

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
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**Concept: Systems**

**Topic: Civil War**

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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 –Civil War**  
**Text –Red Moon at Sharpsburg**  
**Author –Rosemary Wells**  
**Publisher/Date**

Concepts	Themes
<b>Relationships</b> <b>Systems</b> <b>Conflict</b> <b>Change</b>	<ul style="list-style-type: none"> <li>* A system may be influenced by other systems.</li> <li>* Systems &amp; conflicts can be man-made or natural.</li> <li>* Systems require structure</li> <li>* Change is necessary for growth.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>*Traditions</li> <li>* Values</li> </ul>	<ul style="list-style-type: none"> <li>*Pursuing educational goals and pleasing family</li> <li>*Lack of opportunities for girls</li> <li>*Challenging obstacles led to self discovery.</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>*Decision making</li> <li>*Historical inquiry (how do we find out what was expected of girls; of Southerners during Civil War; how did it change?)</li> </ul>	Civil War created hardships Actions bring consequences that can be negative or positive.
Paradoxes	Assumptions or Perspectives
Strong women v/s limited power  Manager of home and subservient to husband	Slavery is wrong  Women are equal to men

## Concept: Systems

## Topic: Civil War

**Suggested Text Selection(s): Red Moon at Sharpsburg  
Emma and the Civil Warrior by Candy Dahl**

### **Look, Listen and Identify:**

#### **Intelligent Behaviors**

**Story Focus:** Persisting; listening with understanding and empathy; thinking flexibly; questioning and problem solving; responding with wonderment and awe; taking responsible risks; thinking interdependently; remaining open to continuous learning

**Student Activities:** persisting; thinking flexibly; listening with understanding and empathy; questioning and problem solving; applying past knowledge to new situations; creating, imagining, and innovating; thinking interdependently; remaining open to continuous learning

**NC Standards: SS Goal 4.05**

#### **Thinking Skills Focus:**

**Topic Focus:** Understanding and defining self despite social norms.

**Concept Focus:** Systems

#### **Overarching Generalizations:**

- **Systems may be influenced by other systems**
- **Systems and conflict can be man-made or natural**
- **Change is necessary for growth**

#### **More Complex Generalizations (Two or more concepts):**

- **Change can be intentional or unintentional**
- **Change that humans make to their own environment in turn causes more change**

#### **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:**

- The role of women during the Civil War era
- Way of life for people of the South and/or the North
- Family life for those who did not go off to war
- Character traits of those who served in the war and the risks involved
- Growth and change
- Systems of the time period that inhibit/encourage change

**Suggested Vocabulary Words for Discussion:**

- Courage
- Society
- Social institutions
- Religion
- Values/Character
- Expectations of women
- Tradition
- Family
- Modern medicine
- “Southern way of life”
- Domesticated

**Vocabulary Extension:**

- **Discuss words and meanings**
- **Illustrations**
- **Role-play of words for conceptual understanding**
- **Synonym chart**
- **Text references**
- **Word of the day—define together, post, listen for usage, tally for each time used**

**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.

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

### Six Facets of Understanding

<p><b>Facet 1 – EXPLANATION</b></p> <p>India and her mother disagree about women’s role in society. Explain each characters rational for being correct about how they feel.</p> <p>What causes people, even within a family, to disagree? What does ‘war’ and conflict’ mean?</p>
<p><b>Facet 2 – INTERPRETATION</b></p> <p>What implications do you speculate would happen if schools closed down for a war today? Develop a plan of action for yourself to continue your education (or not). What are your resources for choosing this option? What options are available for other students in your school? Would you benefit from their options or would they benefit from yours?</p> <p>What is the importance of having an education? What was the impact of the Civil War on US citizens?</p>
<p><b>Facet 3 – APPLICATION</b></p> <p>In what ways did the war facilitate or restrict India’s opportunities as a girl during this time period?</p> <p>What conflicts are present in the lives of the characters?</p>
<p><b>Facet 4 – PERSPECTIVE</b></p> <p>Compare India’s view of the world with that of her preacher’s. What areas would they agree/disagree upon and why? Think about how this may change over the course of the novel and then create a series of text messages that India and her preacher could have sent back and forth, if such devices would have been available at that time.</p> <p>How would a community during the Civil War view a girl choosing college over marriage?</p>
<p><b>Facet 5 – EMPATHY</b></p> <p>Imagine you are India and write a letter to Emory expressing how you feel about his decision to serve in the war. Then, reply from Emory’s point of view defending your choice to leave Sharpsburg and be a part of the war efforts. Create a stamp for the envelope that would reflect a message in the form of an image that the character would like to convey to the receiver.</p> <p>In what ways can people support others’ life journey?</p>
<p><b>Facet 6 – SELF-KNOWLEDGE</b></p> <p>In your journal, reflect on the personal discoveries you make throughout the reading of this text. Share the feelings you have that challenge your thinking about women’s role in history and how it has changed or not changed. Identify what you are willing to do to assist in promoting the necessary changes that our current society needs.</p> <p>What attitudes are present today that prevent others from obtaining their dreams?</p>

