

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: Systems/Diversity

Topic: Discrimination/Perspective

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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 - Discrimination
Text – Drita, My Homegirl
Author – Jenny Lombard
Publisher/Date -**

Concepts / The Big Idea	Themes
1. Systems 2. Diversity 3. Perspective 4. Relationships 5. Change	Point of View Discrimination Similarities and Differences
Issues or Debates	Problems or Challenges
Immigration policy in the US Discrimination Cultural Diversity Fairness and equality War and refugees	Courage to change Personal bias/Stereotypes How can we stop discrimination? How can we respect differences?
Processes	Theories
Diversity Education Problem Solving Civil Rights Legislation Decision Making	We are products of our environment. Perspectives can change. Culture influences
Paradoxes	Assumptions or Perspectives
Don't judge a book by its cover. There's more to people than meets the eye.	America is the land of opportunities. There is one correct system to follow.

Concept: Systems

Topic: Perspectives/Discrimination

Suggested Text Selection(s): Drita, My Homegirl by Jenny Lombard, Leon's Story by Leon Walter Tillage, My Life – The Story of an Afghan Girl on the Other Side of the Sky, by Farah Ahmed, The Diary of Anne Frank, by Anne Frank

Look, Listen and Identify:

Intelligent Behaviors

Story Focus

Student Activities

NC Standards:

Social Studies: 3.01 – Locate and describe people of diverse ethnic and religious cultures, past and present
3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in US.
3.03 Identify examples of cultural interaction within and among the regions of the United States.
3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.
3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.
4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.
4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

Language Arts Goals:

1.03 Increase reading and writing vocabulary through: content area study; debate; discussions; seminars.
2.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions; formulating questions; supporting answers from textual information, previous experience, and/or other sources; drawing on personal, literary, and cultural understandings; seeking additional information; making connections with previous experiences, information, and ideas.
2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: plot development; author's choice of words.
2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
2.08 Explain and evaluate relationships that are: causal, hierarchical, temporal, problem-solution.
2.09 Listen actively and critically by: asking questions; delving deeper into the topic; elaborating on the information and ideas presented; evaluating information and ideas; making inferences and drawing conclusions; making judgments.
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: analyzing word choice and content; examining reasons for a character's actions, taking into account the situation and basic motivation of the character; creating and presenting a product that effectively demonstrates a personal response to a selection or experience; examining **alternative perspectives**; examining relationships among characters. making and evaluating inferences and conclusions about characters, events, and themes.

Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

3.07 Make informed judgments about: **bias and stereotyping**

4.02 Use oral and written language to: formulate hypotheses; evaluate information and ideas; present and support arguments; influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

Guidance Goals:

Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Local Pacing Guide Timeline:

Thinking Skills Focus:

Topic Focus: Discrimination or perspective of discrimination

Concept Focus: Systems / Diversity / Perspective / Relationships

Overarching Generalizations:

1. Systems may be influenced by other systems.
2. Systems interact.

More Complex Generalizations (Two or more concepts):

1. Systems change due to growth.
2. Systems are influenced by relationships.
3. Relationships change over time.
4. Perspectives can change.
5. Diversity affect perspectives.
6. Systems require structure.

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:

- Immigration
- Dr. Martin Luther King, Jr.
- Rosa Parks
- Civil Rights Movement
- Women’s Suffrage
- Desegregation
- Internment Camps
- Jim Crow Laws
- Trail of Tears

Suggested Vocabulary Words for Discussion:

discrimination; bias; stereotype; diversity; immigrant; Kosovo; Albania; refugee; civil rights; “sit-in”; system; perspective; suffrage; sharecropper; segregation; “colored”; Jim Crow laws; fair; equality;

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:

- Example/Non-Example Sheet (Dan Moraio)
- Vocabulary Whirl (Dan Moraio)

