

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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Concept: Freedom

**Topic:
Slavery**

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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 – Slavery
Text – Elijah of Buxton
Author – Christopher Paul Curtis
Publisher/Date- Scholastic, 2007

Concepts	Themes
<ul style="list-style-type: none"> • Freedom • Values • Power of hope • Man’s inhumanity to man 	<ul style="list-style-type: none"> • Childhood innocence • Man’s desire for power • Heroes for a cause • Slavery
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Innocence vs. reality • Emotional effects of slavery vs. physical effects of slavery • Hero vs. villain • Cost vs. rewards of freedom 	<ul style="list-style-type: none"> • What problems did the slaves face as they fought for freedom? • What challenges did the free slaves face? • What problems or challenges did the slave owners encounter after the Emancipation Proclamation?
Processes	Theories
<ul style="list-style-type: none"> • Inquire about slavery • Events that led up to the civil war • Research effects of slavery 	<ul style="list-style-type: none"> • All slave owners did not believe in freedom for their slaves. • The United States economy pre-civil war was dependent upon slavery.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Destruction of the system of slavery can be positive for one group and at the same time negative for another group. • How did the Emancipation Proclamation permanently alter the American society in the south? • Freedom is slavery. 	<ul style="list-style-type: none"> • Slaves did not possess the capabilities for success in the free world. • Slaves were not intellectually smart. • There were no free slaves pre-civil war.

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Concept: Slavery

Topic: Freedom

Suggested Text Selection(s): Elijah of Buxton

Look, Listen and Identify:

Intelligent Behaviors

Story Focus : Applying Past Knowledge, Thinking flexibly, Questioning and Posing Problems, Thinking and Communication with Clarity and Precision, Finding Humor, Taking Responsible Risks, Responding with wonderment and Awe, Persistence, Listening with Understanding and Empathy.

Student Activities : Finding Humor, Thinking about your thinking, Thinking and Communication with Clarity and Precision, Listening with Understanding and Empathy, Thinking flexibly, Creating Imaging & Innovating, Taking Responsible Risks

NC Standards: Social Studies Goals 3 and 4

Social Studies: 3.01, 3.02, 3.05, 4.06

Thinking Skills Focus: Comparing and contrasting, evaluate, relating personally, identify and describe, define, explore and predict, argue and explain

Topic Focus: Slavery

Concept Focus: Freedom

Overarching Generalizations:

With freedom comes responsibilities.

Freedom seldom comes free.

Freedom should be the ultimate goal in society.

More Complex Generalizations (Two or more concepts):

Freedom can have positive or negative consequences.

Freedom can be earned, bought, or granted.

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:

- **Innocence vs. reality**
- **Emotional effects of slavery vs. physical effects of slavery**
- **Hero vs. villain**
- **Cost vs. rewards of freedom**
- **Sayings: Familiarity breeds contempt, Not the sharpest tooth on the saw,**
- **Childhood innocence**
- **Man's desire for power**
- **Heroes for a cause**
- **Slavery**

Suggested Vocabulary Words for Discussion:

Freedom
Slavery
Fragile (emotional)
Abolitionist
Scallywags
Retaliation
Prejudice
Settlement
Dialect
Racial slur

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 maps, discuss words and their meanings, illustrations, role play words

Select a generalization(s) and essential questions. Introduce one or more of the following topics: Is freedom ever free?

Six Facets of Understanding

Facet 1 – EXPLANATION
Explain reasons for slavery and why a slave would desire freedom. What are the effects of slavery on the economy of United States?
Facet 2 – INTERPRETATION
What impact did slavery have on the freedoms in the United States? What implications do you speculate would have happened if slavery continued to be legal in the United States? How would US history have changed if the Civil War had not happened and if the Emancipation Proclamation and Four Amendments had not been written?
Facet 3 – APPLICATION
Knowing what you know about slavery and about how people were mistreated, if you saw an injustice occurring, what would you do to right the wrong?
Facet 4 – PERSPECTIVE
What are the different view points about slavery? How might it look from the slave owners, slaves, free slaves, and conductors of the Underground Railroad?
Facet 5 – EMPATHY
Do you feel that slaves that were granted their freedom or escaped were ever really free or treated as equals? If people had not sympathized with the freedom of slaves, how would history have changed? How might we reach an understanding about racism today based on historical roots?
Facet 6 – SELF-KNOWLEDGE
How are my views about racism shaped or been changed by my knowledge of historical events? What are my 'blind spots' about racism?