**Read: Red Moon At Sharpsburg**  
**Pre-Reading Task Rotation Learning Activities**

3-5

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

<p align="center"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Name four reasons the South defended themselves in the Civil War and four reasons the North wanted to maintain the country as a whole. Use a fish bone diagram to record your information. Determine a heading and a brief summary of the war.</b></p> <p>H.O.M. Thinking and communicating with clarity and precision</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p align="center"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>What is your opinion about war and the need to go to war? Discuss the pro's and con's of the Civil War with a partner and compare your ideas. Record the highlights of your conversation on a drivers and restrainers chart.</b></p> <p>H.O.M. Thinking about your thinking--Metacognition</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>
<p align="center"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>What implications do you speculate would happen if schools closed down for a war today? What are your resources for choosing this option? What options are available for other students in your school? Would you benefit from their options or would they benefit from yours? Develop a plan of action and timeline for yourself to continue your education (or not).</b></p> <p>H.O.M. Creating, imagining and innovating</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p align="center"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>How is the Civil War like a cake? Create a picture diagram of a cake that identifies the elements of the Civil War.</b></p> <p>H.O.M. Creating, imagining, and innovating</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>

**Real World Connections With Products:**

Fish bone diagram, lists, cake diagram, plan of action, timeline, pro/con chart.

**Real World Applications:**

Politician, technical writer, artist, historian, educator, student, life-long learner, talk show host, news reporter

**Real World Terms:**

Illustrate, compare, debate, discuss, describe, organize, record

**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**

**Overarching Generalizations:**

- **Systems may be influenced by other systems**
- **Systems and conflict can be man-made or natural**
- **Change is necessary for growth**

**More Complex Generalizations (Two or more concepts):**

- **Change can be intentional or unintentional**
- **Change that humans make to their own environment in turn causes more change**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Chart paper
- Markers, crayons, pencils, construction paper
- Fish bone diagram
- Drivers and restrainers chart
- Computer

## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

Do systems follow rules?

Are systems influenced by other systems?

How does a system form symbolic relationships?

How does a system work together to complete a task?

How do systems interact to compose a sub-system?

#### **Intelligent Behaviors:**

What intelligent behaviors must a citizen use to decide if they are for or against fighting in a war?

How do you exhibit these intelligent behaviors while surrounded by others who oppose your ideals?

Which intelligent behaviors are not being shown when choosing to resist fighting in the war?

How could India demonstrate the following intelligent behaviors in regard to her feelings for Emory?

- \*Thinking flexibly

- \*Questioning and problem solving

- \*Managing impulsivity

- \*Finding humor

What intelligent behaviors should a soldier use while in the midst of fighting?

What intelligent behaviors would a mother use while discussing with her son the possibility of his going to war?

What intelligent behaviors did India's father use when he allowed his daughter to be schooled in a non-traditional manner?

#### **Literary Perspectives:**

Which character in Red Moon at Sharpsburg can you relate to most and why?

What similar patterns do you see between Red Moon at Sharpsburg and Seeing the Elephant?  
Are there any differences?