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

Six Facets of Understanding

<p>Facet 1 – EXPLANATION</p> <p>What are examples of discrimination in our world? What causes discrimination and what are the effects of it on people? <i>(Use a thinking map to brainstorm the causes and a Cause/Effect T-Chart to discuss the causes and /effects)</i></p>
<p>Facet 2 - INTERPRETATION</p> <p>What would happen if everyone in the world were the same – same skin color, same economic status, same religion, same home size, etc... <i>Write a journal entry answering these questions, and why would it matter? Then, as a class watch <u>The Sneetches</u> (by Dr. Seuss) or read the book, then discuss the movie as a class. What was the message the author was trying to give us? How does this relate the discriminations that we see in our world?</i></p>
<p>Facet 3 - APPLICATION</p> <p>How does discrimination affect our systems? How do our systems encourage discrimination? <i>How can we combat discrimination and/or bullying in our school? (Use Creative Problem Solving strategy chart to brainstorm and come up with solutions to the problem. Then, present your solution).</i></p>
<p>Facet 4 - PERSPECTIVE</p> <p>Can perspectives change? What can we learn about people’s points of view from different cultures? How does a person’s point of view change through experiences? <i>Would you rather spend a year living in another country with another family or a have someone from another country live with you and your family? Why? (Think-Pair-Share)</i></p>
<p>Facet 5 – EMPATHY</p> <p>What’s it like to be discriminated against and/or bullied? <i>Write a journal entry on why some kids always get picked on and what it feels like to be those kids.</i></p>
<p>Facet 6 – SELF-KNOWLEDGE</p> <p>What are some bias and stereotypes that you have? <i>List them on sticky notes and give them to your teacher, who will then create a chart of these and be discussed as a class. (Yours will be anonymous).</i></p>

Language Arts/Social Studies – Drita, My Homegirl, by Jenny Lombard
Task Rotation Learning Activities

5th Grade

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>Write a feature article detailing Drita’s first year in America. Make sure you include: What; Who; When; and Where. Include reasons why things happened. Be as detailed as possible.</p> <p align="center"><i>Thinking and communicating with clarity and precision</i></p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Pretend you are Drita. Write a letter to Fitore, Drita’s best friend from Kosovo. Tell her everything that is going on in America. Make sure you give full details about how the big events that are going on and how you and feeling and why.</p> <p align="center"><i>Thinking flexibly</i> <i>Thinking and communicating with clarity and precision</i> <i>Listening with understanding and empathy.</i></p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>												
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Using a large piece of construction paper, divide it in half. Draw a large, bold line down the middle. Divide each side into four sections. Label the boxes.</p> <table border="1" data-bbox="191 1241 646 1434"> <tr> <td align="center" colspan="2">Kosovo</td> <td align="center" colspan="2">US</td> </tr> <tr> <td>Dad’s job</td> <td>School</td> <td>Dad’s job</td> <td>School</td> </tr> <tr> <td>Mom</td> <td>Friends</td> <td>Mom</td> <td>Friends</td> </tr> </table> <p>Compare and contrast Drita’s life in the US and in Kosovo. Draw detailed pictures depicting her life in each of the areas in Kosovo and the US. Write a paragraph summarizing your chart.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	Kosovo		US		Dad’s job	School	Dad’s job	School	Mom	Friends	Mom	Friends	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create an opposite diamante poem for Drita and Maxie. Illustrate the poem, in a creative way.</p> <p align="center"><i>Thinking flexibly</i> <i>Thinking and communicating with clarity and precision</i></p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>
Kosovo		US											
Dad’s job	School	Dad’s job	School										
Mom	Friends	Mom	Friends										

Real World Connections With Products:

Report, summarize, pretend, tell, label, draw, compare and contrast, create, illustrate

Real World Applications:

Journalist, Newspaper Editor, English Teacher, Artist, Writer

Real World Terms:

feature article, America, Kosovo, letter, big events, friend, diamante poem

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 of Diversity
Perspective

Overarching Generalizations:

Systems may be influenced by other systems.
Systems interact.

More Complex Generalizations (Two or more concepts):

Systems change due to growth.
Systems are influenced by relationships.
Relationships change over time.
Perspectives can change.
Diversity affect perspectives.
Systems require structure.

Essential Question

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

How does a person's point of view change through experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

Drita, My Homegirl book, sample of diamante poems, construction paper, lined paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How do systems change due to growth?
2. How are systems influenced by relationships?
3. How can relationships change over time?
4. How can perspectives change?
5. How does diversity affect perspectives?
6. Why do systems require structure?

Intelligent Behaviors:

1. As members of society, which intelligent behaviors could we exhibit to help with understanding diversity and putting a stop to discrimination?
2. What intelligent behaviors did Maxie exhibit?
3. How could you manage impulsivity when meeting someone for the first time from another culture?
4. In what ways can way demonstrate the following intelligent behaviors when we interact with other diverse cultures?
 - Listening with understanding and empathy
 - Applying past knowledge to new situations
 - Thinking interdependently

Literary Perspectives:

1. Which character in Drita, My Homegirl do you most identify with and why?
2. Did the author paint a good picture of where Drita is from? Why or why not? What else could she have included to help you understand Drita's background better?

