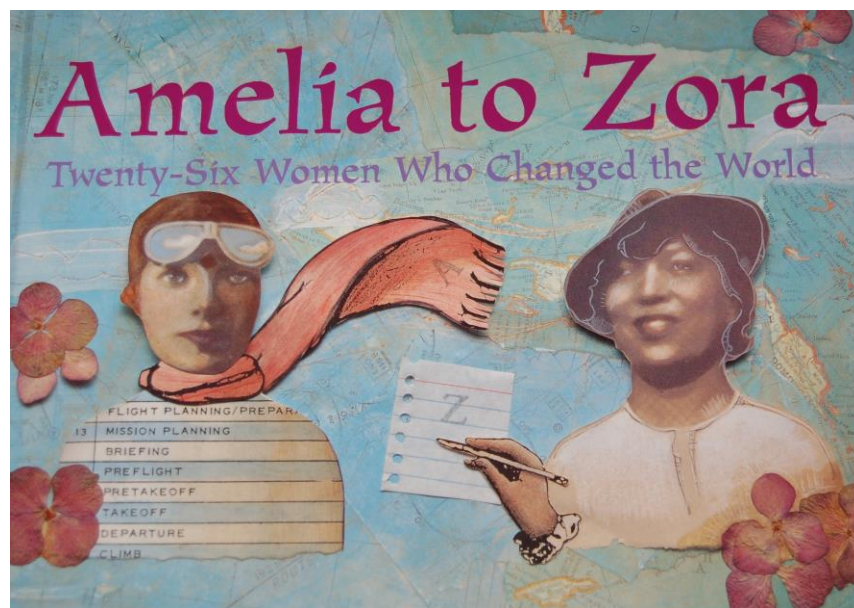


Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009**



Concept: Patterns of Leaders

Topic: Social Studies: Individuals can initiate change in communities.

By: Beth Spivey, Zebetta King, Jackie Current, Sally Chamberlain

Grade Level: 3

**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 –Social Studies: Individuals can initiate change in communities
Text –Amelia to Zora
Author –CynthiaChin-Lee

Concepts	Themes
Leadership (<i>Characteristics - Strength Courage, Determination, Persistence Confidence, potential for</i>) Patterns Change Relationships	Overcoming obstacles Breaking Barriers Transformation (<i>personal, societal</i>) Women’s ways of knowing “Be the change that you seek” Women’s Voices Diverse women’s experiences Influential Women
Issues or Debates	Problems or Challenges
Overcoming obstacles Cultural Diversity Change in society Equity and women’s rights Making change requires risk-taking When to follow and when to LEAD	Hardships across cultures Legal limits Discrimination “Living in a man’s world.” Challenging the status quo
Processes	Theories
Looking at change over time Creating timelines Correlation between historical events and the impact of particular women on change Investigation, Research	Women as leaders across the world and throughout time Risk-taking Courage of your convictions
Paradoxes	Assumptions or Perspectives
“To lead the people, walk behind them” Lao-tzu “ Nothing is more perilous than truth in a world of lies.” Nawal El Sadaawi	“A woman’s place is in the home.”

Concept: Patterns of Leaders

Topic: Social Studies: Individuals can initiate change in communities

Suggested Text Selection(s): Amelia to Zora 26 Women Who Changed the World by Cynthia Chin-Lee

Look, Listen and Identify:

Intelligent Behaviors: What intelligent behaviors MOST contribute to change and leadership? What intelligent behaviors do these women exemplify? Which intelligent behaviors are most prevalent in women who emerge as leaders and change agents? Identify and explain any patterns shared by these women leaders.

Story Focus: Strong women who have changed their communities
Persisting, listening with understanding and empathy, thinking flexibly, thinking about thinking, striving for accuracy and precision, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision.

Student Activities – (See Hooks in Six Facets of Understanding and task rotations)

NC Standards:

Social Studies

Competency Goal 1 The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.

1.04 Explain the need for leaders in communities and describe their roles and responsibilities

Competency Goal 2 The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.

