

**Enhancement Activities/Strategies for Gifted/High Ability Learners:
SS Gifted Learning Plan**

Big Idea/ Topic

Location, Location, Location...of Europe

Connecting Theme/Enduring Understanding:

Location: The student will understand that location affects a society's economy, culture, and development.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Essential Question:

Why does location matter?

Standard Alignment

SS6G6: Locate selected features in Europe.

- a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.
- b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

SS6G8: Explain environmental issues in Europe.

- a. Explain the causes and effects of acid rain in Germany.
- b. Explain the causes and effects of air pollution in the United Kingdom.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Information Processing Skills—1 (compare similarities and differences), 3 (Identify issues and/or problems and alternative solutions), 11 (Draw conclusions and make generalizations).

Map and Globe Skills—4 (Compare and contrast the categories of natural, cultural, and political features found on maps), 6 (Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 8 (Draw conclusions and make generalizations based on information from maps).

Advanced Research

Gathering of Evidence:

The Students will research why air quality in the UK has been steadily improving in the last few decades. They will explain what the UK has been doing to combat air pollution and how it has impacted the environment. Students will collect evidence to be shared in a presentation to the class. Students may choose from a variety of presentation formats and should include all the information collected from this and the following activities. The presentation must include source citations.

Communication

Working with partners/groups:

Students will work in groups of two or three to gather and evaluate evidence to be included in their presentation. Students will discuss how they will each demonstrate and share their learning to the class. Students will create 4 to 6 key questions they wish to have answered through their presentation and will determine if their evidence is strong enough to answer the questions. See Worksheet.

Critical Thinking and Critical Problem-Solving Skills

Thinking it through:

Students will examine a graph showing levels of air pollution in the UK over a 30-year period and will investigate the efforts the UK has made to improve its air quality. Students will address the following question: How does the UK's success with improving air quality impact its culture, economy, and development? Students will brainstorm the answer, and then research to determine the validity of their answer. Students will create a chart to record their brainstormed answer to the question and then determine validity of their answers.

Creative Thinking and Creative Problem-Solving Skills

Thinking outside the Box:

The students will create a Bill of Rights from the Air's point of view. What would the Air want humans to do to protect its pureness? Create 10 Rights and create a method of sharing these rights with the people.

*Bonus—Establish a penalty for not following the Air's Bill of Rights.
See Worksheet

Awareness of Self—Student’s Well-being

Taking Care of ME!

Identify some of the common items that cause air pollution in people’s homes. Research 3-5 inexpensive ways people can protect the air quality within their homes. Share in your presentation methods you use or plan to use to improve the air quality in your home.
See Worksheet

6th Grade SS Learning Plan Work Sheets

Advanced Research: Why has the air quality in the UK been steadily improving over the last few decades? Gather research that explains what they have been doing to combat air pollution and how it has impacted the environment.

Website	What they have been doing	How it has impacted the environment
1.		
2.		
3.		
4.		

Communication: Working with partners or in groups evaluate the evidence collected in Advanced Research. Create 4 to 6 questions that can be answered in your presentation and that are supported by the evidence you found in **Advanced Research**.

Consider the following for Question Development:

*Is each question open-ended? (Meaning does it allow for discussion and sharing of evidence to prove it? No--yes/no questions here).

Example—Good--How much has air quality improved in the UK? This leads to discussion.

Not as good--Has it improved? This is yes/no answer.

*Is each question thoroughly answered by your evidence? If not, do you need to do more research or is an answer not yet known?

*Has everyone in your group given input to the questions and the evidence that supports the answers?

*Think ahead. What questions might people ask about the future of air quality in the UK?

Question	Evidence for Answer
1.	
2.	
3.	
4.	

Critical Thinking and Critical Problem-Solving Skills: Exam the graphs in the websites provided to investigate the efforts the UK has made to improve air quality.

Consider the following question: ***How does the UK’s success with improving air quality impact its culture, economy, and development?***

Brainstorm your ideas on the Chart below, and then indicate if your brainstorm is a valid idea or not. This means find evidence from your research that proves or disproves your ideas about the answers to the question.

<p>My Ideas on Answering the question: How does the UK’s success with improving air quality impact its culture, economy, and development</p>	<p>Evidence</p>	<p>Is your idea valid? Yes/No</p>
<p>Sample Question Stem I think the UK’s culture is impacted by _____.</p>	<p>Sample Answer Stem This evidence shows I am right because _____.</p>	<p>Yes.</p>

Creative Thinking/Creative Problem-Solving Skills: Create a Bill of Rights from the Air's Point of View. What would the air want humans to do to protect its purity? Below is a copy of the *Bill of Rights*.