Student/Teacher Reflections

Task Rotation Learning Activities
Language Arts/Social Studies –
Freedom on the Menu – The Greensboro Sit-Ins, by Carol Boston Weatherford
5th 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> <p>List the main events that occurred in the story. Create a Fact/Fiction Book with at least six facts included in the book.</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>Write a speech that focuses on the inequality of the African Americans at the lunch counter. Share your thoughts and opinions and the unfairness and why it should have been changed.</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>Research another protest that occurred during another time in the US. After finding the details, supporting pros and cons of the protest, choose a side and be prepared to defend your results.</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>You are the Lunch Counter at Woolworth’s in Greensboro, NC. Draw yourself (the lunch counter) and then in thought bubbles describe what was happening and how you felt before, during, and after the ‘sit-ins.’ Use metaphors and similes if you can.</p> <p><i>Listening with understanding and empathy.</i> <i>Thinking flexibly.</i> <i>Responding with wonderment and awe.</i> <i>Applying past knowledge to new situations.</i></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

List, write, share, research, defend, draw, find, support, create

Real World Applications:

Writer, Architect, Researcher, Speech Writer, Lawyer

Real World Terms:

main events, speech, lunch counter, African American, unfairness, protest, Greensboro, Woolworth's, sit-in

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 of Diversity
Perspective

Overarching Generalizations:

Systems may be influenced by other systems.
Systems interact.

More Complex Generalizations (Two or more concepts):

Systems change due to growth.
Systems are influenced by relationships.
Relationships change over time.
Perspectives can change.
Diversity affect perspectives.
Systems require structure.

Essential Question

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

How does discrimination affect our systems?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Sample of Fact/Fiction book (by Nancy Polette)
- Computers/Encyclopedias for research
- Drawing paper
- Freedom on the Menu – The Greensboro Sit-Ins, by Carol Boston Weatherford

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How do systems change due to growth?
2. How are systems influenced by relationships?
3. How can relationships change over time?
4. How can perspectives change?
5. How does diversity affect perspectives?
6. Why do systems require structure?

Intelligent Behaviors:

1. As members of society, which intelligent behaviors could we exhibit to help with understanding diversity and putting a stop to discrimination?
2. What intelligent behaviors did each character exhibit?
3. How could you manage impulsivity when meeting someone for the first time from another culture?
4. In what ways can you demonstrate the following intelligent behaviors when we interact with other diverse cultures?
 - Listening with understanding and empathy
 - Applying past knowledge to new situations
 - Thinking interdependently

Literary Perspective:

1. What similar patterns do you see between, Drita, My Homegirl and Freedom on the Menu? Are there any differences?

Student/Teacher Reflections

Concept: Systems

Topic: Discrimination

Generalization(s):

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1				
2				
3				

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
5th Grade

Discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Think about groups who have experienced (or are experiencing) types of discrimination. Choose four groups of people, and describe why and how they have been discriminated against. Then, describe what you/we can do about it.</p> <p style="text-align: center;"><i>Questioning and problem posing</i> <i>Thinking and communicating with clarity and precision</i> <i>Listening with understanding and empathy.</i></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>Choose a group of people who have been discriminated against. Compose a journal entry as if you are one of those people. Explain who you are, describe how you feel, and what you want to tell the world about yourself.</p> <p style="text-align: center;"><i>Thinking flexibly</i> <i>Thinking and communicating with clarity and precision.</i> <i>Listening with understanding and empathy.</i></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>Using a triple Venn diagram and poster board, compare and contrast three of the characters you have read about from three different books in this unit. Make sure you compare their cultures and hardships, along with other important things about this person. Reflect upon their similarities and differences. Are these people and their lives more alike or more different? Explain in paragraph form.</p> <p style="text-align: center;"><i>Listening with understanding and empathy</i></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>You have read and studied about many influential, young people during this unit. These brave, young people went through many hardships in their lives and endured discrimination either because of his/her religion, home country, color of his/her skin, or other differences or beliefs. Create a time capsule to capture what you have learned about one person in this unit. Include 5 replicas of items that would have been significant in his/her life, and tell why you included these and what they could teach people about this person's life and why discrimination is wrong and how we should treat people.</p> <p style="text-align: center;"><i>Thinking Interdependently</i> <i>Striving for accuracy</i></p> <p style="text-align: center;">V * _ L * _ S * _ M _ B * _ P _ I _ N _</p>

Real World Connections With Products:

Describe, think, choose, compose, explain, reflect, make, create, compare, contrast, capture

Real World Applications:

Historian, Journalist, Writer

Real World Terms:

Life, people, journal, Venn diagram, time capsule, beliefs, religion, discrimination, hardship, culture, replica

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 of Diversity

Perspective

Overarching Generalizations:

Systems may be influenced by other systems.

Systems interact.

More Complex Generalizations (Two or more concepts):

Systems change due to growth.

Systems are influenced by relationships.

