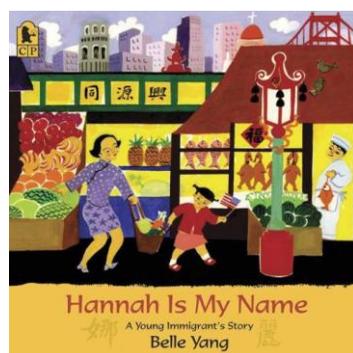


Project Bright IDEA 2: Interest Development Early Abilities

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



**Concept:
Change
Topic:
Relationships
Revised by:
Barbara Watkins
Grade Level: 3**

**North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually
Gifted Program**

The American Association for Gifted Children at Duke University

Template Revised April 29, 2009

Unit Title

Hannah is My Name

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Quotation

"All is connected ... no one thing can change by itself."
— Paul Hawken

Universal Conceptual Lens Change and Relationships

Telling the Story:

This book celebrates our shared history of hope by telling the story of a little girl who is waiting for her green card and who meanwhile must adjust to a new language, new school, a new way of life... even a new name.



Big Ideas Manifested

Topic –Change/Relationships	Text – Hannah is My Name
Author – Belle Yang	Publisher/Date – Candlewick Press/2004
NCSCOS: ELA-2.02, 2.03, 2.04, 3.01 SS-3.02, 4.04	
Bold items are essential for the unit.	
Concepts	Themes
Change Diversity Community Freedom Relationships	Change happens naturally or can be made by people. Community Freedom
Issues or Debates	Problems or Challenges
Laws for citizenship Effects of discrimination When should green cards be issued? Should illegal students be allowed to enroll in public school? Fear of being caught	Fear of being caught Survival Language barrier/communication Discrimination Lack of resources
Processes	Theories
Becoming a citizen Learning a new language/custom Obtaining a Green card	Setting goals to lead to success Persistence pays Be patient
Paradoxes	Assumptions or Perspectives
Chinese with an American name Work more earn less Americans make good money. Slow and steady wins the race.	America is the land of opportunity. Is freedom really free? All things come to those who wait.

Big Ideas Defined

Concepts	Themes
<ul style="list-style-type: none"> ▪ An organizing idea or mental construct ▪ A broad abstract idea or guiding principal ▪ A design or plan ▪ Can be something imagined 	<ul style="list-style-type: none"> ▪ A unifying idea or quality that is distinct and recurring ▪ The subject of discussion or a course of study
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> ▪ A topic discussed in detail ▪ A topic of general concern ▪ A formal exchange of opinion ▪ An organized public discussion or argument 	<ul style="list-style-type: none"> ▪ A difficult matter, situation or person ▪ A question that needs to be solved, justified or explained ▪ Demands on the intellect ▪ A test of one's abilities
Processes	Theories
<ul style="list-style-type: none"> ▪ Preparation for something through a series of steps or actions ▪ A series of natural events that produce change ▪ An established procedure aimed at somebody or something 	<ul style="list-style-type: none"> ▪ An abstract thought or contemplation ▪ An idea or belief about something arrived at through speculation or conjecture ▪ A body of rules, principles and techniques that apply to a particular subject, but distinct from actual practice
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> ▪ A contradictory or absurd statement, situation or proposition, but may at a deeper level, actually be true ▪ An oxymoron <p>“To lead the people, walk behind them.” _____ Lao-tzu</p>	<ul style="list-style-type: none"> ▪ Something believed to be true, without proof—or can be a starting point of a logical proof ▪ An evaluation of a situation or facts from one person's point of view

