



# **2-3 Choice Board**

## **Week 3**

# Famous Person/Event Choice Board: Thinking with *Depth & Complexity* \*

**Directions:** Choose a famous person or famous event to accompany the following activities or use the attached articles (Grade 2- *Sequoyah* & Grade 3- *Nancy Ward*). This choice board is meant to prompt conversations that can lead to deep thinking and problem-solving. It is suggested that you allow your child to choose one activity a day or complete them as you see fit. Set a goal with your child on how many sections to complete this week. Have fun digging deep with your child!

1

**Multiple Perspective:**

Imagine you are Nancy Ward thinking about Sequoyah AND/OR pretend you are Sequoyah thinking about Nancy Ward.

- What would Nancy Ward say about the life of Sequoyah? Write her thoughts on this graphic organizer.
- What would Sequoyah say about Nancy Ward? Write his thoughts on a second graphic organizer.
- Share your ideas with a member of your household.



2

**Unanswered Questions:**

After reading the article(s) or reading about your choice of famous person/event, what questions do you still have about him/her/it?

- Choose one or two questions and do research to find the answer
- Write a letter to someone about what you discovered
- Share your letter with a member of your family or mail to a friend



3

**Details:**  
Complete the Person Frame or the Event Frame on your chosen topic.



4

**Ethics:**

Ethics relates to right and wrong. Ethics refers to rules provided by external or outside sources.

- What rules did your famous person/event have to break in order to be successful?
- How did breaking those rules help or hurt him/her/it?
- Draw an illustration and label what had to happen



5

**Real World:**

What is a piece of information that you learned that you can connect to with either:

- Someone you know
- Another article you read
- Something that has happened to you
- Draw and explain that connection



6

**Big Idea:**

Think about the life of Nancy Ward or Sequoyah. What do you think is the MOST important thing they did? Why?

Dress up as Nancy Ward or as Sequoyah and share the important things they did with members of your family.

Consider making a video of you as Nancy Ward or Sequoyah that you can share with others not in your household.



7

**Trends:**

Compare the life of Nancy Ward to the life of Sequoyah.

- How are they alike and how are they different?
- Complete the Top Hat graphic organizer
- Draw an illustration to show how their two lives are alike.

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

**Top Hat Graphic Organizer**

Differences

1.	1.
2.	2.
3.	3.
4.	4.

Similarities

1.
2.



8

**Language of the Discipline:**

Go back through the article and find words or phrases you think are interesting or are important to the big idea.

- Create a symbol for each word or phrase
- Act out some of the words or phrases
- Play pictionary or charades with the words you chose



9

**Change Over Time:**

Teach someone about the famous person/event in your text. Include the following ideas and questions:

- Tell about the person/event
- How did the person/event make a difference
- Create a Google Slides or Powerpoint presentation
- Teach your lesson to a family member over the phone or by FaceTime



## More on Depth and Complexity

Combine Icons for Added Rigor! Increase Depth and Specificity!



Details from Different Perspectives



How Rules Have Changed Over Time



The Origin of a Word or Phrase

**These tools are powerful in isolation, but become even more powerful when combined with other critical thinking tools. In combination, these tools take understanding to an entirely new level. Combining the prompts provides students with the opportunity to explore things at a higher level.**

Check out: <http://envisiongifted.com/>

## Sequoyah

- **Occupation:** Metalworker and Linguist
- **Born:** c. 1770 near present day Knoxville, Tennessee
- **Died:** August 1843 in San Fernando, Mexico
- **Best known for:** Inventing the Cherokee Syllabary (alphabet)



### Where did Sequoyah grow up?

Sequoyah grew up as a member of the Cherokee people in eastern Tennessee. His father was a white man who Sequoyah never knew. He was raised by his Cherokee mother, Wuteh, who ran a trading post. Growing up, Sequoyah didn't go to school and only spoke Cherokee. He spent his time helping his mother by tending to the garden and working with the livestock.

