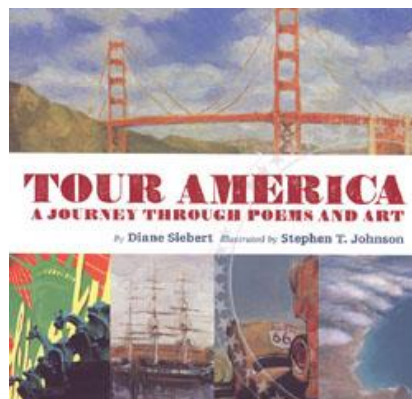


## **Project Bright IDEA 2: Interest Development Early Abilities**

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



**Concept: Systems**

**Topic: America the Beautiful?**

**By: Carol Arbogast, Kristen Argent, Jolene Slonac**

**Grade Level: 5<sup>th</sup> grade**

**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 – America the Beautiful?  
 Text – Tour America: A Journey through Poems and Art  
 Author – Diane Siebert  
 Illustrator – Stephen T. Johnson  
 Publisher/Date – Chronicle Books (2006)

Concepts	Themes
Systems Viewpoints Self-expression	Unity with diversity Personal viewpoint
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Unity with diversity</li> <li>• Nature vs. manmade resources</li> <li>• How far does freedom of speech extend?</li> <li>• Appropriate vs. inappropriate forms of self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• How do you appreciate opposing viewpoints?</li> <li>• Diverse sub-systems within a unified system</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Cooperative groups</li> <li>• Inquiry into geography, culture, and history of the United States</li> </ul>	Self-expression is a natural process.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Unity with diversity</li> <li>• Freedom of speech with censorship</li> </ul>	<ul style="list-style-type: none"> <li>• People are free to express their viewpoints in a variety of ways.</li> <li>• Do experiences influence one's viewpoints?</li> </ul>

**Concept:** Systems

**Topic:** America the Beautiful?

**Suggested Text Selection(s):** Tour America: A Journey through Poems and Art

**Look, Listen and Identify:**

Interpreting poetry to learn about the cultural, geographical, and historical systems of the United States.

**Intelligent Behaviors:**

**Story Focus:**

- Thinking flexibly
- Applying past knowledge
- Thinking and communicating with clarity and precision
- Gather data through all senses

**Student Activities:**

- Thinking flexibly
- Questioning and problem posing
- Persisting
- Creating imagining, and innovating

**NC Standards:**

Language Arts

- 2.0331 - understand different types of poetry (ex. lyrical, cinquain, narrative)
- 2.024 - make connections with what is read based on personal experiences, other books, or what you know about the culture
- 2.042 - analyze the impact the author's words have on the reader

Social Studies

- Compare and contrast the physical and cultural characteristics of regions within the United States and other countries in North America
- Hypothesize how the differences and similarities among people have produced diverse American cultures
- Describe the contributions of people of diverse cultures throughout the history of the United States

**Thinking Skills Focus:**

- Schwartz and Parks – Comparing, Contrasting, Analyzing

**Topic Focus:** America the Beautiful?

**Concept Focus:** Systems

**Overarching Generalizations:**

- Systems are complex.
- Systems can be man-made or natural.
- Systems can have an aesthetic quality.

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

- Systems are composed of sub-systems.
- Systems may be influenced by other systems.
- Systems create balance.

**Directions for Teachers:**

This unit is designed to be completed:

1. Hook (see Six facets of Understanding)
2. Introduce some vocabulary as needed
3. Mini-lessons before task rotations (see daily suggestions)
4. Sequential task rotations
  - a. Poetry rotation (complete all tasks)
  - b. Social Studies focus task rotation (complete all tasks)
  - c. Task rotation menu (as centers)
  - d. Cumulative assessment rotation (mastery and 1 other task of their choice)

**Suggested Topics for Discussion:**

- Poetry and imagery
- Diversity within a unified system
- U.S. Geography
- Personal viewpoints
- Current national events
- Communication
- Natural resources vs. man-made resources

**Suggested Vocabulary Words for Discussion:**

imagery	sorrel	ancient
perspective	homage	inhabitants
expression	vying	resonate
unity	extracting	mystique
diversity	silhouette	steadfast
landmarks	migration	roulette
landforms	galore	debris
waterways	turnstile	emphatically
looms	inadequate	intertwined
prospective	dismantled	contours
agape	conquered	remnant
pachyderm	cache	cherishing
refurbished	scoured	ecosystem
gargoyles	basins	vital
oddities	erosive	environmentalists
sheathing	distinguished	undaunted
frigate	tribute	refuges
undaunted	arid	encroaching
grotesque	oxygen	erosion
berthed	nitrogen	obelisk
commissioned	foreshadowing	
deceptive	obliterated	
entice	physics	
balmy	stupefies	
naught	vortex	
velocities	ruse	
ceaseless	geology	
hypothermia	strait	
diverted	incident	