Unit Title: Hannah is My Name	Universal Conceptual Lens: (Big Idea) Change and Relationships
Overarching Generalizations: (3 or more) Change is necessary for growth. Change is positive or negative. Relationships change over time. Change within relationships may be positive or negative.	
Essential Questions: (3 or more) How does change affect our lives? What are relationships? How do relationships change over time? What factors bring about change within relationships?	
Anchor Multicultural Literature Selection(s):	
Supporting Media/Resources: <i>A Family in Hong Kong</i> by Peter Otto Jacobsen, Preben Sejer Kristensen <i>How My Family Lives in America</i> by Susan Kuklin <i>China the Land</i> by Bobbie Kalman <i>Discovering Cultures China</i> by Sandy Asher <i>Postcards from China</i> by Zoe Dawson <i>When Jessie Came Across the Sea</i> by Amy Hest <i>China</i> by Kay Melchisedech Olson <i>Who Belongs Here? An American Story</i> by Margy Burns Knight <i>We Come From China</i> by Julia Waterlow <i>Israel</i> by Donna Bailey <i>United States North Carolina</i> by Rich Smith http://www.youtube.com/watch?v=BrL-fbIIwo -You Tube video on Belle Yang- http://teacher.scholastic.com/activities/immigration/index.htm http://pbskids.org/bigapplehistory/index-flash.html http://www.history.com/topics/ellis-island http://www.tenement.org/immigrate/ http://americanhistory.pppst.com/immigration.html PowerPoint presentations on immigration	
NCSCOS Objectives: ELA- 2.03, 2.04, 2.06, 3.01, 3.02, 3.03, 3.05, 3.06, 4.02, 4.03, 4.04, 5.01, 5.02, 5.05, 5.06, 5.07, 5.08 SS-2.02, 2.03, 3.01, 3.02, 3.03	

Look and Listen for...

21st Century/ Gifted Intelligent Behaviors

critical thinking/problem solving
communication skills
creativity/innovation skills
collaboration skills
contextual learning
personal productivity
personal responsibility
people skills
self-direction
social responsibility

Overarching Gifted Intelligent Behaviors (GIBs)

Persistence
Metagacognition
Thinking Flexibly
Striving for Accuracy

Literature Focus:

GIB Focus:

Striving for Accuracy
Working Interdependently

GIB's within Student Learning Tasks

Thinking with Clarity and Precision
Creating, Imagining, & Innovation
Questioning and Posing Problems
Metacognition

Essential Vocabulary for Discussion and Deep Understanding:
Bold words are the essential vocabulary for all students.

Gifted Intelligent Behaviors	Literature	Generalizations	Topic/Content
Persistence Risk Metacognition Innovation Imagining Interdependently Accuracy Clarity Precision	Spunky Bamboo Green card Taiwan Culture immigration	Positive Negative Change Affects Inevitable Relationships	Community Culture Immigration Citizenship

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.

Marzano, Robert. *Designing a New Taxonomy of Educational Objectives*. Corwin Press.
 Marzano, Robert. *Building Background Knowledge*. Corwin Press.

Vocabulary Extension:
 Word splash

Word and definition
Type word and definition
Memory game
Vocabulary chrades
Song/poem
Make a crossword puzzle
Make a jeopardy game

Six Facets of Understanding

Select generalization(s) and essential question(s) from universal concept:

NCSCOS: SS-1.05, 2.02, 2.03, 4.01, 4.02, 4.04,

Generalizations:

Change is necessary for growth.

Change is positive or negative.

Relationships change over time.

Change within relationships may be positive or negative.

Essential Questions:

How does change affect our lives?

What are relationships?

How do relationships change over time?

What factors bring about change within relationships?

Introduce one or more of the following topics:

Facet 1 – EXPLANATION

To facilitate students' thinking about change and relationships, ask:

What is change? What is a relationship? Have you ever moved to a new place? What changes in your life did this cause? How were the two places similar and/or different? What did you need to learn or do to get used to the new place? Who helped you get used to this new place and what relationship did they have with you? (allow time for discussion-whole group and with partners)

Facet 2 – INTERPRETATION

To facilitate students' understanding of immigration, ask:

What does immigration mean? What changes would immigration cause? Would those changes be positive or negative? Would immigration cause a change in relationship(s) with family and community members? Why? After class discussion, have students choose several changes and illustrate and write a paragraph describing the changes.