2.03 Describe similarities and difference among communities in different times and in different places

Competency Goal 3 The learner will examine how individuals can initiate change in families, neighborhoods, and communities

Competency Goal 7 The learner will analyze the role of real and fictional heroes in shaping the culture of communities

7.01 Identify the deeds of local and global leaders

Language Arts

Competency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology

3.01 Respond to nonfiction using interpretive, critical, and evaluative processes by:

making inferences and drawing conclusions about characters and events

reflecting on learning, gaining new insights, and identifying areas for further study

3.02 Identify and discuss similarities and differences in events character in events, characters, concepts, and ideas within and across selections and support them by references the text

3.03 Use text and own experiences to verify facts, concepts, and ideas.

3.06 Conduct research for assigned and self- selected projects

Math

Goal 1

1.06 Develop flexibility in solving problems by selecting strategies using mental computation, estimation, calculators or computers, and paper and pencil

Goal 4

4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems

Thinking Skills Focus:

Topic Focus: Strong Women Who Changed their Communities

Concept Focus: Patterns of Leaders, Leadership, Relationships, Change

Overarching Generalizations:

Individuals can initiate change

Change generates additional change

Change is necessary for growth

Leadership is the ability to influence

Leadership can be used or abused

Leadership is always present in some form

Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

Women have overcome obstacles to effect change

Relationships change over time

Some patterns are not obvious

Leadership through change can be evolutionary or revolutionary

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:

- Change generates additional change
- Change is necessary for growth
- Change can be evolutionary or revolutionary
- Leadership is the ability to influence
- Leadership can be used or abused
- Leadership is always present in some form
- Some patterns are not obvious
- Patterns emerge in the studies of strong leaders
- Patterns allow for prediction
- Relationships change over time

Suggested Vocabulary Words for Discussion:

- | | | | |
|-------------------------|--------------------------|-----------------------|----------------------|
| pilot | athlete | astronomer | union |
| co-founder | advocate | naturalist | entertainer |
| architect | activist | talk show host | congresswoman |
| environmentalist | democratic leader | diplomat | journalist |
| anthropologist | | | |

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:

These vocabulary words correspond with pages in the book and are to be used in small group task rotation assignments.

(Listed by pages in the book A-Z)

- A. somersaulted, now-world-famous, navigator**
- B. extraordinaire, amateur**
- C. stargazing, doctorate, persistence**
- D. quick-witted, negotiated, union busters, boycott**
- E. immigrants, promoting**
- F. folklorist, free spirited, naughty, polio**
- G. compiler, “humans are allergic to change”**
- H. advocate, tantrums, persistence, championed**
- I. forthright**
- J. naturalist**
- K. undaunted, persuaded**
- L. civil rights activist, banded, menial, racism**
- M. ceramic, inspired, memorial, dedicated**
- N. birth of boys celebrated, birth of girls mourned, portrayals**
- O. entrepreneur, enabled, manifests**
- P. campaigning, terms(in congress) preserve**
- Q. murals, trailblazer**
- R. biology, pesticide**
- S. Burma, harsh, democracy, compassion**
- T. siblings, embarked, Yugoslavia, charity**
- U. prose, Earthsea books, civil rights, artistic rights**
- V. diplomat, prime minister, legislature, cabinet post, ambassador**
- W. longing, financial foundation**
- X. heritage, internment**
- Y. sassy, general store, stereotyped, undaunted**

Select a generalization(s) and essential questions. Introduce one or more of the following topics:
Women have overcome obstacles to effect change.

Six Facets of Understanding

<p>Facet 1 – EXPLANATION</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions What are the characteristics of an effective leader? How is leadership connected to change? What defines a community? What defines a leader in a community? Activity: <i>Generate a list of adjectives or create a bubble map that describe an effective leader</i></p>
<p>Facet 2 - INTERPRETATION</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions Is it better to lead or follow, when is it better to lead or follow? What is the meaning of this quote, “To lead the people, we walk behind them.?” Activity: <i>Play the mirror game with a partner, and then use a double bubble map to compare and contrast the roles of leader and follower. Talk about how this experience relates to the quote.</i></p>
<p>Facet 3 - APPLICATION</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions How does one become a leader? Can you think of a time when someone becomes a leader by accident, intentional? What impact do obstacles have in shaping leaders? What implications do these women’s achievements have for women now and in the future? In what situations do you think you would be an effective leader? What difference do you think your role as a leader would make? Activity: <i>Interview someone you think of as a leader with these questions in mind.</i></p>
<p>Facet 4 - PERSPECTIVE</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions What is the difference between leaders, heroes, world changers, role models? Are world changers always leaders, are leaders always world changers? Are there different types of leaders, explain the different types you can think of? What are possible reactions to facing obstacles? (other than developing leadership) Activity: <i>Identify examples from the real world a hero, a world changer, a role model, and a leader and make a collage using pictures and words to describe their characteristics as a basis for discussing their similarities and differences</i></p>
<p>Facet 5 – EMPATHY</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions What it would be like to walk in this woman’s shoes? Now? In the time in which they lived? What might happen if an effective leader’s cause hurt people? What difficulties, pressures and prejudices do you think these women’s had to face? Activity: <i>Role-play a situation that a woman leader has faced.</i></p>
<p>Facet 6 – SELF-KNOWLEDGE</p> <p>Generalization Leadership is always present in some form.</p> <p>Questions For what reasons might you follow a leader? Do you think you have the qualities of a leader, what are your strongest areas, what are your weakest areas, what would you have to work on the most? Activity: <i>Think Pair Share this prompt – “Have you ever followed a leader that you regretted? Explain.”</i></p>

