

**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**

**Topic: Great Individuals Can Change Our World**

**By: Lee De Alberdi, Lisa Woodard -& Cecelia Joyce**

**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 - Biographies**  
**Text –Amelia to Zora-26 Women Who**  
**Chahged the World (and other biographies)**  
**Authors –Cecelia, Lisa, Lee**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Change</li> <li>• Exploration</li> <li>• Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Great change can be brought about by individuals</li> <li>• Personal and cultural influences are factors that determine personal success</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Nature V/S nurture</li> <li>• Importance of contribution</li> <li>• Perspiration vs. inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Survival of self</li> <li>• Societal approval</li> <li>• Location</li> <li>• Support/money</li> <li>• Courage to change</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Decision making</li> <li>• Classify</li> <li>• Historical Inquiry</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Women were inferior to men during the time period?</li> <li>• Action can bring changes which are positive/negative</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• A safe risk</li> <li>• People from humble beginnings achieving great accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Many large historical events occurred due to men’s contributions not women</li> <li>• All people can succeed</li> </ul>

**Concept: How Change Effects Individuals and Systems**  
**Topic: Biographies of People Who Have Had an Effect**

**Suggested Text Selection(s): Amelia to Zora: 26 Women Who Changed the World, additional biographies**

**Look, Listen and Identify:**

**Intelligent Behaviors**

**Story Focus: Listening with understanding and empathy, thinking flexibly, applying past knowledge to new situations, responding with wonderment and awe, remaining open to continuous learning**

**Student Activities: Thinking about your thinking (metacognition), questioning and problem posing, thinking interdependently, thinking and communicating with clarity**

**NC Standards: Social Studies: 7.01- Identify the deeds of local and global leaders; 3.02- Describe how individuals, events and ideas change over time; 1.01- Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community**

**Language Arts: 2.01- Use metacognitive strategies to comprehend text; 2.02- Interact with text before during and after reading ,listening or viewing; 2.03- Read a variety of texts including biographies; 2.04- Identify and interpret elements of fiction and nonfiction and support referencing the text to determine the main idea, point of view,etc.; 2.05- Draw conclusions, make generalizations, and gather support by referencing the text; Summarize main ideas from written or spoken texts using succinct language; 3.01- Respond to fiction, nonfiction, poetry, and drama using interpretive, critical and evaluative processes ; 3.06- Conduct research for assigned and self-selected projects from a variety of sources; 4.02- Use oral and written language to report information on a topic, explain own learning, etc.**

**Local Pacing Guide Timeline:**

**Thinking Skills Focus:**

**Topic Focus: BIOGRAPHIES**

**Concept Focus: CHANGE AND SYSTEMS**

- \*GREAT CHANGE CAN BE BROUGHT ABOUT BY INDIVIDUALS
- \* HOW PERSONAL AND CULTURAL INFLUENCES EFFECT AN INDIVIDUAL

**Overarching Generalizations:**

**CHANGE GENERATES ADDITIONAL CHANGE**  
CHANGE CAN BE EITHER POSITIVE OR NEGATIVE  
CHANGE IS INEVITABLE  
CHANGE IS NECESSARY FOR GROWTH  
CHANGE CAN BE EVOLUTIONARY OR REVOLUTIONRY

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

**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:** segregation, diversity of cultures, growth and change

**Suggested Vocabulary Words for Discussion:**

contribution	influence	nature	society
culture	extraordinaire	nurture	system
change	interests	generation	stymy
accomplishments	hardship	persistence	stereotype
anecdote	contemporary	persuasion	
career	identify		
barrier	inevitable		
Admiration, diplomacy	evolutionary	revolutionary	
democracy	influence		
endeavor	manifest	segregation	

**A Six-Step Process for Teaching Academic Vocabulary Terms:**

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.

4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

**Vocabulary Extension: Word of the day/week: define together, post, listen for usage, make tally marks for how often the word is used in a day**

**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>What aspects of culture effect a person’s great contributions to society? (Religious, political, familial etc)  <b>Brainstorm with a partner and record all the various cultural influences that have effected you. Then record any other cultural influences that could effect a person.</b></p>
<b>Facet 2 - INTERPRETATION</b>
<p><b>Nature vs. nurture</b>  <b>Which do you think has a more profound effect on a person’s personal accomplishments? Explain/support your point of view.</b></p>
<b>Facet 3 - APPLICATION</b>
<p><b>Chose three different people who made a difference and judge whether nature or nurture was a more important influence.</b>  <b>Share out and support your reasoning for choosing nature or nurture for each famous person.</b></p>
<b>Facet 4 - PERSPECTIVE</b>
<p><b>What can we learn from these people we study that we can apply to our own lives?</b>  <b>Create a motto or slogan that applies to you based on something that you learned or inspired you.</b></p>
<b>Facet 5 – EMPATHY</b>
<p><b>Which woman in Amelia to Zora... would you have felt the most empathy for when (s)he was a child? Why? How did this person’s childhood influence his/her future?</b></p>

**Facet 6 – SELF-KNOWLEDGE**

Reflect on the conceptual essential questions that speaks most to you.  
Express your reflection in a picture or writing.