Facet 3 – APPLICATION

A student has immigrated to your city from another country. He/she does not speak English. How can you help this new student adapt to your country? Have the students create a plan for your classroom to use to help this student adapt.

Facet 4 – PERSPECTIVE

Introduce the book, *I Hate English*, and locate Hong Kong and New York on a map. Read the book, *I Hate English*, to the class. Discuss the changes in Mei Mei's life since coming to America. Will these changes affect the relationships of the family? Have the students create a graphic organizer showing these changes. Emphasize that changes can be positive and/or negative.

Facet 5 – EMPATHY

Choose and show one of the PowerPoint presentations on Ellis Island at <http://americanhistory.pppst.com/immigration.html>. Discuss the importance of each of the stations and possible consequences if . Have students assume the role of a child arriving at Ellis Island. Have them write a paragraph telling how they would feel as they pass through each of the stations.

Facet 6 – SELF-KNOWLEDGE

Discuss the role(s) people have within their family and how change can affect those roles. Have each student reflect on their role(s) in their family and the changes that have occurred in their lives. Have these changes in their lives affected their role(s) in their family? Share these changes with a partner.

**Literature Selection:
Language Arts
Culminating Performance-Based Assessment (Task Rotations)
K-5**

All conceptual learning experiences 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>You are a graphic artist and your job is to sequence the events from the book, <i>When Jessie Came Across the Sea</i>, in order in which they happened. Your role is to create illustrations that represent the major events of the story on a graphic organizer. Under each illustration write two or three sentences describing the events in the illustration. Upon completion of your graphic organizer, analyze each event and generate complete sentences telling how the story would be changed if the event had not taken place. Your targeted audience will be your classmates and your teacher. Your illustrations need to be large enough to be seen from a distance. The graphic organizer should be in order to visually portray the sequence of events on the story. All sentences need to be legible and grammatically correct.</p> <p>GIB Questions: Which Gifted Intelligent Behaviors were used in completing this task? Which Gifted Intelligent Behavior needs further development?</p> <p>NCSCOS-ELA-2.04, 2.06, 4.02, 4.03, 5.01, 5.02, 5.06, 5.07, 5.08</p> <p style="text-align: center;">Multiple Intelligences: V* <u> </u> L* <u> </u> S* <u> </u> M <u> </u> B <u> </u> P <u> </u> I* <u> </u> N <u> </u></p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are a sociologist and your next assignment is to select 2 of the 3 children in the book, <i>How My Family Lives in America</i>, and create a presentation comparing their lives and communities. You may consult and work with another sociologist in your group. You need to list the community members and their relationships to each of the children. You need to analyze and describe the similarities and differences among the two communities. With your partner, brainstorm what could be the possible cause(s) for the similarities and differences and document them. You need to construct a display showing these similarities, differences, and possible causes and present them to the class. Your display should be legible, grammatically correct, organized and include at least five different community members from each community.</p> <p>GIB Questions: Which Gifted Intelligent Behaviors have you seen used by members of your community? Give examples of the how they were used.</p> <p>NCSCOS-ELA-3.01, 3.02, 3.05, 4.02, 4.03, 5.01, 5.02, 5.06, 5.07, 5.08 SS-2.02, 2.03</p> <p style="text-align: center;">Multiple Intelligences: V* <u> </u> L* <u> </u> S* <u> </u> M <u> </u> B <u> </u> P <u> </u> I* <u> </u> N <u> </u></p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>You are a journalist and your assignment is to compare and contrast the life of a girl or boy living in Israel to the life of a girl or boy living in North Carolina. You are to use the books, <i>Israel</i> and <i>United States North Carolina</i>. After organizing your findings on a graphic organizer, analyze your work and determine if moving from Israel to North Carolina which change would affect the girl or boy the most. Note this on your finished product and include your justification by answering the following questions: Which change would most affect a boy's or girl's life? What is the effect? Is that change positive or negative? Would it change the relationship with his or her family members? Your final product will be presented to the class and graded with a rubric.</p> <p>GIBs Questions: Which Gifted Intelligent Behaviors would the boy or girl use in coping with his or her move to North Carolina? How would it be used? Which GIB would help him or her the most? Explain.</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are a newspaper reporter and have been assigned the task of interviewing Amy Hest, the author of <i>When Jessie Came Across the Sea</i>. Working with a partner, you need to compose a set of interview questions regarding the following: author's purpose, changes in her life since writing the book, and changes in her relationship with her family and community members. (Other topics may also be included.) After composing your interview questions, you need to generate answers to your questions. You may use the article, <i>Stories to Tell- Author Amy Hest on New York, Writing and Love</i>, to help with producing answers for your questions. You and your partner will then role play the interview, with one student being Amy Hest and the other the interviewer. You will role play the interview for the class and will be graded using a rubric.</p> <p>GIBs Questions: Which GIBs assisted Amy Hest in writing the book, <i>When Jessica Came Across the Sea</i>? Explain how they helped her.</p>

