

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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Concept: Power

Topic: Revolutionary War

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Grade Level: 8

**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 – Revolutionary War
Text – The Real Revolution: *The Global Story of American Independence*
Author – Marc Aronson

Global village Interdependence

Concepts	Themes
Power Conflict Change Force Relationships	Revolution Leadership
Issues or Debates	Problems or Challenges
Loyalty vs. Independence Nationalism vs. Competition Ambition vs. Loyalty Authority & Corruption Exploitation & Economics	-Protection of personal & political rights - Greed, exploitation, inequality, selfishness -Struggle for Independence -Opportunity/Choices/Spending -Colonialism
Processes	Theories
Decision Making Networks for Unity Global Interdependence/Expansion Conflict Resolution	-Actions bring consequences which can be negative or positive -Theory of mercantilism: Mercantilism is an economic theory that the prosperity of a nation depends upon its capital, and that the volume of the world economy and international trade is unchangeable. -Global trade contributed to the Revolution
Paradoxes	Assumptions or Perspectives
-Slaveholders attitudes toward slave & British attitudes toward Colonists	- In war, the enemy is often demonized. - The Revolutionary war was inevitable. -The Purpose of a government, and what is needed of it, varies depending on the society and culture.

Concept: Power

Topic: Revolution/Change

Suggested Text Selection(s): The Real Revolution: the Global Story of American Independence

Look, Listen and Identify:

Intelligent Behaviors

Story Focus: Thinking Flexibly, Question and Problem Posing, Thinking and Communicating with Clarity & Precision, Thinking Interdependently

Student Activities: Applying past knowledge to new situations, Thinking flexibly, Questioning and Problem Posing, Thinking and Communicating with Clarity and Precision

NC Standards:

- **2.01** Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.
- **2.02** Describe the contribution of North Carolina and national personalities in the revolutionary war era and assess their influence on the outcomes of the war.
- **2.04** Examine the reasons for the victory of the colonists over the British and evaluate the impact of military successes and failures, the role of foreign interventions, and ongoing political, economic and domestic issues.

Local Pacing Guide Timeline: 2-3 days during 2nd quarter

Thinking Skills Focus: Evaluate Analysis of Political Cartoons, _____, _____, _____

Topic Focus: Global Perspectives/Causes Leading up to the American Revolution

Concept Focus: Power

Overarching Generalizations:

- power is the ability to influence
- power is always present in some form
- power may take many forms (chemical, electrical, political, mechanical)
- conflict results from a sequence of events
- conflict may allow for synthesis and change
- change is necessary for growth

More Complex Generalizations (Two or more concepts):

- 1) **Power is the ability to influence change; change can be evolutionary or revolutionary.**
- 2) **Within conflict, there is a struggle for power.**

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:

Revolution, colonialism, mercantilism, modern-day examples of revolutions

Suggested Vocabulary Words for Discussion:

(Categorize by need to know, good to know, nice to know)

Nationalism	Abominable
Parliament	Paradox
Mercantilism	Boycott
Franchise	Vindictive
Oppression	Intolerable Acts
Indulgence	Abolitionists
Retribution	Revolution

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:

3-way Tie

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

Six Facets of Understanding (Hook page)

Facet 1 – EXPLANATION
<p>These are performance tasks from the lady’s book Understanding by Design (workbook): Write a newspaper editorial for a 1777 newspaper: Was the break with England inevitable?</p> <p>Explain in your own words how you see power being using in and around the world today. Explain how power leads to conflict.</p>
Facet 2 - INTERPRETATION
<p>“What really happened at Lexington?” Analyze the texts and information available to make sense of the war’s opening (facts vs. opinions).</p> <p>What is the difference between power used and power abused? Was the revolution inevitable?</p>
Facet 3 – APPLICATION
<p>Simulation in understanding power:</p> <p>1) Pick a partner. One of you will wear a blindfold & must be led around by the other. As you do this, think about how & what you are relying on that person for, how much do they have power over you? How much do they influence what you do?</p> <p>2) You & your partner will be connected by a cord. The person who did NOT wear the blindfold will be responsible for leading you through various tasks.</p> <p>3) Now disconnect yourselves, but the person who did not wear the blindfold is still responsible for leading you through more tasks. Now discuss with your partner the experience you went through. View it in terms of these questions and how the power changed.</p> <p>How can power be used to make a positive or negative decision? How have you ever used your power to get away with something? How has someone else used their power on you? In what way does power influence relationships all over the world?</p>
Facet 4 – PERSPECTIVE
<p>Read Canadian and French accounts of the Revolutionary war era. Defend or oppose their use as teaching resources at a simulated school board meeting.</p> <p>(I made this one up)Analyze the values held by specific people who influenced history and the role their values played in influencing history.</p>

