

## PEOPLE CHANGE OUR WORLD

### English/Language Arts and Science

Grades: 2-3

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#### Acceleration Approach

Standard has been accelerated by moving grade level 2-3 up to the standard used for grade level 5.

#### Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

K	1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
		—————→									

Patterns of Change

#### Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)

Bloom's Taxonomy: analysis and evaluation

#### Differentiation Features - Students:

- Make reasoning explicit.
- Clustered by higher order thinking.
- Required to use multiple resources.

#### COMMON CURRICULUM GOAL

##### English/ Language Arts—Reading

Demonstrate a critical stance when reading informational text.

##### Science - History and Nature of Science

Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiry.

Understand that science is a human endeavor practiced by individuals from many different cultures.

Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.

#### BENCHMARKS

##### English/ Language Arts—Reading

2<sup>nd</sup> Grade – Identify similarities and differences across texts, such as in topics, people, and problems.

4<sup>th</sup> Grade – Distinguish between cause and effect and between fact and opinion in expository text.

5<sup>th</sup> Grade – Distinguish facts, supported inferences, and opinions in text.

5<sup>th</sup> Grade – Compare and contrast information on the same topic after reading several passages or articles.

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**Archetypal Model**

Comparing and contrasting significant contributions made by different people by reading biographies.

**TASK DEMAND**

**Sample Task Activity**

During a unit on biography study, TAG students will compare and contrast elements in two biographical books. Students will read biographies about two different people who have made significant contributions to the world. Students will then use the Graphic Organizers *Book Notes* and *People Change the World* to help them as they fill out the Graphic organizer *Comparing and Contrasting Venn Diagram*.

**Questions**

- Why is change important?
- How may one person contribute to change?
- How would the world be different if contributions had not been made?

**Implementation Time**

- Approximately three 40-minute work sessions (Reading the biographies is homework.)

<b>Scoring Guide:</b>	<b>6 Exemplary</b>	<b>5 Proficient</b>	<b>4 Strong</b>	<b>3 Developing</b>	<b>2 Emerging</b>	<b>1 Beginning</b>
<b>Students will be able to:</b>						
Explain a contribution made from a biographical reading.						
Explain how contributions change peoples' lives.						
Make inferences about how the world would be if the contribution had not been made.						

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#### Resources

##### Reading

- Casey, S. (1997) *Women Invent: Two Centuries of Discoveries That Have Shaped Our World*. Chicago, IL: Chicago Review Press.
- Fritz, J.(1976). *Will You Sign Here, John Hancock?* (reissue edition 1997). Paper Star Pub.
- Fritz, J.(1987). *Why Don't You Get a Horse, Sam Adams?* (reissue edition 1996). Scott Foresman.
- Fritz, J.(1980). *Where Do You Think You're Going, Christopher Columbus?* Reissue edition 1997) Paper Star Pub.
- Fritz, J.(1997). *Where Was Patrick Henry on the 29th of May?* Paper Star Pub.
- Fritz, J.(1975). *Who's That Stepping on Plymouth Rock*. (Reprint edition 1998. Paper Star Pub.
- Fritz, J. (1976). *What's the big idea ben franklin*. Putnam Pub Group.
- Haber, L. (1991). *Black Pioneers of Science and Invention*. New York: WW Norton & Company.
- Hudson, W. (1995). *Great Black Heroes: Five Notable Inventors* Scholastic, Incorporated. (Hello Reader! Series).
- Jones, L. (2000) *Great Black Heroes: Five Brilliant Scientists* Scholastic, Incorporated. (Hello Reader! Science Series)
- Lasky, Kathy. (1997). *She's wearing a dead bird on her head*. Disney Press.
- Sullivan, O. & Haskings, J. (1998). *African American Inventors*. NY: Wiley Publishers.
- Sullivan, O. & Haskings, J. (2001). *Black Stars: African American Women Scientists and Inventors*. NY: Wiley Publishers.
- Thimmesh, C. (2000). *Girls think of everything*. NY: Houghton Mifflin Company.
- Wallace, S. & Johnson, D. (2001) *Black Inventors*.

##### Software

*Kidspiration* internet address for software: <http://www.inspiration.com/productinfo/kidspiration/index.cfm>

##### Internet Resources: Scientists and Inventor's Biographies

- Faces of Science: African Americans in Science <http://www.princeton.edu/~mcbrown/display/faces.html>
- Galileo Galilei-The man and his inventions <http://galileo.imss.firenze.it/museo/b/egalilg.html>
- Gander Academy's Inventions Theme <http://www.stemnet.nf.ca/CITE/inventors.htm>
- History of Invention <http://www.cbc4kids.ca/general/the-lab/history-of-invention/default.html>
- National Inventors Hall of Fame [http://www.invent.org/hall\\_of\\_fame/1\\_1\\_search.asp](http://www.invent.org/hall_of_fame/1_1_search.asp)
- Smithsonian: Inventors and Innovation <http://www.si.edu/resource/faq/nmah/invent.htm>
- Spotlight: Inventors' Biographies <http://educate.si.edu/spotlight/inventors1.html>
- Thomas Edison Invention Web <http://homestead.juno.com/pdeisch/files/edison.htm>
- Totally Absurd Inventions-Updated weekly this site shows students inventions that didn't make their creators rich or are truly absurd. <http://www.totallyabsurd.com/>
- U.S. Patent Office for kids <http://www.uspto.gov/web/offices/ac/ahrpa/opa/kids/index.html>

#### Series

##### Childhood of Famous Americans Series. Ages 4-8.

- Bull, A. *Free At Last: Story of Martin Luther King Jr.* Dorling Kindersley Readers.
- Stevenson, A. *Wilbur and Orville Wright: Young Flyers.*
- Stevenson, A. *George Washington: Young Leader.*
- Stevenson, A. *Abraham Lincoln: Great Emancipator.*
- Stevenson, A. & Doremus, R. *Daniel Boone: Young Hunter and Tracker.*
- Hazel B. & Aird, C. *Henry Ford: Young Man with Ideas.*

##### Childhood of Famous Americans Series. Ages 9-12.

- Kudlinski, K. *Harriet Tubman.*
- Adkins, J. *John Adams: Young Revolutionary.*
- Gormley, B. *Laura Ingalls Wilder: Young Pioneer.*
- Freedman, R. *Lincoln: A Photobiography.*

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

## Graphic Organizer

**BOOK NOTES FOR PEOPLE CHANGE THE WORLD** PAGE 4

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>Title of Biography _____</p> <p>How did this person contribute to the world?</p>	<p>Author _____</p> <p>What are the results of the contribution.</p>
<p>Title of Biography _____</p> <p>How did this person contribute to the world?</p>	<p>Author _____</p> <p>What are the results of the contribution.</p>

## Graphic Organizer

**PEOPLE CHANGE THE WORLD**

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Name \_\_\_\_\_ Date \_\_\_\_\_

Person \_\_\_\_\_

**Contribution:****When was the contribution made?****Where did the person come from?****In what scientific field did the person make his/  
her contribution?****Was the contribution planned, or did it occur accidentally? Explain:****How did the contribution change people's lives?****How would the world be different today if the contribution had not been made?**

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ADVANCED SCIENCE KNOWLEDGE/SKILLS	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Science <input checked="" type="checkbox"/> Challenging Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Science <input type="checkbox"/> Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Science	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">           * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.         </div>	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>Science:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM  <p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category:  <input type="checkbox"/> Intellectual    <input type="checkbox"/> Academic Math    <input type="checkbox"/> Academic LA</p>				