#### **Student/Teacher Reflections**



**Text Task Rotation Learning Activities**

**3-5**

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

<p align="center"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Select and read another narrative book about the Civil War and list three things that are similar and three things that are different about the main character.</p> <p>H.O.M. Applying past knowledge to novel situations.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Team up with a friend and talk about important aspects of your family. Share your thoughts on what would be important to know if visiting or living with your family for an extended period of time. Think about what India would like to know if she moved in with Julia and her family. With the information shared, create a flip book or pamphlet that would illustrate the important facts that would be easy to read and reference for the guest coming to visit</p> <p>H.O.M. Thinking flexibly; Listening with understanding and empathy</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare and contrast your family with that of a character in the novel. Analyze how they are similar and different. What conclusions can you make about the family structure during different time periods?</p> <p>H.O.M. Thinking flexibly <i>(IDEA for later... Write a thank you letter to the Trimble family for Christmas dinner.)</i></p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a skit in which you will act out a scene or series of scenes from the book. The skit should be a summarization of the text or portion of the text, including characters and events from the book.</p> <p>H.O.M. Thinking flexibly</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products:**  
**Skit, comparison chart, flip book, pamphlet**

**Real World Applications:**  
Writer, illustrator, therapist, parent, visiting dignitary, ambassador, playwright

**Real World Terms:**  
Design, develop, write, compare, discuss, share, investigate, create, act-out

**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**

**Overarching Generalizations:**

- **Systems may be influenced by other systems**
- **Systems and conflict can be man-made or natural**
- **Change is necessary for growth**

**More Complex Generalizations (Two or more concepts):**

- **Change can be intentional or unintentional**
- **Change that humans make to their own environment in turn causes more change**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, pencils, markers, construction paper
- Chart paper
- Additional books about Civil War
- Stage and period costumes

## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

Do systems follow rules?

Are systems influenced by other systems?

How does a system form symbolic relationships?

How does a system work together to complete a task?

How do systems interact to compose a sub-system?

#### **Intelligent Behaviors:**

What intelligent behaviors must a citizen use to decide if they are for or against fighting in a war?

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- \*Finding humor

What intelligent behaviors should a soldier use while in the midst of fighting?

What intelligent behaviors would a mother use while discussing with her son the possibility of his going to war?

What intelligent behaviors did India's father use when he allowed his daughter to be schooled in a non-traditional manner?

#### **Literary Perspective:**

What changes have you noticed in the characters of this book? What has caused them to change? Label them as positive or negative changes. If any are labeled as negative, suggest a change of action to make it positive.

What systems are in place today that would have changed the course of action in the book?

Identify three things in the book that would have been different if the story took place today.

Identify three things in the book that would have been different if the story was to take place in the future?

Create a graphic display that organizes your information in an easy to read way.

#### **Student/Teacher Reflections**

**Concept: Systems**

**Topic: Civil War**

**Generalization(s): Systems may be influenced by other systems  
Systems and conflict can be man-made or natural  
Change is necessary for growth**

**Essential Question(s):**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Describe the role of females in the home leading up to the Civil War.</b>	<b>Map the battles leading up to the one highlighted in Red Moon at Sharpsburg.</b>	<b>Brainstorm various options that the main character could have exercised other than pursuing her education with a male.</b>	<b>Select a suffrage issue and make a poster or diagram that teaches people about the problem</b>
<b>2</b>	<b>Present the view points of a Southerner and a Northerner. Complete 2 Venn Diagrams. One for the era of the Civil War and one from today's perspective.</b>	<b>What were the various causes and effects for the Civil War? Imagine you are a senator, what could you have done to prevent the Civil War?</b>	<b>Imagine you are the president during the Civil War. Develop a speech based on the results of the battle at Sharpsburg. Who would you be addressing in the speech and what would your purpose be?</b>	<b>Write a front page newspaper article that announces the end of the Civil War. Site sources from the internet that you used in your research.</b>

3	Construct a model of the Battle of Sharpsburg. Or construct a model of Emory's greenhouse.	Research how women's roles changed during times of war. Include information from at least one of the World Wars, a war prior to the Civil War and one war/conflict that occurred after the World Wars.	Write a picture book based on the novel you read. It must be historically accurate and illustrated to support the themes and concepts. Create questions to assess the understanding of the children reading your book and how effective you were as a writer.	Create a power point on the Civil War or on the similarities and differences of women from the past and present. Include daily life, special occasions, changes over time, and the effects of systems from that time.
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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:**