**Read: Amelia to Zora: Twenty-six Women Who Changed the World  
Task Rotation Learning Activities**

**3<sup>rd</sup> grade**

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

<b>Mastery Learner (A)</b> <b>Sensing- Thinking</b>	<b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b>
<p>After a short picture walk through Amelia to Zora... list three people who you would like to know more about. As you or the teacher read the book list 5-10 summarizing words for each person that make them special and interesting to you. After reviewing these, choose a woman from the book you would like to focus on for greater understanding.</p> <p>Read, research, and collect information about your chosen person using an internet resource such as Gale Info bits.</p> <p>Label your information in the graphic organizer, or label the same information asked for in a way you prefer. (chart/diagram,etc.)</p> <p>Present the information you found out by designing a timeline, performing a demonstration, making a construction or writing a report(for a small group or the class)</p> <p><b>V * L * S * M * B * P * I * N</b></p>	<p>After a short picture walk through Amelia to Zora... prioritize the 3-5 people from the book who you would like to know more about. With a partner or group of three, talk /reflect about which person you think has directly affected many people’s lives. Imagine you will be transported through time and able to sit down and eat dinner with this person. You want to tell them the three or more reasons you chose them to eat with.</p> <p>Explain and discuss in detail to a partner. You may role play your conversation with the famous person with your partner.</p> <p><b>V * L * S * M * B * P * I * N</b></p>

<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p>
<p>After a picture walk through Amelia to Zora... Divide and organize the women into groups of those you would like to know more about and those you would not like to know more about. Formulate analogies (word or picture) for your three favorite women, comparing them to animals, plants, or other objects. See the teacher if you need an example. Act out the analogy if you wish. Conclude which woman you would like to research further in an original way.</p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _</p>	<p>After a picture walk through Amelia to Zora...brainstorm a group of women who would have been in your group of friends or an interest club when they were children. Hypothesize the three “girls” who would have been your closest friends and explain why by composing an original work- skit, poem, visual art, etc. Decide which one would have been your best friend (this should be someone you want to find out more about)</p> <p style="text-align: center;">NEED TO FINISH*****</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products:**  
Use, evaluate, brainstorm, describe, examine, decision-making

**Real World Applications:**  
Various and all careers: anthropologist, folklorist, activist, advocate, pioneer, naturalist, entrepreneur, diplomat.

**Real World Terms:**  
Analyze, classify, compare, research, create, negotiate, invent, agitate, protest  
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 & Systems**

**Overarching Generalizations:**  
Change in individuals or systems can be positive or negative.  
Change can be evolutionary or revolutionary.  
Change can come from need or circumstances, or reacting to the status quo.  
Change is necessary for growth.

**More Complex Generalizations (Two or more concepts):**  
Change can be intentional or unintentional.  
Change can be personal or system wide/societal

**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**

- Graphic organizers
- Biographies
- Paper and pencil
- Sticky Notes

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

#### **(Whole Group)**

#### **Conceptual Perspectives:**

What questions might you ask as you research your person?

How can change result in societal/systems change?

What previous skills and experiences did you bring to brainstorming and organizing activities?

In thinking about individuals making change how might you apply these attributes/skills to changes you hope to make in the future.

#### **Intelligent Behaviors:**

What intelligent behaviors promote invention?

What intelligent behaviors help a person become an agent of change?

Which intelligent behaviors did you observe in your partner during activities?

Which ones did you consciously use/apply?

#### **Literary Perspectives:**

What is a society?

What has been taught through this book and unit?

What perspective did this author intend readers to take away from this selection?

### **Student/Teacher Reflections**



## Math 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>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>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:**

**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**

- 
-

**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:**

**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 Perspective:**

**Student/Teacher Reflections:**

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

**4-5**

**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> <b>Sensing- Thinking</b></p> <p>Read <u>Amelia to Zora</u> or another biography and use the graphic organizer to record your findings. Report on how your person’s culture and early life influences affected his/her contributions to society. Create a product to share your research. Possible products- essay, PowerPoint presentation, oral report</p> <p>(Rubric for tasks will be supplied at the time assignment is made)</p> <p>*Check on style</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>Reflect on how your person’s life’s work affects your life. Possible products- Write a 4-5 question interview for a partner to find out how your life has been affected by these accomplishments. Role play your person and explain how your work affected people today. Write a monologue or poem about the person’s impact on individuals and society.</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>Rank the five people that you have focused on from the various texts or presentations who you think have had the most impact on our culture and history. Explain and defend your choices and rankings in the form of a debate or chart.</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>What if your person was alive today? Write, and supply possible answers to 5-8 open-ended questions you would want to ask him/her. (interview) Possible products: poem/song, skit, journal</p> <p align="center"><b>V_L*_S_M*_B_P*_I*_N_</b></p>



**Real World Connections With Products:**

**Books, graphic organizers, skits, interviews, plays, songs, charts, posters, diaries**

**Real World Applications: Various and numerous careers of biographies.**

**Real World Terms: Explain, show, evaluate & rank, organize, write, report ,record, research, reflect, create, role play, present,**

**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):** How does a person's culture and early life affect his/her contributions to society?

**How do notable people from our history change our lives (individual or society)?**

**How might you have a positive affect our other people's lives or society?**

**(Whole Group):**

**Conceptual Perspectives:**

**Intelligent Behaviors:** What gifted intelligent behaviors will you demonstrate to help bring about positive change?

What intelligent behaviors did you observe in others and yourself during these activities?

What gifted intelligent behaviors did the famous person you chose to study demonstrate in their life's work?

**Literary Perspective:**

How did the women in Amelia to Zora change our society?

What character traits do all these women have in common?

What change most affected your famous person?

**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><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Timeline or graphic organizer of 26 women-by contribution- social, inventors, educators, adventurers,etc</p> <p>Different ways to sort?</p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Graph 26 women</p> <p>Make a grouping/sorting game using the graphic organizers below.</p>
---	---

<p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</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>Analyze- see p.9 of Panda bear one</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;">Math game involving 26 people Game/skit/performances</p> <p style="text-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:**

**(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:**

**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**