Read: Amelia to Zora
Task Rotation Learning Activities

Grade 3

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>Design a timeline for the women in this book. Be sure to include who, what, where, and when for each woman using the frame provided. Be sure that you are <u>thinking and communicating with clarity and precision.</u></p> <p style="text-align: center;">V _ L _ S _ M _ X _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Feeling</p> <p>Choose one character from our book that is most like you. Partner with a friend and share your thoughts about why you each chose this person. Remember to <u>listen with understanding and empathy.</u></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ X _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p><u>Think about your thinking</u> as you compare and contrast the biographies of two or three of these women from our book. Look for patterns in their characteristics and skills. A sample choice might be women from different cultural backgrounds such as: Wilma Mankiller, Patricia Schroeder, and Daw Aung San Suu Kyi</p> <p>When you are finished with your comparison, you will use a graphic organizer to prepare and discuss your findings with the class.</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>Practice <u>creating, imagining and innovating.</u> What if you and your life’s accomplishments were being displayed in a museum about leaders? Design an exhibit that depicts you and your accomplishments as a leader.</p> <p style="text-align: center;">V _ X _ L _ S _ X _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Compare and contrast, design, create, share, choose/select, depict

Real World Applications:

By tasks.... teacher, historian, journalist, manager CEO, public speaker, graphic artist, designer
By professions of women featured in the text

pilot	athlete	astronomer	union
co-founder	advocate	naturalist	entertainer
architect	activist	talk show host	congresswoman
environmentalist	democratic leader	diplomat	journalist
anthropologist	artist		

Real World Terms:

Timeline, lifespan, patterns, character, leadership skills, accomplishments, comparison, discussion, exhibit

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: Leadership, Patterns of Change

Overarching Generalizations:

Individuals can initiate change
Change generates additional change
Change is necessary for growth
Leadership is the ability to influence
Leadership can be used or abused
Leadership is always present in some form
Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

Women have overcome obstacles to effect change
Relationships change over time
Some patterns are not obvious
Leadership through change can be evolutionary or revolutionary

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

Black line masters for timeline construction, frames for organizing biographical information on timeline

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How do individuals initiate change?

In what ways does change generate additional change?

Is change necessary for growth?

Can leadership be defined as the ability to influence? Why or why not?

How can leadership be abused?

Is leadership always present in some form? What are the varied forms?

Are there patterns that allow for prediction about change?

Intelligent Behaviors:

IMPORTANT NOTE: If you use this unit in a school that is not trained in “Bright Idea” it should be noted that Intelligent Behaviors, as such, are TAUGHT to children in these schools, much like other schools teach Math Problem Solving Strategies or CROP-QV. In a systematic way, these should be taught with pictures or symbols and can be infused with or deepened with character traits.

Which women most exhibit each of the intelligent behaviors?

Which intelligent behaviors show up most often in this book?

Which intelligent behaviors do you, the student, need to complete the tasks in this unit?

Literary Perspectives:

What was the author’s purpose in writing this book?

What patterns do you see in the way the book is written, page layouts, artwork?

Why did the author choose to use the first names of these women for the alphabetical listing rather than the last names of the women?

Student/Teacher Reflections

Science Related Task Rotation Learning Activities

Grade 3

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-Feeling</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:

Individuals can initiate change
Change generates additional change
Change is necessary for growth
Leadership is the ability to influence
Leadership can be used or abused
Leadership is always present in some form
Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

Women have overcome obstacles to effect change
Relationships change over time
Some patterns are not obvious
Leadership through change can be evolutionary or revolutionary

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

**Arts Related Task Rotation Learning Activities
Grade 3**

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>There are several women featured in this book who were influential in the arts. Make a tree map of the arts areas including but not limited to Visual Art, Theatre, Music, and Dance. Place the women in the arts from this book in the appropriate column of the tree map. Use your research skills to find additional examples of people who are influential in each arts area to complete your tree map with at least two artists under each heading. With each artists name, <u>add an intelligent behavior that fits that person.</u> Look for patterns of intelligent behavior.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Feeling</p> <p>Work with a group of friends to create a tribute to one of the artists you have studied or read about. Your tribute should include some form of art: a painting, poem, skit, dance, or piece of music. Complete your plans so that your group can share your tribute with your classmates. <u>Be sure to emphasize which intelligent behaviors your artist personifies.</u></p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Choose your favorite artist. Collect important biographical information on this artist. <u>Look for any obstacle this person had to overcome...and which intelligent behaviors he or she most exemplifies.</u> Write a paragraph on why you think this person was a leader who was influential to his or her art form.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create a solo work of art that expresses your own potential as an artist. You may choose from poetry, dance, music, theatre, or visual art. Compose the work, edit and refine it, rehearse for its exhibition or performance. Write autobiographical notes as the artist to accompany your artwork. These notes should help us to understand your ideas as an artist and <u>include the intelligent behavior(s) you had to use to complete this task.</u> Be prepared to share your work of art and your autobiographical notes.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products: Creating art for display, exhibition or performance.