**Task Rotation Learning Activities
5th Grade**

Pre- Reading Rotation

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>Identify and display the states that practiced slavery and the states that did not practice slavery in pre-civil war. List reasons why geography affected slave states.</p> <p align="center">L_*_Sp*_</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Find a partner. Each person selects a role of either a slaver owner or a slave. Create a dialogue or a short skit to develop empathy for your reasons for or against slavery to perform for the class.</p> <p align="center">L_*_B/K*_ Intra*_Inter*_</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Research and explain why some states participated in slavery and some did not. What factors may have influenced the necessity for slaves? Select a free state or a slave state and defend the position of your state. Write a speech to present to the United States government on the legalization of slavery.</p> <p align="center">L_*_Sp*_</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Speculate how it felt to be a slave pre-civil war times. Generate a list of reasons you feel slaves should be set free. Develop a list of rights for slaves. Create a product (example: a poster, songs, raps, poems, or bill or rights) of why you believe slavery is inhumane to convince your slave owner to release you.</p> <p align="center">L_*_Sp*_Mu*_Intra*_</p>

L (Verbal/ Linguistic) L/M (Logical/ Mathematical) Sp (Spatial) B/K (Bodily/ Kinesthetic) Mu (Musical)
Intra (Intrapersonal) Inter (Interpersonal) Na (Naturalistic)

Social Studies: 3.01, 3.02, 3.05, 4.06

Real World Connections With Products:

Comparing and contrasting, evaluate, relating personally, identify and describe, define, explore and predict, argue and explain

Real World Applications:

Politician, cartographer, lobbyist, author, playwright

Real World Terms:

Illustrate, identify, display, research, explain, create, speculate, generate, and develop

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: Slavery**Overarching Generalizations:**

With freedom come responsibilities.

Freedom seldom comes free.

Freedom should be the ultimate goal in society.

More Complex Generalizations (Two or more concepts):

Freedom can have positive or negative consequences.

Freedom can be earned, bought, or granted.

Essential Question

How does governing bodies affect a system of freedom?

How does inhumanity to others affect mankind?

What is freedom?

Is liberty and justice for all attainable?

Should people sacrifice freedom in the interest of security?

When does government have the right have to restrict the freedoms of people?

Materials Needed for Task Rotation and/or Task Rotation Menu

Notebook paper, poster paper, markers, crayons, Internet access

MetaCognitive Discussion (Essential Questions):

Conceptual Perspectives:

How does governing bodies affect a system of freedom?

What is freedom?

When does government have the right have to restrict the freedoms of people?

Should people sacrifice freedom in the interest of security?

Intelligent Behaviors:

How does inhumanity to others affect mankind?

Is liberty and justice for all attainable?

As humans, which intelligent behaviors could we exhibit to help stop racism in our society today?

How do you demonstrate these behaviors on a daily basis?

What intelligent behaviors are not being shown in our society that contributes to racism?

In what ways can we demonstrate the following intelligent behaviors?

- *thinking flexibility

- *applying past knowledge to new situations

- *remaining open to continuous learning

Literary Perspectives:

Why do you think the author wrote the story about racism?

Student/Teacher Reflections

Read: Elijah of Buxton

Task Rotation Learning Activities
5th Grade

During Reading Rotation (after read chapters 1- 16)

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>As you read the book, list clichés you found. Can any of these be used to define freedom or slavery? Illustrate the literal meaning. Write how it relates to the concept of slavery and freedom.</p> <p align="center">L_*_ Sp_*_</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Share your thoughts on the character traits on the Preacher. Include information from the fishing incident and circus adventure that involves Elijah. Why do you suppose the author included these events in the story? Relate these to the idea of freedom. What is your opinion about the Preacher?</p> <p align="center">L_*_ Intra*_ Inter_*_</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Analyze the life of the people of Buxton and their freedom. Compare and contrast the life of Mr. Leroy, Elijah, Preacher, and Mrs. Holton. How do each view freedom? Are they free? Why or why not?</p> <p align="center">L_*_ Intra_*_</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>What if you were the first person born into a free world? How would you feel? What responsibilities would you feel? Are you really free? Identify or create a song that would express your feelings towards freedom. Identify a musical instrument that would go along with the emotion you are trying to convey through your song about freedom. Explain why you chose this instrument.</p> <p align="center">L_*_ Mu_*_ Intra_*_ Inter_*_</p>

L (Verbal/ Linguistic) L/M (Logical/ Mathematical) Sp (Spatial) B/K (Bodily/ Kinesthetic) Mu (Musical)
 Intra (Intrapersonal) Inter (Interpersonal) Na (Naturalistic)

Real World Connections With Products:

Compare and contrast, relate personally, evaluate, associate and imagine, identify and describe, and define

Real World Applications:

Author, illustrator, musician, and book critic

Real World Terms:

List, illustrate, share, analyze, relate

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: Freedom and Slavery

Overarching Generalizations:

With freedom comes responsibilities.

Freedom seldom comes free.

Freedom should be the ultimate goal in society.

More Complex Generalizations (Two or more concepts):

Freedom can have positive or negative consequences.

Freedom can be earned, bought, or granted.

Essential Question(s):

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

How does inhumanity to others affect mankind?

What is freedom?

Is freedom ever free?

What is the relationship between freedom and responsibility?

Should people sacrifice freedom in the interest of security?

Materials Needed for Task Rotation and/or Task Rotation Menu

Notebook paper, pencil, book: Elijah of Buxton, markers, crayons, colored pencils, poster board, Internet access,

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What is freedom?

What is the relationship between freedom and responsibility?

Should people sacrifice freedom in the interest of security?

Intelligent Behaviors:

How does inhumanity to others affect mankind?