<p>NCSCOS-ELA-2.03, 3.02, 3.03, 5.01, 5.02, 5.05, 5.06, 5.07, 5.08, SS-2.02, 2.03</p> <p>Multiple Intelligences: V*_L*_S*_M*_B*_P*_I*_N_</p>	<p>NCSCOS-ELA-2.04, 2.05, 2.08, 3.06, 4.02, 5.01, 5.02, 5.06, 5.07, 5.08 SS-2.02, 2.03, 3.01, 3.02, 3.03</p> <p>Would the same GIBs be used by people in other careers? Explain.</p> <p>Multiple Intelligences: V*_L*_S*_M*_B*_P*_I*_N_</p>
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Real World Connections with Products: (Skills, Knowledge, Global Connections)

Create, describe, analyze, generate, sequence, compare, contrast, compose

Real World Applications: (Careers, Inventions, Innovations)

Graphic artist, sociologist, journalist, reporter

Real World Terms: (Vocabulary, Technical Vocabulary)

Events, illustration, audience, assignment, presentation, product, interview, community,

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 Relationships

Overarching Generalizations:

Change is necessary for growth.

Change is positive or negative.

More Complex Generalizations (Two or more concepts):

Relationships change over time.

Change within relationships may be positive or negative.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

How does change affect our lives?

What are relationships?

How do relationships change over time?

What factors bring about change within relationships?

Materials Needed for Task Rotation(s) Menu:

Books-

How My Family Lives in America by Susan Kuklin

When Jessie Came Across the Sea by Amy Hest

Israel by Donna Bailey

United States North Carolina by Rich Smith

**MetaCognitive Discussion
Related to the Prior Learning Experiences (Essential Questions)**

(Whole Group and/or Seminar)

Conceptual Perspectives:

1. What is change?
2. How can change be positive or negative?
3. What are relationships? Name some?
4. Does change affect relationships? How?

Gifted Intelligent Behaviors:

1. What does Thinking with Clarity and Precision mean?
2. What does Creating, Imagining, & Innovation mean?
3. How does Questioning and Posing Problems help someone?
4. What is Metacognition and how could it help someone?
5. How does using the Gifted Intelligent Behaviors affect change?
6. How does using the Gifted Intelligent Behaviors affect relationships?
7. Which GIBs helped you when working on your tasks? Explain how.

Literary Perspectives:

1. What were the main events in the book, *When Jessie Came Across the Sea*?
2. Why are some events in a book more important than others?
3. If Jessie had not moved to America, how do you think the events in the book would have been changed?
4. How is your life similar to Jessie's?
5. What is author's purpose? Discuss the different types of genre and the purpose of each.
6. Why do you think Amy Hest wrote, *When Jessie Came Across the Sea*?
7. What changes happened to Jessie in the book, *When Jessie Came Across the Sea*?
8. Which of these changes had the largest impact on Jessie's life?
9. Which GIBs helped Jessie cope with those changes?
10. Who were some of the characters in *When Jessie Came Across the Sea*? What was their relationship to Jessie?
11. Did the changes in the book, *When Jessie Came Across the Sea*, affect Jessie's relationship with the other characters in the book?