What can we learn about power and the Revolutionary War from the global perspective?
Facet 5 – EMPATHY
<p>Write a series of simulated letters back and forth between relatives in the United States and England during the pre-Revolutionary War, war, and postwar eras.</p> <p>How would it feel to have power and lose it? How would it feel to be powerless and gain then power?</p>
Facet 6 – SELF-KNOWLEDGE
<p>What would I fight for?</p> <p>To what extent are you powerful/powerless?</p>

Read:
Task Rotation Learning Activities

Grade 8

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>Pick 3 key people (India, Great Britain, and United States) who were involved in events that led to the Revolutionary War. Make a timeline of the lives of each person focusing on their contributions.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are a lawyer who has to defend one of the following key people involved in the Revolutionary War.</p> <ol style="list-style-type: none"> a. James Otis b. King George III. c. Robert Clive <p>Present your case for the “jury” to decide whether they are guilty for actions leading to/causing the war. Communicate which HOB this person portrayed throughout this time period.</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>In groups of 3, students sit together, to complete a triple Venn diagram comparing and contrasting 3 key people and their contributions to the Revolutionary War.</p> <p>Rank these 3 people in terms of how they used their power to influence or cause the Revolution.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create a mural/collage of events centered on a theme (power, conflict, or change) that depict the people involved in the Revolutionary War. Select/create visuals that depict the dispositions displayed through HOB by these intelligent people in their response to problems, dilemmas, and enigmas.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Political campaign poster relating historical events with current events

Real World Applications:

Political leaders, soldiers, businessmen, banker, Parliament, Agents of Change

Real World Terms:

Paradox

Debate

Prove

Reflect

Group

Examine

Prioritize

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: Power

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More Complex Generalizations (Two or more concepts):

- 1) **Power is the ability to influence change; change can be evolutionary or revolutionary.**
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Essential Question

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

By studying actions of leaders of the revolution, was their power evolutionary or revolutionary?

Materials Needed for Task Rotation and/or Task Rotation Menu

Bulletin board paper

Printed resources

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

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(s):

(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

Concept:

Topic:

Generalization(s):

Essential Question(s):

Ideas to work in:

Film analysis

Political cartoon

Board game

Persuasive speech

Music

Using artifacts & documents

Choose to be a loyalist or a patriot and write a letter to King George.

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Analyze the Poem “Revolutionary Tea” on the Boston Tea party	reporter	Reenactment of a battle – event from the book- write 2 interior monologues that explains what’s going on in the mind of a colonial member & a British member. What is each one thinking as the 1 st shot is being fired?	If you are angry with the government what means do you have to bring about change. Under what circumstances would you consider armed rebellion as an acceptable option? Write a personal opinion essay explaining your position.
2	Make a map to understand the global connections (North America, India, World)	Power is the ability to influence. “In war, the enemy is often demonized.” Give examples from the book or film either supporting or contradicting this statement.	Write a 5 paragraph essay evaluating the hypothesis of <i>The Real Revolution</i> , the “America became an independent nation because of connections that linked together people, ideas, and goods all over the world.”

3			Choose any character from the book and write a one-act play	
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Real World Applications:

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question:

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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
Grade 8**

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

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>You are a historian from the museum. A new exhibit highlights events and people that contributed to the cause of the revolutionary war. Create the plaques that describe the exhibit— titles, event, date, brief explanation, illustration and how these people & event contributed to the war.</p> <p align="center">- conflict results from a sequence of events</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Partner up: One of you will be a colonist; the other is the family that was left behind in England. Write a series of letters convincing each other why you should remain loyal to England or support the American Revolution. Explain what will happen if they don't join your cause.</p> <p align="center">Power is the ability to influence change; change can be evolutionary or revolutionary.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p>

<p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>V _ L _ S _ M _ B _ P _ I _ N _</p>
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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

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

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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

A

Additional Instructional Concept-Based Activities