### **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:**

- See above
- Word study notebook or 4-square vocabulary strategy
- Crossword puzzle – [www.puzzlemaker.com](http://www.puzzlemaker.com)
- Role-play of words
- Organize by word roots using the following websites:

<http://www.southampton.liunet.edu/academic/pau/course/webroot.htm#0>

<http://www.lexfiles.com/basic-latin-l-v.html>

<http://www.espindle.org/roots.html>

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Review symbols used in everyday life. Introduce the “Cape Hatteras Lighthouse” poem. As a group, decide if the Cape Hatteras lighthouse symbol best represents North Carolina. Make a top ten list and prioritize the most important cultural, geographical or historical topics for a new NC poem.  How is symbol selected to represent a group? (Explanation)
<b>Facet 2 – INTERPRETATION</b>
How can views of America be expressed? (Interpretation)
<b>Facet 3 – APPLICATION</b>
When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)
<b>Facet 4 – PERSPECTIVE</b>
What can we learn from experiencing others' viewpoints? (Perspective)
<b>Facet 5 – EMPATHY</b>
What might it be like to listen to an opposing viewpoint regarding America? (Empathy)
<b>Facet 6 – SELF-KNOWLEDGE</b>
To what extent does this book represent my perception of America? (Self-knowledge)  What does America the Beautiful look like to me? (Self-knowledge)

**Read:** Tour America: A Journey through Poems and Art

**Teacher directions for Poetry Pre-Reading task rotations:**

1. Be sure to address systems of history, geography, and culture
2. definitions of poetry
  - a. **Narrative** poetry is poetry that tells a story. The poems may be short or long, and the story it relates to may be simple or complex. It is usually nondramatic, with objective verse and regular rhyme scheme and meter. Narrative poems include epics, ballads, and idylls.
  - b. **Lyric** poetry refers to either poetry that has the form and musical quality of a song, or a usually short poem that expresses personal feelings, which may or may not be set to music. (intense feeling)

Walt Whitman (1819–1892). Leaves of Grass. 1900.

“I Hear America Singing “

I HEAR America singing, the varied carols I hear;  
Those of mechanics—each one singing his, as it should be, blithe and strong;  
The carpenter singing his, as he measures his plank or beam,  
The mason singing his, as he makes ready for work, or leaves off work;  
The boatman singing what belongs to him in his boat—the deckhand singing on  
the steamboat deck;  
The shoemaker singing as he sits on his bench—the hatter singing as he stands;  
The wood-cutter’s song—the ploughboy’s, on his way in the morning, or at the  
noon intermission, or at sundown;  
The delicious singing of the mother—or of the young wife at work—or of the girl  
sewing or washing—Each singing what belongs to her, and to none else;  
The day what belongs to the day—At night, the party of young fellows, robust,  
friendly,  
Singing, with open mouths, their strong melodious [songs](#).



## Poetry Pre-Reading Task Rotation Learning Activities

**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><b>Narrative poem (U.S.S Constitution) vs. Lyrical poem (“I Hear America Singing” by Walt Whitman)</b></p> <p>Compare and contrast the poems; list the similarities and differences as you complete an open compare and contrast; create a visual display of your significant findings</p> <p>Were you thinking and communicating with clarity and precision?</p> <p><b>Intrapersonal, Visual/Spatial, Musical, Linguistic</b></p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Word choice and its’ impact on mood (“El” and “Badlands”)</b></p> <p>With a group of 4, choose either poem; select a poem with a partner; read the poem paying close attention to the rhythm and words the author chose. Using actions and the words of the poem, try to convey the mood to the other group through role play. The other group will guess at the mood, explaining their choice. Discuss.</p> <p>How did you use thinking interdependently in completing this activity?</p> <p><b>Kinesthetic, Visual/Spatial, Musical, Interpersonal, Linguistic, Naturalistic</b></p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Imagery (“The Golden Gate Bridge” and “Old Faithful”)</b></p> <p>Independently, read the poems; as you read think about the mental pictures that the words bring to mind; choose one of the poems; create a minimum of 2 pictures that convey the imagery of the lines or stanzas using the medium of your choice. Display the art work in an “art gallery”. View the other student artwork and discuss the similarities and differences. What can we learn from experiencing others’ viewpoints?</p> <p>In what ways did the intelligent behaviors creating, imagining, and innovating help you with your art choices?</p> <p><b>Intrapersonal, Visual/Spatial, Interpersonal, Linguistic, Naturalistic</b></p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Shape poetry (“Niagra Falls” and “Aurora Borealis”)</b></p> <p>After providing visual representations of different landforms, talk about the two poems and why the author chose their particular form. Then research a landform or body of water and create a shape poem based on its structure.</p> <p>Would the accuracy of your shape poem enable your audience to understand the landform without an explanation?</p> <p><b>Intrapersonal, Visual/Spatial, Linguistic, Naturalistic</b></p>