Real World Applications: Creating art for display, exhibition or performance.

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:

Individuals can initiate change
Change generates additional change
Change is necessary for growth
Leadership is the ability to influence
Leadership can be used or abused
Leadership is always present in some form
Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

**Individuals can initiate change through the arts
Artists have overcome obstacles to effect change
Leadership is present in each art form.
Some patterns are not obvious
Changes in and through the arts can be evolutionary or revolutionary**

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

- Biographical resources on various artists from each art form.
- Rubrics for evaluating group work in the arts.
- Rubrics for evaluating process in the arts.
- Rubrics for evaluating artistic products.

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept: Patterns of Leaders
Topic: Biographies of admirable, inspirational people

Generalization(s):

Essential Question(s):

Task Rotation Menu

Level	Mastery Read a BIOGRAPHY	Understanding Make a BOARD GAME	Self-Expressive Keep a DIARY	Interpersonal Make a ME bag.
1	Choose a biography and read it.	Design a gameboard based upon your biography choice. Make up to 20 questions	Keep a diary on the life of this person from their perspective	Gather 7 items that represent this person. Place them in a bag to share.
2	Keep note cards of important information about the person's life	Include the set of rules for the game and how it is to be played	Recall an episode or experience that was important in the life of this person. Try to imagine what it was like. Let your writing reflect your imaginings.	Use your bag to list and explain why each item is in the bag
3	Organize this person's life into a timeline to share with the class.	Present your board game as a one-minute commercial. Convince the audience to buy your game.	Share excerpts from the diary that you have written.	Present your bag and list to the class.

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:

Individuals can initiate change
Change generates additional change
Change is necessary for growth
Leadership is the ability to influence
Leadership can be used or abused
Leadership is always present in some form
Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

People have overcome obstacles to effect change
Relationships change over time
Some patterns are not obvious
Leadership through change can be evolutionary or revolutionary

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
Grade 3**

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>Create a magazine article about a current strong woman leader. Include detailed biographical information and explain how this person’s leadership is important to the community. <u>Applying past knowledge and thinking flexibly</u> are key to this task.</p> <p align="center">V_x_L_x_S_M_B_P_I_N__</p>	<p align="center">Interpersonal Learner (B) Sensing-Feeling</p> <p>You will practice <u>questioning and problem posing</u> as you select a woman leader to interview. Write the interview questions, prepare and conduct the interview. Write audio record or videotape the interview. Summarize what leadership skills you observed in the interview. How are these skills important to the community?</p> <p align="center">V_x_L_x_S_M_B_P_I_x_N__</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Design a mayoral campaign for one of the women you read about. <u>Taking responsible risks</u>, plan how you will become this person. You may need to do additional research to “become” this person.. As this person, deliver a convincing speech to explain why you would be the person of choice.</p> <p align="center">V_x_L_x_S_M_B_x_P_I_x_N__</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p><u>Remain open to continuous learning.</u> You are given the task to add another page in this book. Create a collage and write a short biography that depicts the life of a woman leader you know. <u>Thinking about your thinking</u>, write a summary explaining why this person deserves a page in this book. Explain this person’s leadership qualities and the type of change she created in her community.</p> <p align="center">V_X_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:

Individuals can initiate change
Change generates additional change
Change is necessary for growth
Leadership is the ability to influence
Leadership can be used or abused
Leadership is always present in some form
Patterns allow for prediction

More Complex Generalizations (Two or more concepts):

Women have overcome obstacles to effect change
Relationships change over time
Some patterns are not obvious
Leadership through change can be evolutionary or revolutionary

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

Science Student Reflections and Assessments
Task Rotation Learning Experience
Grade 3

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 style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Feeling</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 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 style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

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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:

Additional Support Materials:

50 American Heros Every Kid Should Meet by Dennis Deneberg and Lorraine Rosco

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

This text has patterns in terms of organization and page layouts. We can preview the text in terms of how each has a paragraph or blog, a quote, and a picture – that is mixed media or collage.

Teacher Reflections

Literary Selection: Amelia to Zora

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

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

APPENDIX

A

Additional Instructional Concept-Based Activities