

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: Immigration and Change

When groups of people are living within a governing system that does not meet their needs, change may need to occur

By: Cheryl Crumpler and Sonia Clark

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 – Immigration and change
Text –The Adventurous Life of Myles Standish and the Amazing but True Survival Story of Plymouth Colony
Author –Cheryl Harness
Publisher/Date- National Geographic/2006

Concepts	Themes
Systems of: <ul style="list-style-type: none"> ➢ Change ➢ Adaptation ➢ Diversity 	<ul style="list-style-type: none"> ◆ Change may need to occur when groups of people are living within a governing system ◆ Hardships endured while making changes for values held ◆ Survival through voluntary changes and their consequences ◆ Governmental change to preserve freedoms ◆ Desire for freedom of press and dissemination of information ◆ Choices made, adapted or modified when people move to new physical environments and the affect on the ways of living in that place as people interact with the environment and those already living in that environment ◆ Sacrifices we make to preserve, establish and maintain desired quality of life ◆ Rights given by a governmental system ◆ Opportunity for change ◆ Friendship choices needed to preserve the desired quality of life ◆ Adventurous brave choices ◆ Mergers or collisions that occur when diverse cultures connect ◆ Persecution for beliefs ◆ Hopes and dreams to peruse values ◆ Religious freedoms and values propel to make life changes ◆ Traditions, heritage and culture valued
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> ◆ Cultural diversity vs. societal blending ◆ Safety vs. risk ◆ What's best for the group vs. what is best for the individual 	<ul style="list-style-type: none"> ◆ Courage to change ◆ Opportunity the comes with danger and the unknown ◆ Leaving all you know ◆ Starting over
Processes	Theories
<ul style="list-style-type: none"> ◆ Community Interdependence ◆ Supplying basic needs using natural resources ◆ Community planning ◆ Growth and change in a community 	<ul style="list-style-type: none"> ◆ Change is good ◆ Actions bring consequences which can be negative or positive. ◆ Different groups of people, with differing value systems, can live harmoniously together ◆ Different groups of people have different things to offer a society/group
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> ◆ A safe risk ◆ Accurate estimation ◆ Almost possible ◆ Almost certain ◆ Alone together ◆ Bad luck ◆ Constant change ◆ A verbal contract isn't worth the paper it's on ◆ Parting is such sweet sorrow ◆ We are not anticipating any emergencies ◆ We must believe in free will. We don't have a choice. ◆ Our similarities are different. 	<ul style="list-style-type: none"> ◆ A community/group of people always works together ◆ A community or group of people has a common goal ◆ Change takes time ◆ Risk is worth the end result

Concept: Systems

Topic: Immigration and Change

Suggested Text Selection(s): The Adventurous Life of Myles Standish and the Amazing but True Survival Story of Plymouth Colony

Look, Listen and Identify:

Intelligent Behaviors

Story Focus

Student Activities

NC Standards:

1.06 People adapt to, modify and use their physical environment.

1.07 Analyze the past **movement** of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

3.01 Locate and describe people of diverse ethnic and religious **cultures**, past and present, in the United States.

3.02 **Changes** in the **movement** of people, goods, and ideas have affected ways of living in the United States.

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 and 3.06 Describe why various religions and ethnic groups settled in America and its impact.

4.01- Define the role of an **historian** and explain the importance of studying history.

4.03 Describe the contributions of people of diverse **cultures** throughout the history of the United States

Local Pacing Guide Timeline:

Thinking Skills Focus:

Critical Thinking Skills –

Analyzing arguments and reasons, seeing other points of views, reaching sound conclusions

Research –

conducting inquiry for the purpose of confirming or validating one or more hypotheses

Concept formation –

Establishing criteria, evaluating, defining problems, establishing criteria, and decision making

Principle formation –

recognize relationships between and among concepts

Formulating questions –

identifying and interpreting information, attributes, components, errors, relationships and patterns, and then generating ideas and making inferences

Predicting –

anticipating an outcome based on the use of one's personal knowledge

Topic Focus: Systems

Concept Focus: Changes, Adaptations, Diversity, History

Overarching Generalizations:

- **Change is needed sometimes to preserve personal beliefs**
- Changes and adaptations occurred as Immigrants settle into new lands and work within new systems

More Complex Generalizations (Two or more concepts):