**Real World Connections with Products:**

- Organize
- Describe
- Analyze
- Evaluate
- Create

**Real World Applications:**

- Poet
- Singer
- Artist
- Advertising executive
- Politician
- Orator
- Writer
- Editor
- Advertising executive
- Actor/actress
- Geographer

**Real World Terms:**

- Artistic expression
- Creative interpretation
- Art gallery
- Visual display
- Poetry anthology

**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

Viewpoints

Self-expression

**Overarching Generalizations:**

- Systems are complex.
- Systems can be man-made or natural.
- Systems can have an aesthetic quality.

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

- Systems are composed of sub-systems.
- Systems may be influenced by other systems.

- Systems create balance.

## **Materials Needed for Task Rotation**

### **Mastery**

1. Tour America
2. "I Hear America Singing" by Walt Whitman poem
3. materials for visual display

### **Understanding**

1. Tour America
2. a variety of art mediums for visual representations

### **Interpersonal**

1. Tour America

### **Self-Expression**

1. Tour America
2. several pictures of United States landforms and bodies of water

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

- How are symbols selected to represent a group? (Explanation)
- How can views of America be expressed? (Interpretation)
- When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)
- What can we learn from experiencing others' viewpoints? (Perspective)
- What might it be like to listen to an opposing viewpoint regarding America? (Empathy)
- To what extent does this book represent my perception of America? (Self-knowledge)
- What does America the Beautiful look like to me? (Self-knowledge)

### **Conceptual Perspectives:**

- To what extent do systems create a balance?
- To what extent are systems complex?
- To what extent are subsystems composed of parts?

### **Intelligent Behaviors:**

- Thinking flexibly
- Applying past knowledge

- Thinking and communicating with clarity and precision
- Gather data through all senses
- Questioning and problem posing
- Persisting
- Creating imagining, and innovating

### **Literary Perspectives:**

- What are some viewpoints expressed in the poetry cultural, historical, or geographical topics in the United States?
- How does the author interpret a concrete aspect of the state into poetry and art?
- In your opinion, which poetry and artwork supported the state the best?

### **Student/Teacher Reflections**

Teacher Directions for Social Studies task rotations:

1. Complete all rotations
2. Emphasize concepts
3. Examples for interpersonal task rotations: "Gateway Arch" - Western Pioneers, "Roswell" – Atomic Age scientists, "Washington Monument" – politicians, "Old Faithful" – conservationists, "Cape Hatteras" - pirates , "Cape Canaveral" –NASA 1950's)

## Social Studies Goals Task Rotation Learning Activities

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Compare and contrast the physical characteristics of regions within the United States</b></p> <p>Complete a webquest comparing and contrasting the landforms and bodies of water in two different regions of the United States. Report your findings in a podcast.</p> <p>Which intelligent behavior did you use most to be successful in this task?</p> <p><b>Intrapersonal, Visual/Spatial, Logical, Linguistic, Naturalistic</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Describe the contributions of people of diverse cultures throughout the history of the United States</b></p> <p>With a partner, look through <a href="#">Tour America</a>. Identify a poem that relates to a specific culture. Research the culture and tell five ways it impacted the content of the poem. Be prepared to share your accurate findings with an audience through a wax museum presentation.</p> <p>How did you use listening with understanding and empathy when you researched the culture?</p> <p><b>Kinesthetic, Visual/Spatial, Interpersonal, Linguistic, Naturalistic</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Compare and contrast the cultural characteristics of regions within the United States</b></p> <p>With a partner, select a region of the United States. Discover a current issue impacting the culture of the region. Research the topic from all viewpoints. Choose the opposing side from your partner and be prepared to debate the issue with real-life solutions to the problem.</p> <p>What effects did your metacognition (thinking about your thinking) have on your debate?</p> <p><b>Logical, Interpersonal, Linguistic</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Hypothesize how the differences and similarities among people have produced diverse American cultures</b></p> <p>Independently or with a small group, choose two poems, each from different regions. After reading your poems, hypothesize about the differences and similarities between the people of these two regional cultures. You may use <a href="#">Tour America</a> or <a href="#">My America</a>. Research the traditions and evolution of the cultures and compare and contrast the two. Create a symbolic representation that illustrates the similarities and differences between these two cultures. Share your hypothesis and findings, along with your visual representation.</p> <p>Were you able to transfer your previous knowledge to help you with this project?</p> <p><b>Intrapersonal, Visual/Spatial ,linguistic ,naturalistic</b></p>