Social Studies Perspectives:

1. What are communities?
2. What are some of the relationships found in a community?
3. How do the relationships within a community affect someone?
4. Do relationships within a community change over time?
5. Who were some of the members of Jessie's community?
6. What was their relationship to Jessie?
7. How is your community different from Jessie's? How is it the same?

Student/Teacher Reflections:

Teacher Reflections:

1. Were the instructional objectives of the learning tasks met?
2. Did the students show an understanding of the concepts and the Gifted Intelligent Behaviors that were the focus of the tasks in the unit?
3. What evidence supports student understanding?
4. What changes would you make to the tasks in this unit? Why?
5. What skills did you have to teach in order for the students to be successful with the tasks?
6. What additional resources would assist in the teaching of the unit?
7. What observations were noted regarding student engagement during completion of tasks?

Student Reflections:

1. What did you learn about the concept(s) through the class discussions, group discussions and the tasks in the unit?
2. What did you learn about yourself as a learner while participating in class and group discussions and by completing the tasks in this unit?
3. Which activity did you most enjoy completing? Least enjoy? Why?
4. What is one goal you would like to focus on during the next nine weeks?
5. What suggestions do you have regarding the tasks?

Assessment Rubric

**Literature Selection:
Language Arts
Introduction Performance-Based Task
K-5**

All conceptual learning experiences 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>You are a graphic artist and your job is to sequence the events from the book, <i>Hannah is My Name</i>, in order in which they happened. Your role is to create illustrations that represent the major events on a graphic organizer. Under each illustration write two or three sentences describing the events in the illustration. Upon completion of your graphic organizer, analyze each event and generate complete sentences telling how the story would be changed if the event had not taken place. Your targeted audience will be your classmates and your teacher. Your illustrations need to be large enough to be seen from a distance. The graphic organizer should be in order to visually portray the sequence of events on the story. All sentences need to be legible and grammatically correct.</p> <p>GIB Questions: Which Gifted Intelligent Behaviors were used in completing this task? Which Gifted Intelligent Behavior needs further development?</p> <p>NCSCOS: 2.04, 2.06, 4.02, 4.03, 5.01, 5.02, 5.06, 5.08</p> <p style="text-align: center;">Multiple Intelligences: V* _L*_ _S*_ _M*_ _B*_ _P*_ _I*_ _N*_</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are a sociologist and your next assignment is to create a presentation comparing your life and community to Hannah’s life and community from the book, <i>Hannah is My Name</i>. You may consult and work with another sociologist in your group. You need to list the community members and their relationships to you in your community and the community members from the book, <i>Hannah is My Name</i>, and their relationships to Hannah. You need to analyze and describe the similarities and differences among the two communities. With your partner, brainstorm what could be the possible cause(s) for the similarities and differences and document them. You need to construct a display showing these similarities, differences, and possible causes and present them to the class. Your display should be legible, grammatically correct, organized and include at least five different community members from your community and five from Hannah’s community.</p> <p>GIB Questions: Which Gifted Intelligent Behaviors have you seen used by members of your community? Give examples of the how they were used.</p> <p>NCSCOS-ELA-3.01, 3.02, 3.05, 4.02, 4.03, 5.01, 5.02, 5.06, 5.07, 5.08 SS-2.02, 2.03</p> <p style="text-align: center;">Multiple Intelligences: V* _L*_ _S*_ _M*_ _B*_ _P*_ _I*_ _N*_</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>You are a journalist and your assignment is to compare and contrast Hannah’s life in China to her life in San Francisco. You are to use the books, <i>We Come From China</i> and <i>Hannah is My Name</i>. After organizing your findings on a graphic organizer, analyze your work and determine which change in her life affected her the most. Note this on your finished product and include your justification by answering the following questions: Which change in Hannah’s life had the most affect on Hannah’s life? What was the affect? Was that change positive or negative? Did it change the relationship with her family members? Your final product will be presented to the class and graded with a rubric.</p> <p>GIBs Questions: Which Gifted Intelligent Behaviors did Hannah use in coping with her move to San Francisco?</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are a newspaper reporter and have been assigned the task of interviewing Belle Yang, the author of <i>Hannah is My Name</i>. Working with a partner, you need to compose a set of interview regarding the following: author’s purpose, changes in her life since writing the book, and changes in her relationship with her family and community members. (Other topics may also be included.) After composing your interview questions, you need to generate answers to your questions. You may use the video clip, <i>My Name is Belle</i>, to help with producing answers for your questions. You and your partner will then role play the interview, with one student being Belle Yang and the other the interviewer. You will role play the interview for the class and will be graded using a rubric.</p> <p>GIBs Questions: Which GIBs assisted Belle in writing the</p>

