

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

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



**Concept: Change, Interdependence, Relationships**

**Topic: Service to Others**

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**\*Updated January 9, 2009**

**Grade Level: 4**

**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 –Service to Others**  
**Text – Ryan and Jimmy and the Well in Africa that Brought Them Together**  
**Author – Herb Shoveller**  
**Publisher/Date- Kids Can Press, Ltd.**  
**ISBN: 978-1-55337-967-6**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Change</li> <li>• Interdependence</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Personal connections inspire community spirit</li> <li>• Friendship</li> <li>• One small change can lead to many</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Obligation vs. Choice</li> <li>• Immediate Need vs. Long Term Need</li> <li>• Independence vs. Interdependence</li> <li>• Globalism vs. Isolationism</li> <li>• Charity vs. Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• How do you choose which issue/community service organization to help?</li> <li>• Should the more fortunate/affluent provide for the less fortunate?</li> <li>• Which type of organization would you choose to help: long term (ie: American Cancer Society) or short-term (ie: local food bank)?</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Research and skillful decision making</li> <li>• Formulation and execution of a plan</li> <li>• Evaluation and judgment of higher-order questions and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone is equal.</li> <li>• Change is good.</li> <li>• It is possible to meet the needs of all people around the world.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Neighbors in another country.</li> <li>• Change can have positive and negative effects.</li> <li>• Even though it often takes many people to solve a problem, big change can be made with just one person.</li> <li>• The giver often receives.</li> </ul>	<ul style="list-style-type: none"> <li>• Nations should be able to take care of their own people.</li> <li>• Everyone should have similar opportunities for success.</li> <li>• Service to others is beneficial.</li> </ul>

# **Concept: Change/Interdependence**

## **Topic: Service to Others**

**Suggested Text Selection(s):** Ryan and Jimmy and the Well in Africa that Brought Them Together by Herb Shoveller

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

#### **Intelligent Behaviors**

**Story Focus:** Thinking Flexibly, Questioning and Posing Problems, Listening to Others With Understanding and Empathy, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Interdependently

**Student Activities:** Thinking Flexibly, Questioning and Posing Problems, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Interdependently, Listening to Others with Understanding and Empathy

#### **NC Standards:**

- SS Goal 4.03: Explain the importance of responsible citizenship and identify ways NC can participate in civic affairs
- Computer/Technology Skills Goal 3: Locate, select, organize and present content area information from the Internet for a specific purpose and audience, citing sources
- Character Traits: Kindness, Good Judgment, Courage, Perseverance, Respect

#### **Local Pacing Guide Timeline:**

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

- Creative Thinking Skills: Creative problem solving
- Analytical Thinking Skills: Ranking, prioritizing, sequencing; seeing relationships; determining cause and effect
- Critical Thinking Skills: Determining benefits and drawbacks; identifying benefits and drawbacks; identifying points of view; recognizing assumptions;
- Executive Processes: Setting goals; formulating questions; developing hypotheses, generalizing, problem solving, decision making, planning

**Topic Focus:** Service to Others

**Concept Focus:** Change and Interdependence

**Overarching Generalizations:**

- Perseverance can bring about change.
- One person can make a difference.
- All living things depend on one another.
- Change generates additional change.

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

Still need to determine what this is....

**Directions for Teachers:**

Recommended timeline:

- 1) Hook: Was there ever a time you helped someone? Share.
- 2) Display and discuss generalizations.
- 3) Read text and vocabulary development (your choice of activities from suggestions listed)
- 4) Discuss topics listed below as desired.
- 5) Task rotation related to text (B) (student chooses one; teacher assigns one diagonal)
- 6) Social Studies task rotation (Note: all students complete Mastery task; see detailed notes above task rotation for further instructions)
- 7) Class community service project.
- 8) Math task rotation as time allows.
- 9) Assessment task rotation based on class community service project.

**Suggested Topics for Discussion:** types of community service, immediate vs. long term service, obligation vs. choice to service, debate more affluent taking care of less affluent, evolution of Ryan's and Jimmy's friendship, predict the state of their friendship in the future, What is the U.S. responsibility to the global community (UN), charity vs. reciprocity, Paideia discussions centered around above listed theories, paradoxes, assumptions,

**Suggested Vocabulary Words for Discussion:**

Community, obligation, interdependence, perseverance, affluent, foundation/charity/organization, Uganda, civil war, well, hand pump, ripple effect, thatched, murky, auger, escort, passport, visa, expedited hearing, immigration tribunal, refugee, scarce, humility, gratitude, recognition, charity, reciprocity, empathy, United Nations (UN), international, wants, needs