**Real World Connections With Products:**

- Organize
- Describe
- Analyze
- Evaluate
- Create

**Real World Applications:**

- Journalist
- Anthropologist
- Marketing expert
- Poet
- Sociologist
- Tourism
- Geology
- Geography

**Real World Terms:**

- Artistic expression
- Creative interpretation
- Art gallery
- Visual display
- Poetry anthology

**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

Viewpoints

Self-expression

**Overarching Generalizations:**

- Systems are complex.
- Systems can be man-made or natural.
- Systems can have an aesthetic quality.

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

- Systems are composed of sub-systems.
- Systems may be influenced by other systems.
- Systems create balance.

**Materials Needed for Task Rotation****Mastery**

1. Tour America

**Understanding**

1. Tour America

**Interpersonal**

1. Tour America

**Self-Expression**

1. Tour America
- 2.

**MetaCognitive Discussion (Essential Questions):**

- How are symbols selected to represent a group? (Explanation)
- How can views of America be expressed? (Interpretation)
- When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)
- What can we learn from experiencing others' viewpoints? (Perspective)
- What might it be like to listen to an opposing viewpoint regarding America? (Empathy)
- To what extent does this book represent my perception of America? (Self-knowledge)
- What does America the Beautiful look like to me? (Self-knowledge)

**Conceptual Perspectives:**

- To what extent do systems create a balance?
- To what extent are systems complex?
- To what extent are subsystem composed of parts?

**Intelligent Behaviors:**

- Thinking flexibly
- Applying past knowledge
- Thinking and communicating with clarity and precision
- Gather data through all senses
- Questioning and problem posing
- Persisting
- Creating imagining, and innovating

**Literary Perspective:** refer to p.12

**Student/Teacher Reflections**



### Task Rotation Menu (U.S. Quarters)

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Nifty Fifty State Trivia</b> Create a jeopardy game with 4 head categories and 4 questions in each category.	<b>Research and gather information on US and its money system on USMINT.GOV</b>	<b>Imagine you are Sacagawea, explain why you were chosen for this dollar coin</b>	<b>Compare contrast two or more quarters with a partner. By regions?</b>
<b>2</b>	<b>Create your own game to review quarter/state information.</b>	<b>Students can look for more in-depth resources on the state they researched and write a “biography” of a famous American from that state.</b>	<b>Design a quarter of the “perfect state”</b>	<b>With a partner Debate Sacagawea and Susan B Anthony Coins</b>
<b>3</b>	<b>What other Commemorative Coin could represent the US? Have 6 strong arguments on why this symbol or person should be chosen.</b>	<b>Look at the 50 quarters and choice one that you could argue that another symbol could have been better representation of that state.</b>	<b>Write a persuasive letter to US Mint with a symbol or person of your choice. Why should they have their own coin?</b>	<b>Evolution of coins</b> <b>With a group of 5, write a reader’s theater script with the following characters: commemorative coin, debit card, penny, ½ dollar, dime. Answer some of these questions in your script: when was I used, when was I popular, how have thing change for you as this monetary item?</b>

**Real World Connections With Products:**

- Organize
- Describe
- Analyze
- Evaluate
- Create

**Real World Applications:**

- Artistic expression
- Creative interpretation
- Persuasive writing
- Visual display
- Poetry anthology

**Real World Terms:**

- Creative design
- Theater script
- Commemorative coin
- Symbolic representation
- Jeopardy format
- Biography
- Convincing argument

**Concept Focus:**

Systems

Viewpoints

Self-expression

**Overarching Generalizations:**

- Systems are complex.
- Systems can be man-made or natural.
- Systems can have an aesthetic quality.

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

- Systems are composed of sub-systems.
- Systems may be influenced by other systems.
- Systems create balance.

## **Materials Needed for Task Rotation Menu**

Mastery – 1  
Master – 2  
Mastery – 3

Interpersonal – 1  
Interpersonal – 2  
Interpersonal – 3

Understanding – 1  
Understanding – 2  
Understanding -3

Self-Expressive – 1  
Self-Expressive - 2  
Self-Expressive - 3

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

- How are symbols selected to represent a group? (Explanation)
- How can views of America be expressed? (Interpretation)
- When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)
- What can we learn from experiencing others' viewpoints? (Perspective)
- What might it be like to listen to an opposing viewpoint regarding America? (Empathy)
- To what extent does this book represent my perception of America? (Self-knowledge)
- What does America the Beautiful look like to me? (Self-knowledge)

## **Conceptual Perspectives:**

- To what extent do systems create a balance?
- To what extent are systems complex?
- To what extent are subsystem composed of parts?