<p>How did she use them? Which GIB helped her the most? Explain.</p> <p>NCSCOS-ELA-2.03, 3.02, 3.03, 5.01, 5.01, 5.05, 5.06, 5.07, 5.08, SS-2.02, 2.03</p> <p>Multiple Intelligences: V * L * S * M * B * P * I * N</p>	<p>book, Hannah is My Name? Explain how they helped her. Would the same GIBs be used by people in other careers? Explain.</p> <p>NCSCOS-ELA-2.04, 2.05, 2.08, 3.06, 4.02, 5.01, 5.02, 5.06, 5.07, 5.08 SS-2.02, 2.03, 3.01, 3.02, 3.03</p> <p>Multiple Intelligences: V * L * S * M * B * P * I * N</p>
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Real World Connections with Products: (Skills, Knowledge, Global Connections)

Create, sequence, analyze, list, describe, organize, compose, generate, produce, communicate, work cooperatively, construct, personal productivity, personal responsibility

Real World Applications: (Careers, Inventions, Innovations)

Graphic artist, sociologist, journalist, reporter, speaker,

Real World Terms: (Vocabulary, Technical Vocabulary)

Sequence, presentation, interview, community, illustration

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 Relationships

Overarching Generalizations:

Relationships change over time.

Change within relationships may be positive or negative.

More Complex Generalizations (Two or more concepts):

Relationships change over time.

Change within relationships may be positive or negative.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

How does change affect our lives?

What are relationships?

How do relationships change over time?

What factors bring about change within relationships?

Materials Needed for Task Rotation(s) Menu:

Paper, pencils, poster paper, markers, construction paper,

Books: *Hannah is My Name* by Belle Yang,

We Come From China by Julia Waterlow

Video clip: *My Name is Belle* at <http://www.youtube.com/watch?v=BrL-flbIIwo>

MetaCognitive Discussion

Related to the Prior Learning Experiences (Essential Questions)

(Whole Group and/or Seminar)

Conceptual Perspectives:

1. What is change?
2. How can change be positive or negative?
3. What are relationships? Name some?
4. Does change affect relationships? How?

Gifted Intelligent Behaviors:

1. What does Thinking with Clarity and Precision mean?
2. What does Creating, Imagining, & Innovation mean?
3. How does Questioning and Posing Problems help someone?
4. What is Metacognition and how could it help someone?
5. How does using the Gifted Intelligent Behaviors affect change?
6. How does using the Gifted Intelligent Behaviors affect relationships?
7. Which GIBs helped you when working on your tasks? Explain how.

Literary Perspectives:

1. What were the main events in the book, *Hannah is My Name*?
2. Why are some events in a book more important than others?
3. If Hannah's family had not moved to America, how do you think the events in the book would have been changed?
4. How is your life similar to Hannah's?
5. What is author's purpose? Discuss the different types of genre and the purpose of each.
6. Why do you think Belle Yang wrote, *Hannah is My Name*?
7. What changes happened to Hannah in the book, *Hannah is My Name*?
8. Which of these changes had the largest impact on Hannah's life?
9. Which GIBs helped Hannah cope with those changes?
10. Who were some of the characters in *Hannah is My Name*? What was their relationship to Hannah?
11. Did the changes in the book, *Hannah is My Name*, affect Hannah's relationship with the other characters in the book?