Relationships change over time.

Perspectives can change.

Diversity affect perspectives.

Systems require structure.

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

- Poster board
- Example of Triple Venn Diagram
- Materials for replicas for time capsule (such as—clay, colored paper, foam, etc...)

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:.... may want to change

1. How do systems change due to growth?
2. How are systems influenced by relationships?
3. How can relationships change over time?
4. How can perspectives change?
5. How does diversity affect perspectives?
6. Why do systems require structure?

Intelligent Behaviors:

1. As members of society, which intelligent behaviors could we exhibit to help with understanding diversity and putting a stop to discrimination?
2. What intelligent behaviors did each character exhibit?
3. How could you manage impulsivity when meeting someone for the first time from another culture?
4. In what ways can you demonstrate the following intelligent behaviors when we interact with other diverse cultures?
 - Listening with understanding and empathy
 - Applying past knowledge to new situations
 - Thinking interdependently
5. After studying this unit, how can you remain open to other cultures?

Literary Perspective:

Student/Teacher Reflections

Math Student Reflections and Assessments
Task Rotation Learning Experience
5th Grade - Systems
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>Explore the Base 10 system our number system is based on. What would happen if we went to a Base 6 system, or a Base 4 system? Create a set of flashcards (at least 10) with the answers on the back based on another base system.</p> <p>Explain what the Base 10 system is and how our world would change if it were based on a different ‘base?’</p> <p><i>Persisting; striving for accuracy; thinking about your thinking; communicating with clarity and precision; creating, imagining, and innovating, applying past knowledge to new situations.</i></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>You are a tourist in a foreign country and have \$50.00 (US) and want to purchase some souvenirs. Write a conversation between you and the store clerk about how much you owe the store in that country’s money system. Explain how you feel about having to convert your money to their system and the problems that arise trying to do this.</p> <p>(You must decide on the country you are visiting and research their money system first.)</p> <p><i>Applying past knowledge to new situations, striving for accuracy and precision, gather data through all senses, communicating with clarity and precision, persisting</i></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>Research the metric system and the customary system of measurement. Write a letter to the US government convincing them to fully convert to the metric system. Give three reasons for this with examples to support your reasons.</p> <p>Now, take the other side. Convince Canada and Mexico to convert to the US Customary system of measurement. Give three reasons why they should do this with support.</p> <p><i>Striving for accur. and precision; managing impulsivity; listening with understanding and empathy; questioning and problem solving; thinking interdependently</i></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>Explore the Mayan system of counting. Now, create your own symbols for a new number system. Be creative about how to display this. Also, create a worksheet to teach others how to solve problems with this system.</p> <p><i>Applying past knowledge to new situations; managing impulsivity; creating, imagining, and innovating; gather data through all senses; responding with wonderment and awe</i></p> <p style="text-align: center;">V*_L*_S*_M*_B*_P*_I*_N*_</p>

Real World Connections With Products: create, explore, explain, research, debate, convince, write, purchase, teach, convert

Real World Applications: banker, statistician, explorer, tourist, cashier, stockbroker, politician, mathematician

Real World Terms: Base ten, tourist, money, system, country, measurement, debate, worksheets, Mayan, Metric System, US Customary system, government, souvenirs

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 of Diversity
Perspective

Overarching Generalizations:
Systems may be influenced by other systems.
Systems interact.

More Complex Generalizations (Two or more concepts):
Systems change due to growth.
Systems are influenced by relationships.
Relationships change over time.
Perspectives can change.
Diversity affect perspectives.
Systems require structure.

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

How are systems influenced by relationships?
How does a person's point of view change through experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- calculators
- internet/research texts
- flashcards/markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How do systems change due to growth?
2. How are systems influenced by relationships?
3. How can relationships change over time?
4. How can perspectives change?
5. How does diversity affect perspectives?
6. Why do systems require structure?

Intelligent Behaviors:

1. As a member of the Mayan society, which intelligent behaviors could we exhibit to help with understanding diversity and putting a stop to discrimination?
2. What intelligent behaviors did the Mayans exhibit while creating their number system?
3. What types of questions and problems will you pose when creating a new Base system of county?
4. In what ways can you demonstrate the following intelligent behaviors when we are creating a new number system?
 - Thinking flexibly
 - Striving for accuracy and precision
 - Thinking about your thinking
 - Persisting
 - Creating, imagining, and innovating
 - Applying past knowledge to new situations
5. What intelligent behaviors did you use for writing your persuasive paper to the US government about changing our measurement system?

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

- Westlandia, by Paul Fleishman

Video Clips:

Paintings & Prints: Paintings/pictures of Mayans;

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