- Change - When groups of people are living within a governing system that does not meet their needs, change may need to occur.
- Adaptation - When people move to new physical environments, they make choices, adapt, modify and have an affect on the ways of living in that place as they interact with the environment and those already living in that location.
- Diversity - When diverse cultures and systems connect the combination can create a merger or a collision.
- History - Diverse Cultures and ideas have impacted systems and movement of people, goods and ideas throughout History in United States

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:

- Needs vs. wants
- Diversity of cultures
- Growth and change
- Adaptation
- Equity
- Roles in a community
- Freedom
- Governing systems
- Hardships
- Choices
- Perseverance

Suggested Vocabulary Words for Discussion:

- | | |
|-----------------|----------------|
| • adaptation | • embark |
| • collision | • ethnic |
| • conflict | • merger |
| • contributions | • preservation |
| • convince | • pivotal |
| • cultural | • survival |
| • diversity | • voyage |

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:

- **Word of the Day** – define together, post, listen for usage, make a tally for every time used
- **Mix-N-Math** – match word to its definition, to its picture, to category, to synonym....
- **Role Play** – act out words
- **Illustrations** – draw pictorial or graphic representations of the words
- **Synonym Chart** – list as many synonyms for each word as possible on a chart or in a booklet
- **Concentration** – Match word with meaning while playing concentration
- **Wordweb** – Create a word web explaining each vocabulary word
- **Word Origin** – For wordsmiths, research the origin of each vocabulary word

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Express how factual accounts of colonial life differ from stories you have heard in the past. Write letters home describing what colonial life is really like verses what you expected.
Facet 2 – INTERPRETATION
What implications do you speculate would happen if immigration ceased? After thinking about the contributions different cultural groups have made to our society, imagine what life would be like if this group of people had not been allowed to immigrate into the United States. Write an advertisement for a job needed for our society's survival that has been left unfilled by the exclusion of this cultural group.
Facet 3 – APPLICATION
In what ways does immigration impact the development of a society? Design a museum exhibit on the cause and effects of early 20 th century immigration.
Facet 4 – PERSPECTIVE
Analyze how settlers changed what life might have been like for Native Americans if they had never come. Stage a debate between settlers and Native American on the effect of colonization.
Facet 5 – EMPATHY
What would it be like to move to another location and a new governing system? 1). Assume the role of a new colonist. Since you have come relationships have been formed and governmental systems have been established. A colonial neighbor has just died. Write a letter to relatives "back home" describing how you feel about your new community. 2). Role play a meeting of the minds between Squanto and Miles Standish.
Facet 6 – SELF-KNOWLEDGE
What groups make up our community? Are all groups equally important to the operation of our community? How do these groups interact to keep society operating efficiently? If you had to either move to a new community or a new school, write a letter to someone on how you would feel if you had to leave.

Task Rotation Learning Activities

Grade 5

Change- When groups of people are living within a governing system that does not meet their needs, change may need to occur.

3.05 and 3.06 Describe why various religions and ethnic groups settled in America and it's impact.

Focal Chapters: 1 & 2

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>With a partner, design a music video to persuade someone to leave their homeland. Your music video should meet the following criteria: informative, correct, clear, convincing, and entertaining. After watching your video another person should be able to evaluate whether this decision would be the right one for them to make personally.</p> <p>What HOM influenced your decisions as you've created the music video? (<i>gather data through senses, thinking flexibly, etc</i>)</p> <p align="center">V * L S * M * B * P * I * N</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Imagine you lived in Europe. Write a letter convincing a family member to leave or to stay in Europe. Your letter should include all parts of a friendly letter. Must sure to include at least 3 reasons for your decision. Your letter should meet the following criteria: informative, persuasive, well-crafted. Make sure to include visuals to support your argument.</p> <p>What HOM were you aware of in your thinking as you wrote your letter? (apply past knowledge, empathy, metacognition, etc)</p> <p align="center">V * L S * M B P I * N</p>
<p align="center">Understanding Learner (C)</p> <p>Various religious and ethnic groups have played an important part in the development of the United States. Working with a partner or by yourself, select one religious or ethnic group and create a Photo Story presentation to prove the impact this group has had on the America culture.</p> <p>What HOM played a role as our American culture has been formed? (<i>all HOM</i>)</p> <p align="center">V * L S * M * B P * I * N</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Imagine that you lived in Europe during the late 1500's or early 1600's. If you could create a new identity for yourself during this time period, imagine your role in society. Who would you be and what would your life be like? What would you gain or lose by moving to America? Create an editorial cartoon about your role. Your cartoon should meet the following criteria: creative, perceptive, revealing and insightful.</p> <p>Explain which HOM would most impact and influence your identity? (<i>varies with answer</i>)</p>

	V * L S * M B P I * N
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**Key: V = Verbal Linguistic; L = Logical Mathematical; S = Spatial/Visual; M = Musical/Rhythmic;
B = Bodily/Kinesthetic; P = Interpersonal; I = Intrapersonal; N = Naturalist**

Real World Connections with Products:

books, letters, pictures, maps, charts, timelines, computer presentations, music videos.