You do not have to be as fancy in the wording as these are, but you can use these to guide how you create the Air's Bill of Rights. (Of course, yours will be centered on preventing air pollution.) Do not forget you can earn bonus points for creating penalties form breaking the Bill of Rights. Consider the following:

Come up with 10 statements that show how the air thinks people should prevent pollution.

Worksheet

	Rights	Explanation	Penalty (Bonus)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Bill of Rights

Amendment 1: The Five Freedoms

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2: Right to Bear Arms

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment 3: No Quartering of Soldiers

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4: No Unreasonable Search and Seizure

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5: Rights for Accused

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6: Right to a Speedy Trial

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7: Trial by Jury

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment 8: No Cruel and Unusual Punishment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9: Rights Reserved to the People

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10: Rights Reserved to the States

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



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Awareness of Self-Student’s Well-Being: Identify some of the common items that cause air pollution in people’s homes. Research 3-5 inexpensive ways people can protect the air quality within their homes. Share in your presentation methods you use or plan to use to improve the air quality in your home.

	Common items that cause air pollution in the home.	Inexpensive ways people can protect the air quality within their homes.	Would you use this method? Explain your reasoning.
1	Source:		
2	Source:		
3	Source:		
4	Source:		
5	Source:		

6th Gifted Learning Plan Full Presentation Rubric

6 th GSS Presentation Rubric	3 Exceeds	2 Meets	1 Needs Improvement	
Gathering of Evidence	Research <i>effectively</i> shows evidence of why air quality in the UK has improved in the last few decades.	Research <i>adequately</i> shows evidence of why air quality in the UK has improved in the last few decades.	Research <i>somewhat</i> shows evidence of why air quality in the UK has improved in the last few decades.	
Communicating with partner/group to gather and evaluate evidence	Students create and discuss 4 to 6 key questions the presentation will answer. Students <i>effectively</i> work together with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>effectively</i> distribute how they will share their learning with the class.	Students create and discuss 3 key questions the presentation will answer. Students <i>adequately</i> work together with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>adequately</i> distribute how they will share their learning with the class.	Students will create and discuss 2 or fewer key questions the presentation will answer. Students <i>somewhat or do not</i> work together well with partners or in groups to verbally evaluate the evidence that answers those questions to be included in their presentation. Students <i>somewhat or do not</i> distribute how they will share their learning with the class.	
Critical Thinking/Problem Solving	Students present a T-Chart that <i>effectively demonstrates</i> how the UK's success with improving air quality impact its culture, economy, and development. Students share evidence that <i>effectively proves</i> the answers provided on the T-Chart.	Students present a T-Chart that <i>adequately demonstrates</i> how the UK's success with improving air quality impact its culture, economy, and/or development. Students share evidence that <i>adequately proves</i> the answers provided on the T-Chart.	Students present a T-Chart that <i>somewhat demonstrates</i> how the UK's success with improving air quality impact its culture, economy, and/or development. Students share evidence that <i>somewhat proves</i> the answers provided on the T-Chart.	
Creative Thinking and Problem-Solving	Students <i>effectively</i> create a Bill of Rights from the Air's point of view explaining what it wants humans to do to protect its pureness. The Bill <i>includes 10 Rights</i> and is <i>creatively</i> shared. Bonus: A Penalty is shared for not following the Air's Bill of Rights.	Students <i>adequately</i> create a Bill of Rights from the Air's point of view explaining what it wants humans to do to protect its pureness. The Bill <i>includes 10 Rights</i> and is <i>adequately</i> shared. Bonus: A Penalty is shared for not following the Air's Bill of Rights.	Students <i>somewhat</i> create a Bill of Rights from the Air's point of view explaining what it wants humans to do to protect its pureness. The Bill <i>includes 10 or fewer Rights</i> and is shared. Bonus: A Penalty is shared for not following the Air's Bill of Rights.	
Awareness of Self-Student's Well-Being	Students <i>effectively share 3 to 5</i> ways to inexpensively improve the air quality in their homes.	Students <i>adequately share 3 to 5</i> ways to inexpensively improve the air quality in their homes.	Students <i>somewhat or do not share at least 3</i> ways to inexpensively improve the air quality in their homes.	
Source Citations	Presentation includes <i>all</i> source citations	Presentation <i>includes</i> source citations	Presentation <i>does not include</i> source citations	
Presentation	Students <i>effectively</i> include all the following in a presentation: Evidence, questions and answers, T-Chart, Bill of Rights, Home Air Quality suggestions, and Source Citations.	Students <i>adequately</i> include all the following in a presentation: Evidence, questions and answers, T-Chart, Bill of Rights, Home Air Quality suggestions, and Source Citations.	Students <i>somewhat or do not</i> include all the following in a presentation: Evidence, questions and answers, T-Chart, Bill of Rights, Home Air Quality suggestions, and Source Citations.	