**Intelligent Behaviors:**

- Thinking flexibly
- Applying past knowledge
- Thinking and communicating with clarity and precision
- Gather data through all senses
- Questioning and problem posing
- Persisting
- Creating imagining, and innovating

**Literary Perspective: refer p.12****Student/Teacher Reflections:**

## Teacher directions for assessment rotation

1. The students will complete two assessment rotations. All students will complete the mastery rotation and then they may choose one other rotation assessment to complete.
2. examples of understanding products(letter, political cartoon, art medium, podcast, letter to the editor, organize a campaign)
3. Habits of the Mind will be addressed after completion of task rotation with the open ended question:

**Which habit of the mind helped you the most in completing this task assessment? Why?**

**Student Reflections and Assessments  
Task Rotation Learning Experience**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Reorganize the book. Group the poems into sections (not physical regions) supporting viewpoints from different cultures in America. Display a visual representation to share complete with headings and write an explanation for your groupings.</p> <p><b>Intrapersonal, Visual/Spatial, Logical,</b> <b>Interpersonal, Linguistic, Naturalistic</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Interview a variety of people, with opposing viewpoints, on a topic of cultural or historical significance. With a partner, research the event and create a newspaper article with Microsoft Publisher synthesizing this information. <i>What can we learn from experiencing others' viewpoints? (Perspective) What might it be like to listen to an opposing viewpoint regarding America? (Empathy)</i></p> <p><b>Visual/Spatial, Interpersonal, Linguistic</b> <b>Naturalistic</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Choose a current event impacting America. Research it and develop your personal viewpoint on the topic. Find an appropriate way to express your view. <i>How can views of America be expressed? (Interpretation)</i> <i>When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)</i> <i>To what extent does this book represent my perception of America? (Self-knowledge)</i></p> <p><b>Kinesthetic, Intrapersonal, Visual/Spatial,</b> <b>Musical, Logical, Interpersonal, Linguistic</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Choose a region of the United States. From that region select a minimum of 4 states. Using the systems of the United States we have discussed (geographical, historical, and cultural), create your own digital book of poetry using Microsoft Movie Maker. Be sure to include the poem (narrative or lyrical), the artwork, and the sidebar with facts about the symbol you have selected. <i>What does America the Beautiful look like to me? (Self-knowledge)</i></p> <p><b>Intrapersonal, Visual/Spatial, Linguistic</b> <b>Naturalistic</b></p>

**Real World Connections With Products:**

- Organize
- Describe
- Analyze
- Evaluate
- Create

**Real World Applications: refer to p.10**

**Real World Terms: refer p.10**

**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

Viewpoints

Self-expression

**Overarching Generalizations:**

- Systems are complex.
- Systems can be man-made or natural.
- Systems can have an aesthetic quality.

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

- Systems are composed of sub-systems.
- Systems may be influenced by other systems.
- Systems create balance.

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

Mastery

1. Tour America
2. materials for a graphic representation of the regrouping of the book

## Interpersonal

1. Computer with Microsoft Publisher

## Understanding

1. newspaper, computer, news magazine
2. whatever materials are needed to express viewpoint

## Self-Expressive

1. map, atlas, social studies book
2. computers with Microsoft Movie Maker
3. possibly digital camera

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

- How are symbols selected to represent a group? (Explanation)
- How can views of America be expressed? (Interpretation)
- When is it appropriate or inappropriate to express personal viewpoints on American issues? (Application)
- What can we learn from experiencing others' viewpoints? (Perspective)
- What might it be like to listen to an opposing viewpoint regarding America? (Empathy)
- To what extent does this book represent my perception of America? (Self-knowledge)
- What does America the Beautiful look like to me? (Self-knowledge)

## **Conceptual Perspectives:**

- To what extent do systems create a balance?
- To what extent are systems complex?
- To what extent are subsystem composed of parts?

## **Intelligent Behaviors:**

- Thinking flexibly
- Applying past knowledge
- Thinking and communicating with clarity and precision
- Gather data through all senses
- Questioning and problem posing
- Persisting
- Creating imagining, and innovating

**Literary Perspective:**

How effective do you think the author's use of poetry and art conveyed her viewpoint of America?

In what ways did the author's choice of words get across her feelings about America?

To what extent, did you find the author's words and art represent the diversity of the United States?

**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**