Real World Applications:

Historian, museum curator, colonist, community developer, musician, advertiser, business presenter, columnist, editorial cartoonist

Real World Terms:

convince, imagine, compare, contrast, describe, evaluate, judge, reason, prove, reflect, 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:
Systems of Change

Overarching Generalizations:

- Change is needed sometimes to preserve personal beliefs
- Changes and adaptations occurred as Immigrants settle into new lands and work within new systems

More Complex Generalizations (Two or more concepts):

- Change - When groups of people are living within a governing system that does not meet their needs, change may need to occur.
- Diversity - When diverse cultures and systems connect the combination can create a merger or a collision.

Essential Question

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

- How does where we live influence how we live?
- What makes places unique and different?
- Why is “where” we live important?
- What makes places unique and different?
- What defines a region?
- How do a region’s geography, climate and natural resources affect the way the people live?
- How does where I live influence how I live?
- Why do people move?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Video and audio recording equipment
- Video and audio presentation media
- Photo Story computer program
- Paper products: construction paper, writing paper
- Art supplies: paints, markers, colored pencils
- Optional: costumes, musical instruments, CD player/tape recorder

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What possible reasons why could someone to leave their homelands (or birth place) to go to new, untested environments?

Compare and contrast the roles various religious and ethnic groups have played in the development of the United States.

What would you gain or lose by moving from America?

Does your role in a society/community make a difference in decisions about relocation? What roles could prompt someone to move? What roles could cause it be difficult for someone to make the decision to move?

Intelligent Behaviors:

What **HOM** influenced your decisions as you've created the music video? (*gather data through senses, thinking flexibly, etc*)

What **HOM** were you aware of in your thinking as you wrote your letter? (apply past knowledge, empathy, metacognition, etc)

What **HOM** played a role as our American culture has been formed? (*all HOM*)

Explain which **HOM** would most impact and influence your identity? (*varies with answer*)

Gifted Intelligent Behaviors = HOM- same thing

What gifted intelligent behaviors would a community developer need to make a new development successful?

What gifted intelligent behaviors do community leaders need to get a community to work toward a common goal?

As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?

Literary Perspectives:

What is a community?

What is the importance of your religious beliefs?

What changes are occurring in your community/nation that might cause you to think about leaving it?

What possible conflicts arise within a community/nation?

Who makes up a community/nation? How do these individuals and/or groups interact?

How are changes in international relationships affecting the potential for travel and/or relocation to foreign lands?

Student/Teacher Reflections

Task Rotation Learning Activities

Grade 5

Adaptation – When people move to new physical environments, they make choices, adapt, modify and have an affect on the ways of living in that place as they interact with the environment and those already living in that location

1.06 People adapt to, modify and use their physical environment.

3.02 Changes in the **movement** of people, goods, and ideas have affected ways of living in the United States.

3.03 Identify examples of **cultural** interaction within and among the regions of the United States

Focal Chapters: 3 & 4

<p>Mastery Learner (A) Sensing- Thinking</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p>
<p>With a partner, produce a commercial that summarizes the potential impact the voyage and relocation to a new land might have on your lifestyle. Your commercial should meet the following criteria: informative, correct, clear, and entertaining. After watching your commercial another person should be able to evaluate whether this decision to relocate would be the right one for them to make personally.</p> <p>What HOM did you use to create your commercial? <i>(answers will vary- look for students to use a variety of HOM not repeating the same one) (creativity, interdependently, communicating, accuracy)</i></p> <p style="text-align: center;">V L S M B P I N</p>	<p>Divide the class into two debate teams. One team will support the decision to come to a new country while the other team will support the decision to stay in your homeland. Each team will present an argument to support their position. The debate will give each person two minutes to present information to support their position. Your team's presentation during the debate might include: an opening statement captures the attention of the audience, responses to what the prior speaker stated, and rebuttal to the opposition's point of view, and a closing argument that summarizes your team's position in an engaging matter. Make sure to focus on your point of view along with targeting your audience.</p> <p>Which HOM will you use to support your decision? <i>(empathy, questioning, communicating, risk,)</i></p> <p style="text-align: center;">V L S M B P I N</p>