### Becoming a Metalworker

At some point in Sequoyah's life he became lame and couldn't help much with farming or hunting. As a result, he taught himself how to work with metal. He made jewelry out of silver and tools out of iron. He spent much of his adult life working as a metalworker.

### Learning About Writing

As a metalworker, Sequoyah spent a fair amount of time working with white people. He learned that they had a way of communicating across distances called writing. They would draw symbols on paper that conveyed messages. Sequoyah decided that he would create a way to write down the Cherokee language. His friends and fellow Cherokee laughed at him and thought this was a silly idea.

### How to Write Cherokee

Sequoyah began to draw up a symbol for each word in the Cherokee language. He wrote them down on wooden slats. He spent a year doing nothing but making up new symbols. His neighbors thought he was crazy. Eventually, Sequoyah realized that there were too many symbols. This method of writing wasn't going to work. He tried to think of another way.

## **A Syllabary**

Sequoyah then began to make a symbol for each syllable in the Cherokee language. He created 85 characters that each represented a different syllable. A syllabary is a little different from an alphabet in that the characters typically represent the sound of a consonant followed by a vowel sound. For example, one symbol represented the sound "go" and another the sound "ga."

## **Convincing Others**

When Sequoyah told his fellow Cherokee what he had invented, they did not believe him. He didn't know what to do to convince them, so he taught his young daughter how to read using his new type of writing. He then held a meeting with some Cherokee leaders. With his daughter out of earshot, he asked each of the leaders to say a word which he wrote down. Then he had his daughter come into the meeting and read the words. The leaders were amazed.

Sequoyah continued to tell people about his writing. He began to teach adults how to read and write. Soon people all across the Cherokee nation were learning his new letters. They began to publish newspapers and books.

## **Later Life and Death**

Sequoyah spent most of his later life in Arkansas and Oklahoma where he worked as a blacksmith and taught people his syllabary. He also dreamed of seeing the reunification of the Cherokee Nation which had scattered across much of the country. He even traveled to Washington D.C. to negotiate a treaty regarding Indian Territory.

In 1843, Sequoyah died while traveling to meet up with some Cherokee bands in Mexico. The exact circumstances of his death are unknown.

## **Interesting Facts about Sequoyah**

- His English name was George Guess or George Gist.
- He called the paper that white men used to communicate "talking leaves."
- The Cherokee people awarded him with a silver medal for inventing the syllabary.
- There is a statue of Sequoyah in the U.S. Capitol in Washington, D.C.
- The cabin in Oklahoma where he lived later in life is now a U.S. National Historic Landmark.

# Nancy Ward



Nancy Ward was born as a member of the Cherokee tribe sometime around 1738, and at that time her name was Nan'yehi. As a young woman she took part in battles against other Native American tribes, and largely because of this she became a leader within the Cherokee nation. But she could also be a peacemaker, and at one point she spared the life of a captured white woman.

In an intertribal conflict known as the Battle of Taliwa, which took place in 1775, the Creeks fought the Cherokees. Ward assisted her warrior husband during the battle by "chewing his bullets." After her husband was mortally wounded, Ward reportedly took up his rifle and joined the fight. In recognition of her valor, the Cherokee Nation gave her the name "Ghihau," meaning Beloved Woman or Mother. The title made Ward a member of the tribal council of chiefs.



## Nancy Ward



Nancy Ward is buried in **Polk County**.

Still in her teens, the widowed mother of two children was also made the leader of the Women's Council of Clan Representatives. As a member of the tribal council of chiefs, she served as a peace negotiator and ambassador for the Cherokee people. Ward achieved a reputation as an un-flinching advocate of human rights and peace.

Later, as European settlers took over parts of Tennessee, she began to blend into the white world, and she became known as Nancy Ward. As an elderly lady she ran a hotel, or inn, in Polk County. Today there is a monument to her there.