**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:**

- Discuss words and meanings
- Illustrations
- Synonym chart
- Create analogies
- Pair/Share
- Vocabulary Books
- Spider Connections

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

**Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
<p><b>Generalization:</b> All living things depend on one another.  <b>Essential Question:</b> What might service to others look like at the community, state and international levels?</p>
<b>Facet 2 – INTERPRETATION</b>
<p><b>Generalization:</b> All living things depend on one another.  <b>Essential Question:</b> Who is most responsible for the people within a community?</p>
<b>Facet 3 – APPLICATION</b>
<p><b>Generalization:</b> Perseverance can bring about change.  <b>Essential Question:</b> What is your role in service to your community?</p>
<b>Facet 4 – PERSPECTIVE</b>
<p><b>Generalization:</b> Change generates additional change. One person can make a difference.  <b>Essential Question:</b> Who benefits from community service?</p>
<b>Facet 5 – EMPATHY</b>
<p><b>Generalization:</b> One person can make a difference.  <b>Essential Question:</b> Who benefits from community service?</p>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<p><b>Generalization:</b> One person can make a difference.  <b>Essential Question:</b> Should service to others be an obligation/requirement or a choice?</p>

**Task Rotation Learning Activities  
Based on Text (B)**

3-5

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

**\*\*\*\*\* MUST REVISE THESE ACTIVITES!!!**

**NEEDS WORK!!!!!!!!!!!!!! \*\*\*\*\***

<p align="center"><b><i>Mastery Learner (A)</i></b> <b><i>Sensing- Thinking</i></b></p> <p><i>Create a timeline to show the development and progression of Ryan’s well project as well as the boys’ friendship. Be sure to include not only dates and facts about Ryan’s fundraising efforts and well completion, but also information about how Ryan and Jimmy’s relationship evolved.</i></p> <p align="center"><b><i>V_L*_S*_M_B_P_I_N_</i></b></p>	<p align="center"><b><i>Interpersonal Learner (B)</i></b> <b><i>Sensing-Feeling</i></b></p> <p><i>Compare and contrast yourself to Ryan or Jimmy. What about your life can you share with one of these boys? Write a letter to Ryan or Jimmy sharing some aspect of your life that is noticeably different from theirs. Include questions you would like to ask Ryan or Jimmy that will help you understand his life experiences and/or culture.</i></p> <p><i>Partner up with someone and create an interview for each other. One person will be the interviewer while the other is Jimmy; then you will switch roles. Sample questions might include: What impact has knowing Jimmy/Ryan had on you? What is your biggest fear? Where do you see yourself in 5 years? 15 years? What has been the best thing about your experience? What is your favorite activity? If you could meet anyone in the world, who would it be and why? Questions should dig deep into who the boys’ are and not simple yes/no questions.</i></p> <p align="center"><b><i>V_L_S_M_B_P_I_N_</i></b></p>
<p align="center"><b><i>Understanding Learner (C)</i></b> <b><i>Intuitive-Thinking</i></b></p> <p><i>Imagine you are Jimmy and you want to express your gratitude to Ryan and his family for all they have done for you. What would you do?</i></p> <p align="center"><b><i>V_L_S_M_B_P_I_N_</i></b></p>	<p align="center"><b><i>Self-Expressive Learner (D)</i></b> <b><i>Intuitive-Feeling</i></b></p> <p><i>Image you are one of the members of the Agweo village in Uganda, Africa. Role play or draw to show the effects of Ryan’s Well on your life. Include at least three different scenes: one before the well, one shortly after the well, and one 10 years later. Be sure your role play or drawing considers the ripple effect caused by the well.</i></p> <p align="center"><b><i>V*_L_S_M_B*_P_I_N_</i></b></p>

**Real World Connections With Products:** create, compare, contrast, write, role play, draw

**Real World Applications:** historian, writer, artist, actor, lobbyist, speechwriter,

**Real World Terms:** letter, persuasive speech, skit, timeline

**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 Perspectives:**

**Student/Teacher Reflections**



**Task Rotation Learning Activities**  
**SOCIAL STUDIES**  
**3-5**

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

Prior Activity: As a class, generate a list of service organizations in your community or state. Students should create a consensusgram to determine the top 4 choices of the class. The teacher then has the option of requiring all students to complete the MASTERY task first, and allowing the group to share their findings. Then each student may choose one other activity from the task rotation to complete. Once students share their task rotation products, the class will vote on which organization to support with a class community service project.