Understanding Learner (C)

Imagine you were going on a voyage to a new, unknown place. It will take you months to get there. Pack a "suitcase" with all the things you would take on this voyage. The contents of your "suitcase" should meet the following criteria: creative, insightful, useful, and of personal importance. You will need to entertain yourself on your voyage, have items to remind you of your family and homeland, have items that will help explain your nation and culture to the inhabitants of your new homeland.

How did **HOM** help you as you selected items and decided their value?
(flexibility, past knowledge, questioning, etc)

V L S M B P I N

Self-Expressive Learner (D) Intuitive-Feeling

Imagine you were given the opportunity to interview for a position in a new career. If you are selected for this job and you elect to go, you will need to relocate to a new homeland. Your interview will be done as a webcast. Construct a questionnaire to use during your interview. These should include questions that you want to ask along with questions you think your potential new employer might ask. Your questions and responses should meet the following criteria: useful, insightful, informative, and of personal relevance. After the interview, the employer should be ready to offer you a job. The only decision will be whether benefits you will gain in this new position will outweigh the uncertainty of going to this unknown place.

What **HOM** will you use as you prepare for the webcast and in deciding what it will cost to take the job. *(applying knowledge, questioning, impulsivity, flexibility, gathering data, communicating clearly, imaginative,)*

V * L S * M B P I * N

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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:

- Change is needed sometimes to preserve personal beliefs
- Changes and adaptations occurred as Immigrants settle into new lands and work within new systems

More Complex Generalizations (Two or more concepts):

- Change - When groups of people are living within a governing system that does not meet their needs, change may need to occur.

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:

What **HOM** did you use to create your commercial? *(answers will vary- look for students to use a variety of HOM not repeating the same one) (creativity, interdependently, communicating, accuracy)*

Which **HOM** will you use to support your decision? *(empathy, questioning, communicating, risk,)*

How did **HOM** help you as you selected items and decided their value? *(flexibility, past knowledge, questioning, etc)*

What **HOM** will you use as you prepare for the webcast and in deciding what it will cost to take the job. *(applying knowledge, questioning, impulsivity, flexibility, gathering data, communicating clearly, imaginative,)*

Literary Perspectives:

Student/Teacher Reflections

Task Rotation Learning Activities
Grade 5

Diversity- When diverse cultures and systems connect the combination can create a merger or a collision.

3.01 Locate and describe people of diverse ethnic and religious **cultures**, past and present, in the United States.

3.04 Hypothesize how the differences and similarities among people have produced diverse American **cultures**.

Focal Chapters: 5 & 6

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Create a collage to illustrate the most important factors that shape the development of a new community/culture. Your collage should meet the following criteria: informative, correct, clear, and engaging. After viewing your collage another person should be able to relate the development of your new community/culture to their own community/culture.</p> <p>What HOM did you use in creating your collage? (<i>creativity, accuracy, past knowledge, flexibly</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 lawyer either prosecuting or defending the Pilgrims. A group of Native Americans have filed a suit charging the Pilgrims with being unfair in their treatment of the Native Americans. As you prepare for this court trial, you should be getting ready to present a case which meets the following criteria: informative, factual, moving and convincing. You will need to prepare both questions to ask the opposing side as well as briefing your client on questions he/she may be asked by the opposing counsel. If you have been effective, after the closing arguments by both sides are completed, the jury should find in favor of your client.</p> <p>How did HOM help you prove your case? (<i>persistence, clarity, accuracy, data, empathy, questioning,)</i></p> <p style="text-align: center;">V L S M B P I N</p>
<p style="text-align: center;">Understanding Learner (C)</p> <p>Compare and contrast the Pilgrims and the Native Americans and what they did to survive the harshness of winter. Using this information create 2 cartoons showing the similarities and differences between the two groups. Your cartoon should meet</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are a playwright creating a play about a pilgrim coming to America. As you write the play, decided what the pilgrims will bring; how they will pay for the trip and survive in the harsh New England environment. Your play should include</p>