**Directions:** Write the title of the text you are reading or the topic you are learning about. List the name of the character or person or thing you will be speaking as. Think about what this person or thing would say about the topic. Write as if you are this person or thing. THINK- What would I say? Be sure to use any new vocabulary you have learned.

**Text title or topic:**

\_\_\_\_\_

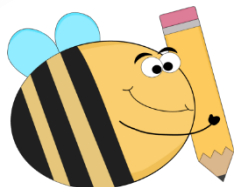


**Whose point of view?**

I am...  
\_\_\_\_\_



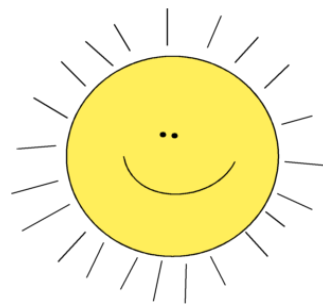
# Friendly Letter



Heading

Dear

Greeting

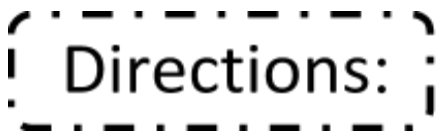


Body



Closing

Signature



## Content Frames - Advancing Strategy

The Content Frames are a basic outline that guides students to organize information as they identify the most significant content related to either an event, person, or topic. Each Content Frame is a series of sentence stems that challenges students to develop sentences that complete an idea. It also scaffolds thinking which may lead to a variety of responses that illustrate the depth of information and the relationship of ideas or concepts being studied.

### **Content Frames Included:**

- Topic Frame
- Event Frame
- Person Frame

### **Before the lesson:**

Before the students complete the Content Frames, they should have thoroughly studied a(n) event, person, or topic. The frames should be used after the text(s) have been read and discussed. Choose the Content Frame that applies to the focused content.

### **During the lesson:**

Modeling of the Content Frame is important to set expectations. Before the students begin working through the Frame discuss the relationship between each line of the frame. The students must not repeat any ideas on multiple lines. Each line must be a new fact or idea. Students can then complete the Frames independently or work in small groups/pairs.

### **After the lesson ideas:**

Once the students complete the frame, students can compare and contrast their answers whole group or in small groups. Have students discuss why they chose the answers they did for the specific lines.

### **Suggestions:**

- The information could be used to write a summary of the topic or create a presentation on the topic.
- Content Frames can be used as a culminating task after a researching a topic.

**\*\*\*Adapted From: Kingore, Bertie. (2013). Just What I Need!**

## Topic Frame

TOPIC: \_\_\_\_\_

A significant point about this topic is \_\_\_\_\_

\_\_\_\_\_

Another important idea is \_\_\_\_\_

\_\_\_\_\_

Something interesting is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

Two key factors to remember are \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

An important person or place related to this topic is \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

Three words to remember about this topic are \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

\_\_\_\_\_

I relate this topic to \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

In my opinion, \_\_\_\_\_

\_\_\_\_\_

## Event Frame

EVENT: \_\_\_\_\_

This event occurred \_\_\_\_\_

during \_\_\_\_\_

The issue was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The most significant thing about this event is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

The second most significant thing is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

A person or place crucial in this event was \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

The problem was resolved when \_\_\_\_\_

\_\_\_\_\_

If I had been involved in this event, \_\_\_\_\_

\_\_\_\_\_

In my opinion, \_\_\_\_\_

\_\_\_\_\_

## *Person Frame*

PERSON: \_\_\_\_\_

The most significant thing about this person is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This person affected \_\_\_\_\_  
because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Three main traits of this person are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_

These traits enabled this person to \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

An important person or place in this person's life is \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Five words that best summarize this person are \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If I could interview this person, I would ask \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

In my opinion, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Content Frames

## NOTES

### PURPOSES

- To increase students' active involvement in content review and summarization
- To serve as springboards for discussing information related to a topic of study
- To enable teachers to encourage and assess students' depth and complexity of information
- To engage visual learners

### GRADE LEVELS: 2 - 12

### DESCRIPTION

Content Frames provide a basic outline that guides students' organization of information as they reconstruct the most significant content related to an event, person, or topic. Effectively used, these frames illustrate the depth of information and the relationship of the ideas or concepts under consideration.