<p><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Using the list generated in class, work with your group to select your top 4 choices of community/state service organizations to research. Research the purpose of the organization, its history (why and how it was formed), what services it provides, as well as its impact on the community. Prepare and present your findings to the class.</p> <p>V*_L_S_M_B_P*_I_N__</p>	<p><b>Interpersonal Learner (B)</b>  <b>Sensing-Feeling</b></p> <p>Interview a representative from each of the top 4 organizations chosen by the class. Your goal is to identify the benefits and the problems encountered within the organization. Be sure you have a list of 5-10 teacher approved FAT questions before the interview. When the interview is over, write a summary of what you learned about volunteering. Include how this interview may influence your desire to become a community service volunteer. Be sure to write a thank you note to the person you interviewed.</p> <p>V*_L_S_M_B_P*_I*_N__</p>
<p><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>Using the information shared about each of the community service organizations we researched, generate a list of reasons our class should support each organization. Then rank the choices, justifying your order. Finally, create a persuasive argument for why the class should select your top choice.</p> <p>*Challenge: Students may create a rubric to judge which organization to support. Criteria may include, for example, impact on the community, time needed, funding availability, resources needed, etc.</p> <p>V*_L*_S_M_B_P_I_N__</p>	<p><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Using the top 4 community service organizations we discussed in class, create an Advertising Plan for one of the organizations. Your plan should include at least one form of both print and non-print forms of advertising, and an original jingle or slogan to encourage participation. Your plan should identify your target audience, as well as how/when/where you would use each advertisement.</p> <p>V*_L_S*_M*_B_P_I_N__</p>

**Real World Connections With Products:** researcher, social worker, news reporter, journalist, advertiser, community service organization employee, community activist

**Real World Applications:** research, present, interview, summarize, gather, brainstorm, prioritize/rank, justify, persuade, create, identify

**Real World Terms:** lists, report, summary, persuasive argument, advertising plan including print and non-print advertisement

**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:** Change and Interdependence

**Overarching Generalizations:**

- Perseverance can bring about change.
- One person can make a difference.
- All living things depend on one another.
- Change generates additional change.

**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)

- **How do you choose which issue/community service organization to help?**

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

- Resource materials (ie: internet), community service worker to interview, computer access for creation of presentation (optional), examples of print and non-print advertising, video recorder and tape recorder (optional)

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

### **Conceptual Perspectives:**

- How do you choose which issue/community service organization to help?
- Who is most responsible for the people within a community?
- What is your role in service to your community?
- Who benefits from community service?
- What might service to others look like at the community and state levels?

### **Intelligent Behaviors:**

What gifted intelligent behaviors would help you solve the problems discussed in our class?

What gifted intelligent behaviors are needed to prioritize the needs of our community?

What gifted intelligent behaviors are needed successfully complete a community service project?

### **Literary Perspective:**

*types of community service, immediate vs. long term service, obligation vs. choice to service, debate more affluent taking care of less affluent, evolution of Ryan's and Jimmy's friendship, predict the state of their friendship in the future, What is the U.S. responsibility to the global community (UN), charity vs. reciprocity, Paideia discussions centered around above listed theories, paradoxes, assumptions*

### **Student/Teacher Reflections**

**Task Rotation Learning Activities  
MATH (C)  
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 align="center">V_L_S_M_B_P_I_N__</p>	<p align="center"><b>Interpersonal Learner (B)</b> Sensing-Feeling</p>          <p align="center">V_L_S_M_B_P_I_N__</p>
<p align="center"><b>Understanding Learner (C)</b> Intuitive-Thinking</p>          <p align="center">V_L_S_M_B_P_I_N__</p>	<p align="center"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p>          <p align="center">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**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				

**Real World Connections With Products:**

**Real World Applications:**

**Real World Terms:**

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**Concept Focus:**

**Overarching Generalizations:**

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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**

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**MetaCognitive Discussion (Essential Questions):**

**(Whole Group)**

**Conceptual Perspectives:**

**Intelligent Behaviors:**

**Literary Perspective:**

**Student/Teacher Reflections:**

**Task Rotation Learning Experience  
ASSESSMENT (D)**

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Write a letter to the Department of Public Instruction detailing your opinion regarding the proposed community service graduation requirement. Explain why you agree or disagree with the proposal, giving supporting reasons why you feel as you do.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products:**

**Real World Applications:**

**Real World Terms:**

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**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**

**Math Student Reflections and Assessments**  
**Task Rotation Learning Experience**  
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 style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p>        <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p>        <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p>        <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products:**

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**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:**

**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**

## **Additional Instructional Concept-Based Activities**