<p>the following criteria, informative, insightful, understandable, entertaining, creative, so that the reader will have a better understanding of what the two cultures endured.</p> <p>What HOM did you use to compare and contrast the hardships of the Pilgrims and Native Americans?</p> <p>V L S M B P I N</p>	<p>fact based, entertaining, and well crafted so that the audience will better understand the hardships of pilgrim life.</p> <p>How did HOM help you as you created the play? (<i>creativity, flexibility, accuracy, past, data, risks, empathy</i>)</p> <p>.</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:

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Concept Focus:

Overarching Generalizations:

- Change is needed sometimes to preserve personal beliefs
- Changes and adaptations occurred as Immigrants settle into new lands and work within new systems

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:

What **HOM** will you use as you prepare for the webcast and in deciding what it will cost to take the job. (*applying knowledge, questioning, impulsivity, flexibility, gathering data, communicating clearly, imaginative,)*

How did **HOM** help you prove your case? (*persistence, clarity, accuracy, data, empathy, questioning,)*

What **HOM** did you use to compare and contrast the hardships of the Pilgrims and Native Americans?

How did **HOM** help you as you created the play? (*creativity, flexibility, accuracy, past, data, risks, empathy*)

Literary Perspectives:

Student/Teacher Reflections

Task Rotation Learning Activities
Grade 5

History- Diverse Cultures and ideas have impacted systems and movement of people, goods and ideas throughout History in United States.

1.07 Analyze the past **movement** of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

4.01- Define the role of an **historian** and explain the importance of studying history.

4.03 Describe the contributions of people of diverse **cultures** throughout the history of the United States

Focal Chapter: 7

Page 35 and 42 in Dan Mor... notebook

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Want to learn practical information and procedures	V L S M B P I N
Like	
V L S M B P I N	

<p>Understanding Learner (C)</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>
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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:

- Change is needed sometimes to preserve personal beliefs
- Changes and adaptations occurred as Immigrants settle into new lands and work within new systems

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 Perspectives:

Student/Teacher Reflections

Math Task Rotation Learning Activities

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(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):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1				
2				

3				
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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

-
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Student Reflections and Assessments
Task Rotation Learning Experience
Fifth Grade

Change- When groups of people are living within a governing system that does not meet their needs, change may need to occur.

Adaptation- When people move to new physical environments, they make choices, adapt, modify and have an affect on the ways of living in that place as they interact with the environment and those already living in that location.

Diversity- When diverse cultures and systems connect the combination can create a merger or a collision.

History- Diverse Cultures and ideas have impacted systems and movement of people, goods and ideas throughout History in United States

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>Looking at the important elements from the story, pick one pivotal event that you would change that would powerfully impact the development of the colonies or the United States. What would you change if you had a magic wand and why? Write a newspaper article about your altered event and its impact.</p> <p>How it would change history- Diversity? How did the colonies develop/adapt?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>As a new colonist, write a letter to someone "back home" planning to come to America, explaining the costs of freedom, how life in the new country is affecting you and what they can expect.</p> <p>History? Diversity? Adaptation, change, diversity</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>Based on this text, and additional research, infer Miles Standish's impact on our world today. Create a museum</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Based on what you know, if you were a modern day Pilgrim and were to embark on an adventure to establish a colony like</p>

<p>display proving the importance of Miles Standish's contribution to the development of the United States.</p> <p>History, diversity, change Adaptation?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Miles Standish, convince investors to back your venture. As part of your presentation include benefits to developing and living in your colony along with a plan to address potential problems.</p> <p>History?, diversity,? Change, Adaptation?,</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
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Assessment

<p>Mastery Tasks include Listing, describing sequencing, following the procedure, recalling and restating</p>	<p>Are made on the basis of honest, vividness, expressiveness and ability to participate and work cooperatively</p>
<p>Are judged on comprehensiveness, quality of reasoning ,and use of evidence</p>	<p>Are judged on originality, creativeness and relevance to purpose being addressed</p>

Generate four words that capture the most important aspects of this list of reasons. Share your list with a partner and create a common list of four words. Finally, pair up with another pair and narrow the 2 lists down to a total of 4 words. These 4 words are the ones that the four of you feel best represents the most categories of reasons.

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:

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Concept Focus:

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More Complex Generalizations (Two or more concepts):

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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:

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

Create a museum exhibit in which photos and facsimile artifacts tell the story of hardships of colonial life.