**Student Reflections and Assessments**

**Task Rotation Learning Experience**

**3-5**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>India and her mother disagree about women’s role in society. Explain each character’s rationale for being correct about how they feel.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Given a choice, would you choose to transport India to the present or would you transport yourself to her time period? Find a partner, who will take on the role of India and role play a dialogue that would take place between the two of you. Share your thoughts about the war, education, and opportunities for girls in the modern world.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
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**Understanding Learner (C)**

**Intuitive-Thinking**

Compare India's view of the world with that of her preacher's. What areas would they agree/disagree upon and why? Think about how this may change over the course of the novel and then create a series of text messages that India and her preacher could have sent back and forth, if such devices would have been available at that time.

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**Self-Expressive Learner (D)**

**Intuitive-Feeling**

In your journal, reflect on the personal discoveries you make throughout the reading of this text. Share the feelings you have that challenge your thinking about women's role in history and how it has changed or not changed. Identify what you are willing to do to assist in promoting the necessary changes that our current society needs.

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**Real World Connections With Products:**

Text message conversation, role-play, journal, plan of action

**Real World Applications:**

Writer, screen writer, technology specialist, social justice

**Real World Terms:**

Disagree, compare, contrast, reflect, recall, share, role-play, assist, and challenge current thought

**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****Overarching Generalizations:**

- **Systems may be influenced by other systems**
- **Systems and conflict can be man-made or natural**
- **Change is necessary for growth**

**More Complex Generalizations (Two or more concepts):**

- **Change can be intentional or unintentional**
- **Change that humans make to their own environment in turn causes more change**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper, pencil, construction paper, markers
- Journal
- Various books on women's issues/studies
- Various books on Civil War
- Costumes for role-play

**MetaCognitive Discussion (Essential Questions):  
(Whole Group):**

**Conceptual Perspectives:**

- Do systems follow rules?
- Are systems influenced by other systems?
- How does a system form symbolic relationships?
- How does a system work together to complete a task?
- How do systems interact to compose a sub-system?

**Intelligent Behaviors:**

What intelligent behaviors must a citizen use to decide if they are for or against fighting in a war?

How do you exhibit these intelligent behaviors while surrounded by others who oppose your ideals?

Which intelligent behaviors are not being shown when choosing to resist fighting in the war?

How could India demonstrate the following intelligent behaviors in regard to her feelings for Emory?

- \*Thinking flexibly
- \*Questioning and problem solving
- \*Managing impulsivity
- \*Finding humor

What intelligent behaviors should a soldier use while in the midst of fighting?

What intelligent behaviors would a mother use while discussing with her son the possibility of his going to war?

What intelligent behaviors did India's father use when he allowed his daughter to be schooled in a non-traditional manner?

**Literary Perspective:**

Why do you think Rosemary Wells wrote this book? What kind of research would have been necessary for her to accurately portray the characters in an authentic manner?

What perspective was Rosemary Wells trying to convey? List examples to support your answer. Locate one book from the library that would serve as a supporting document for the perspective the R. Wells used for her story.

Research Rosemary Wells and find out what other books she has written. What generalizations can you make about her as a writer based on the books she has published? What suggestions could you make to her about future writing projects?

**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 align="center"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Compute the percentage of casualties per year of the war. Use that information to create a pie graph that displays each year of the war.</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p align="center"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>During the Civil War people rarely traveled more than 5 miles from home in their lifetime. Research the 5 mile radius around your home. Identify what you would see and be able to do in that 5 mile radius. Think about how your life would already be impacted by these limitations. Where have you already been that exceeds this radius? What is the farthest you have been from home? How does that compare to the 5 mile standard from the Civil War era?</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>
<p align="center"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Create 4 story problems based on events from the novel or a setting from the Civil War using mathematical terms. Include the solution for each problem.</p> <p align="center"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p align="center"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a double line graph with the number casualties from the Civil War. Plot the total number per year for the North and for the South. Create a second line graph for the number of casualties from World War II. Compare the two graphs and total number of casualties. Show two ways to display the information from the different wars.</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:**

**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**