A Content Frame is a series of sentence stems challenging students to write sentences that complete each idea. While the frames appear to be simple, they invite diverse responses and can reveal multiple layers of understanding. Like the Bio, they are not meant to encourage a fill-in-the-blank mentality. Rather, Content Frames are intended to be scaffolds for thinking that allow the responses to be as varied as the students who write them.

Initially, introduce the process of using Content Frames as a teacher-directed activity. Specifically, students need assistance and practice in learning how to identify the important pieces of information and the relationships among the facts. Deciding what information is important and how to organize the data is a vital process that requires active involvement, increases learning, and helps students construct meaning. After successful learning experiences, students can use and complete Content Frames without direct teacher instruction.

Several applications are possible.

- Complete a frame with teacher direction as a group consensus activity.
- A small group of students work together completing the frames to generate discussions about the event, person, or topic. When complete, different groups compare and contrast their results.

**Event Frame**

EVENT: First man landing on the moon

This event occurred on July 20, 1969  
 during the Cold War space race  
 The issue was prestige and power. The US feared that the Soviet Union would dominate the Earth from space.

The most significant thing about this event is that man could actually land on the moon  
 because the required technological advancements and expenses seemed insurmountable  
 The second most significant thing is the information scientists learned about the moon  
 because of the moon rock samples

A person or place crucial in this event was Neil Armstrong  
 because he took the first step on the moon and said: "That's one small step for man, one giant leap for mankind"  
 The problem was resolved when Apollo 11 and the astronauts safely returned home and the US celebrated its success  
 If I had been involved in this event, I would want to be the scientist who planned the after-launch procedures  
 In my opinion, this event illustrates man's ability to overcome complex issues when there is a need for change

- Students complete the frames individually to demonstrate their depth of content knowledge and comprehension.

**NOTES**

**STUDENTS AS PRODUCERS**

Challenge able students to build upon the provided Content Frames and construct their own original frames that focus on specific attributes.

Encourage students sharing oral presentations or research to construct frames to use as a group closure activity.

**Person Frame**

PERSON: Waterhouse Hawkins

The most significant thing about this person is that he built the first life-sized model of a dinosaur for people to see.

This person affected paleontology  
 because he caused people and scientists to get more interested in dinosaurs

Three main traits of this person are creative, determined, and brave  
 These traits enabled this person to make a life-sized model of an Iguanodon even though he was wrong about how it really looked

An important person or place in this person's life is Sydenham Park in London because his model and several others are still there

Five words that best summarize this person are sculptor, curiosity, imagination, creator, and risk-taker  
 If I could interview this person, I would ask what he said to those people to get them to eat dinner inside a dinosaur

In my opinion, Mr. Hawkins helped all of us have a chance to learn about dinosaurs

**Topic Frame**

TOPIC: Rain forests

A significant point about this topic is that rain forests include some of the most precious natural resources on Earth

Another important idea is that 50% of the world's medicines are made from plants that only grow in the rain forests

Something interesting is the animals that live there  
 because many grow so big. Some bats have wingspans of 5.5 feet, and anacondas weigh over 500 pounds.

Two key factors to remember are that the forest gets at least 80 inches of rain a year and only 1% of the sunlight gets through to the forest floor

An important <sup>important people</sup> person or place related to this topic is are the indigenous people because the forest has been their natural home for centuries

Three words to remember about this topic are life-providing, vital, and endangered

I relate this topic to responsibility  
 because we are responsible for protecting the Earth for the future

In my opinion, the rain forest is the most interesting biome



Name \_\_\_\_\_

Date \_\_\_\_\_



# Top Hat Graphic Organizer

## Differences

<hr/>	<hr/>
1.	1.
2.	2.
3.	3.
4.	4.

## Similarities

1.
2.