Social Studies Perspectives:

1. What are communities?
2. What are some of the relationships found in a community?
3. How do the relationships within a community affect someone?
4. Do relationships within a community change over time?
5. Who were some of the members of Hannah's community?
6. What was their relationship to Hannah?
7. How is your community different from Hannah's? How is it the same?

Student/Teacher Reflections:

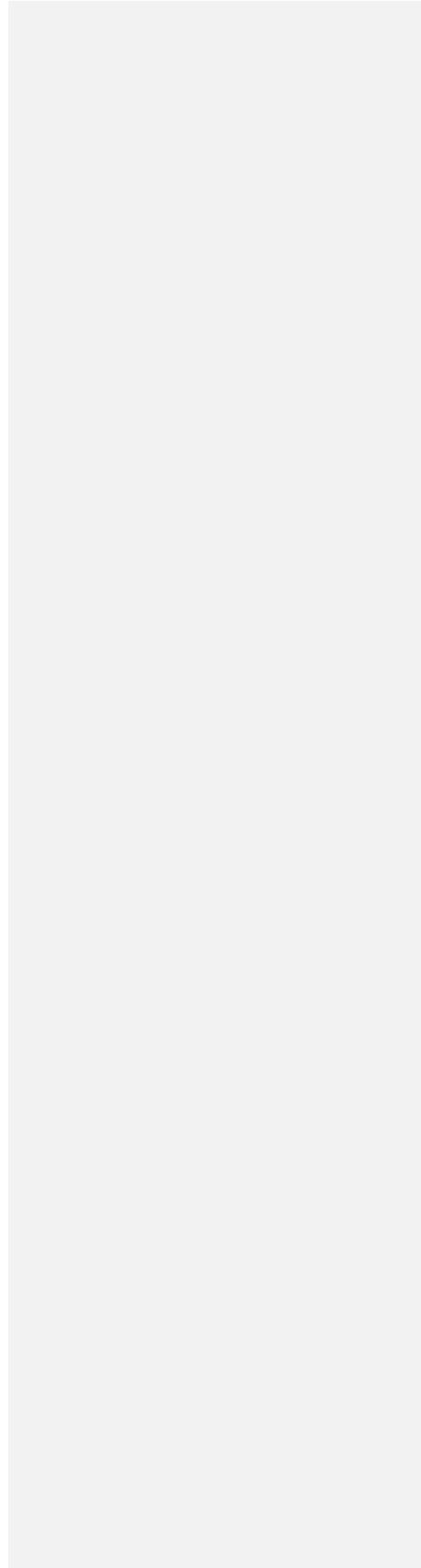
Teacher Reflections:

1. Were the instructional objectives of the learning tasks met?
2. Did the students show an understanding of the concepts and the Gifted Intelligent Behaviors that were the focus of the tasks in the unit?
3. What evidence supports student understanding?
4. What changes would you make to the tasks in this unit? Why?
5. What skills did you have to teach in order for the students to be successful with the tasks?
6. What additional resources would assist in the teaching of the unit?
7. What observations were noted regarding student engagement during completion of tasks?

Student Reflections:

1. What did you learn about the concept(s) through the class discussions, group discussions and the tasks in the unit?
2. What did you learn about yourself as a learner while participating in class and group discussions and by completing the tasks in this unit?
3. Which activity did you most enjoy completing? Least enjoy? Why?
4. What is one goal you would like to focus on during the next nine weeks?
5. What suggestions do you have regarding the tasks?

Assessment Rubric:



Additional Support Materials:

Favorite Read-Aloud(s):

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Internet Sites:

APPENDIX

A

Additional Instructional Concept-Based Activities