessment

Grade 3

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

How does a change within oneself create a change outside of oneself?

(Be the change you wish to see within the world.)

| | |
|---|---|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>In which global organizations do others become involved to help a person in another country? Research Heifer.com, On a world map, locate the headquarters for your list of organizations.</p> <p style="text-align: center;">HOM: Thinking and communicating with clarity and precision</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>Discuss with a partner how does being a good citizen initiate positive change in your family or community? How does it feel to be a good citizen in a group? Design a reward for you to illustrate this positive quality.</p> <p>Now, decide which change you would you like to see in your community. Create a cartoon or poster that would have others perceive you as a leader solving this problem. Display around the community.</p> <p style="text-align: center;">HOM: Creating, imagining and innovating</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>Analyze what you would do as a community leader if any of these situations occurred:</p> <ol style="list-style-type: none"> 1. Your community is experiencing a severe drought. The city needs to create ways to conserve water. Determine which procedures you would suggest to your community leaders for water conservation. Also design a bumper sticker to educate the public on water conservation. 2. <p style="text-align: center;">HOM: Creating, imagining and innovating</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>To quote Gandi, “Be the change you want to see in the world.” Imagine which change would you like to see and how could you help influence that change? Rewrite Ryans’s story to be your story of influencing a change in the world.</p> <p style="text-align: center;">HOM: Remaining open to continuous learning</p> <p style="text-align: center;">V☺L _ S☺M☺B _ P☺I _ N _</p> |

=Real World Connections With Products:

| Mastery | Interpersonal | Understanding | Self-Expression |
|-----------------------------------|-----------------------------|----------------------|------------------------|
| Research Organizations | Design a reward certificate | Bumper sticker | Photo Story |
| Planning organization involvement | Design a poster | Power point | Music Selection |
| Map skill | | | |

Real World Applications:

Leader, Organizer, community advocate, community planner

Real World Terms:

Research, reflect, plan, map skill relationships, design, imagine, create, write, analyze, illustrate, examine, organize, problem-solve

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic.

Concept Focus: Change

Overarching Generalizations:

You are the change that you see.

More Complex Generalizations (Two or more concepts):

Change within promotes change without.

Essential Questions:

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

1. Should everyone be expected to help in their community?
2. How does technological change influence people's lives? Society?
3. What does it mean to be civilized?
4. Why should we study other cultures?
5. What happens when cultures of a difference meet with each other? (cultural diffusion)
6. How and why do beliefs change?
7. What is revolutionary change?

Materials Needed for Task Rotation and/or Task Rotation Menu

Computer, cardboard in shape of bumper sticker, poster board, paper, pencils, printed world map

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- When is change a result of human endeavor or interference?
- When are changes intentional or unintentional?
- Can change cause even more change?
- What are the factors of change?
- Is change always necessary for growth?
- Are changes evolutionary or revolutionary?
- What change do you wish to see?

Intelligent Behaviors:

- Which intelligent behaviors do we exhibit when we act as a leader?
- How important is it, to exhibit intelligent behaviors everyday as a leader?
- Which intelligent behaviors will a leader need to organize a group of individuals to perform a task?
- In the book, Ryan and Jimmy, which intelligent behaviors were demonstrated by each boy?
- Which intelligent behaviors help to choose an organization to support?

Literary Perspective:

- Why did Herb Shoveller write the story of Ryan and Jimmy?
- What is the universal lesson that this book teaches?

Task Rotation Menu

Student/Teacher Reflections

How does a change within oneself create a change outside of oneself?
(Be the change you wish to see within the world.)

Concept: Change

Topic: Change in oneself is necessary for growth within the Community

Generalization(s): Change is necessary for growth

Essential Question(s): Using your understanding of community, which cultures appear to embrace instead of collide with each other? Consider this question from a global perspective.

Read: Ryan and Jimmy by Herb Shoveller

Literary Perspective:

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|--------------|--|---|---|--|
| 1 | Identify philanthropy organizations whose focus is helping to better a community. Use the internet to create a directory of these organizations. | Make a list of qualities a leader would need to influence others to join him/her in making a change in their community. | Create a web for the word change. Identify systems and how each of these systems reflect changes. Ex: Seasons⇒Fall, Winter, Spring, Summer⇒ fall⇒ leaves falling, colder, shorter days | Brainstorm with a partner a list of character traits of a productive citizen within at least three communities; such as family, school, neighborhood, or country. Display these traits for each community in a 3-circle Venn diagram . |
| 2 | Select a philanthropy organization whose focus is helping to better a community. Write a plan to organize others to join you in being a sponsor for this organization. Include in your plan the goals of your organization and your goals to involve others to participate. | Analyze what you would do as a leader if the watershed area in your community was becoming polluted. In a speech present a scenario of the cause of the pollution and effect on community who uses this water supply for drinking. | Write an acrostic poem with the word CHANGE. The poem should reflect the ideas of changes within oneself and how that change impacts the community. | Write a narrative essay defining the effect of each character trait's impact on the learning taking place within a school community. How does it feel to be a student exhibiting all of the character traits? |

| | | | | |
|-----------------|---|--|---|---|
| <p>3</p> | <p>Be a leader in organizing others to join you in raising awareness and becoming sponsors of a philanthropy organization. Keep a report on your progress, which includes a plan of action steps and their results.</p> | <p>Analyze what you would do as a community leader if the watershed area in your community was becoming polluted. People in the community cannot drink the water due to its unsanitary conditions. Propose solutions in a power point presentation to persuade community leaders of the steps they should take to clean up the people’s drinking water.</p> | <p>To quote Gandhi, “Be the change you want to see in the world.” Create a college that depicts people working together to create positive changes within a community.</p> | <p>. What change would you like to see in your community? Create a cartoon or poster that would have others perceive you as a leader solving this problem. Display around the community.</p> |
| | <p>Assessment</p> | <p>Assessment</p> | <p>Assessment</p> | <p>Assessment</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:

**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.

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|---|--|
| <p>Mastery Learner (A) Sensing- Thinking</p> | <p>Interpersonal Learner (B) Sensing-Thinking</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:

Should

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

Understanding by Design
McTigh and Wiggins
IBSN 0871208555

“Be My Neighbor” by Maya Amera and John D Ivanko
Neighbors care for each other
Independence vs Community
The Power to Change

APPENDIX

A

Additional Instructional Concept-Based Activities