Is freedom ever free?

Literary Perspective:

Explain why Elijah Freeman's birth is a symbol of hope for the people of Buxton.

Living in Canada does not guarantee the people of Buxton a life of freedom. What are some examples of the challenges they face?

Student/Teacher Reflections

Concept: Freedom

Topic: Slavery

Generalization(s):

With freedom comes responsibilities.

Freedom seldom comes free.

Freedom should be the ultimate goal in society.

More Complex Generalizations (Two or more concepts):

Freedom can have positive or negative consequences.

Freedom can be earned, bought, or granted.

Essential Question(s):

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

How does inhumanity to others affect mankind?

What is freedom?

Is freedom ever free?

What is the relationship between freedom and responsibility?

Should people sacrifice freedom in the interest of security

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Find and Identify Clichés in the store.	Compare and contrast the life of two characters of Buxton.	Brainstorm a list of songs that express the concepts of freedom.	Share your thoughts on the character traits on the Preacher. List why you like or dislike this character.
2	Chart Clichés by character.	Create a Character Report Card grade your character on three Character attributes. Using the text, support the reason behind the grade.	What if you were the first person born into the free world, how would feel? Choose a song that would express your feelings. Speculate how the song relates to your feelings.	Write a journal entry that Elijah would write explaining his feeling about Preacher or another character.
3	Create a poster showing Clichés and their meanings.	Create a Character Report Card grade your character on three Character attributes. Using the text, support the reason behind the grade including three to five positive comments meant to improve your character's attributes.	What if you were the first person born into the free world, how would feel? Compose an original song that expresses your feelings of freedom.	Share your thoughts on the character traits of Preacher. Make a decision on whether he is good or evil. Support your decision with evidence from the story.

Task Rotation Learning Activities

5th Grade

Assessment Cards

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>The Buxton Settlement creed is “One helping one to uplift all”. How does this creed represent the strong sense of community and the quest for freedom in Buxton? Explain how helping one another are uplifting to all. Discuss the many different things the citizens in Buxton do to help one another. Write a newspaper article that would be published in the Buxton Daily Newspaper.</p> <p style="text-align: center;">L *_ Inter *_</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Create a collage for the character Elijah. Use descriptive phrases from the novel, pictures, sketches, and quotations. Use the collage to express your feelings towards the concept of freedom.</p> <p style="text-align: center;">L *_ Sp *_ Intra *_</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Freedom is a theme throughout the novel and Frederick Douglass talks about freedom to the citizens of Buxton. Explain what Mr. Douglass meant by the second hardest step to freedom is the first one - and the hardest step of all is the last one? Pick 2 of the free slaves from Buxton and discuss what they gained and lost by coming to Buxton. Explain how Emma Collins helps slaves take that final step to freedom. Write a motivational speech detailing what she said to the slaves to help coax out of the woods.</p> <p style="text-align: center;">L *_ Inter *_</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create an interpretive dance (you can have music) to represent your understanding of freedom. Include an explanation of the dance moves. Be sure to tie them back to the original vocabulary words.</p> <p style="text-align: center;">L *_ B/K *_ Mu *_ Intra *_</p>

L (Verbal/ Linguistic) L/M (Logical/ Mathematical) Sp (Spatial) B/K (Bodily/ Kinesthetic) Mu (Musical)
Intra (Intrapersonal) Inter (Interpersonal) Na (Naturalistic)

Real World Connections With Products:

Relate personally, evaluate, associate and imagine, identify and describe, define, explain, and summarize

Real World Applications:

Dancer, author, speech writer, reporter, artist, lobbyist

Real World Terms:

Explain, discuss, illustrate, create, relate, represent

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: Freedom and Slavery**Overarching Generalizations:**

With freedom comes responsibilities.

Freedom seldom comes free.

Freedom should be the ultimate goal in society.

More Complex Generalizations (Two or more concepts):

Freedom can have positive or negative consequences.

Freedom can be earned, bought, or granted.

Essential Question:

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

How does inhumanity to others affect mankind?

How does the power of hope bring a change in a system?

What is freedom?

Is freedom ever free?

What is the relationship between freedom and responsibility?

Is liberty and justice for all attainable?

Should people sacrifice freedom in the interest of security?

What sacrifices should people make for freedom?

Materials Needed for Task Rotation and/or Task Rotation Menu

Notebook paper, pencil, book: Elijah of Buxton, poster board, magazines, Internet access, crayons, markers, colored pencils, boom box

MetaCognitive Discussion (Essential Questions):

Project Bright IDEA Javits Research funded by US Department of Education
North Carolina Department of Education and The American Association for Gifted Children,
Duke University

(Whole Group):

Conceptual Perspectives:

What is freedom?

What is the relationship between freedom and responsibility?

Is liberty and justice for all attainable?

Should people sacrifice freedom in the interest of security?

What sacrifices should people make for freedom?

Intelligent Behaviors:

How does inhumanity to others affect mankind?

How does the power of hope bring a change in a system?

Is freedom ever free?

Literary Perspective:

Student/Teacher Reflections

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

