

## Extending Universal Themes & Generalizations

Marcie Griffith  
mgriffith@gggusd.us

OCC GATE

*Tapping Into the Gifted Mind*

October 2017

---

---

---

---

---

---

---

### GATE Standards

Acceleration	Depth	Complexity	Novelty
Acceleration of thinking and knowing involves differentiating the core curriculum to provide challenge and opportunities <i>above and beyond the core content.</i>	Depth refers to approaching or studying the core curriculum in <i>various thinking patterns</i> (complex to simple, parts to whole, abstract to complex) in order to pursue the topic in greater detail with a greater degree of understanding.	Complexity involves moving beyond a surface level understanding, from an analysis of what is intended to what is inferential. Differentiation using complexity involves <i>extending the content to the study of</i> issues, topics, <i>and themes.</i>	Novelty provides inquiry and exploration into the core curriculum that provides students with opportunities to create new, original, and/or reorganized knowledge structures.




---

---

---

---

---

---

---

### What is a Universal Theme?

- An organizing idea/concept



**Change**

**Conflict**

**Patterns**

**Power**

**Order vs CHAOS**

**Relationships**

**Systems**

---

---

---

---

---

---

---

### What is a Universal Theme?

- A conceptual lens that allows one to look at a topic from a different perspective



**Change**

Systems

Order vs CHAOS

**Conflict**

*Power*

*Relationships*




---

---

---

---

---

---

---

---

### Universal Themes

- Transcend time & place



**Change**

Systems

Order vs CHAOS

*Power*

**Conflict**

*Relationships*




---

---

---

---

---

---

---

---

### Universal Themes

- Transcend time & place



**Change**

Systems

Order vs CHAOS

*Power*

**Conflict**

*Relationships*



# Universal

---

---

---

---

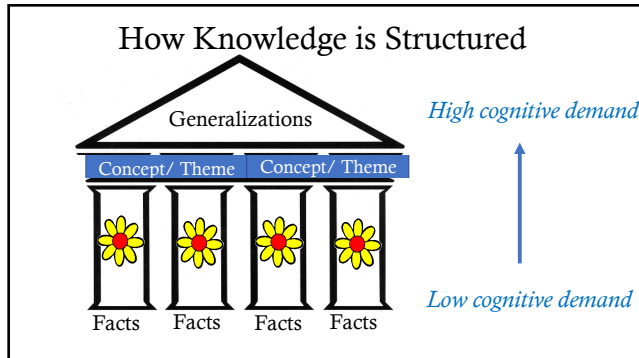
---

---

---

---






---

---

---

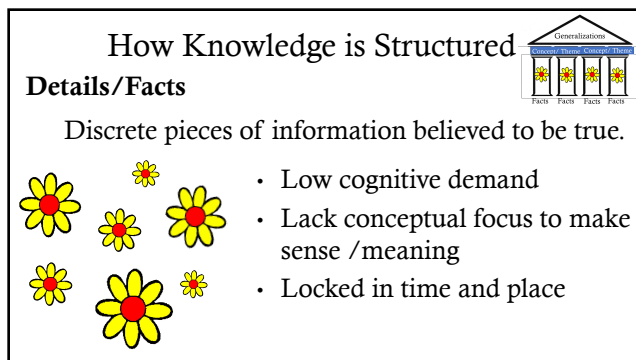
---

---

---

---

---




---

---

---

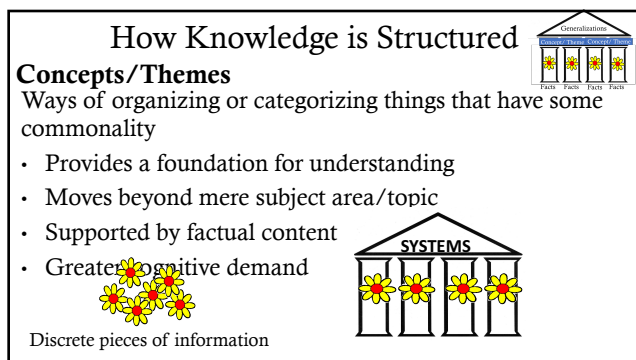
---

---

---

---

---




---

---

---

---

---

---

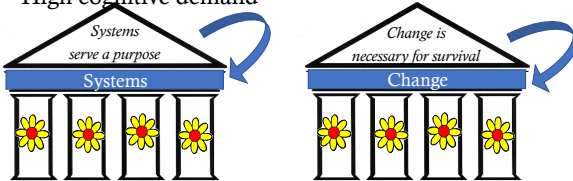
---

---

**How Knowledge is Structured**

**Generalizations**  
 Ideas and deeper understandings that give meaning to a concept

- Overarching statements
- High cognitive demand




---

---

---

---

---

---


---

---

How is using a Universal Theme different from traditional thematic instruction?

**Traditional Thematic Instruction**

- Teacher develops a theme
- Students only required to know content and how it is related




---

---

---

---

---

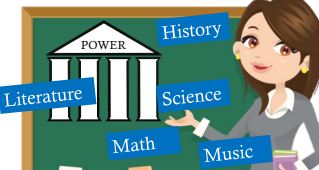
---

---

---

**Interdisciplinary Thematic Instruction**

- Students given a **universal theme**
  - and what appear to **disparate** parts
- They **must apply knowledge** to make connections




---

---

---

---

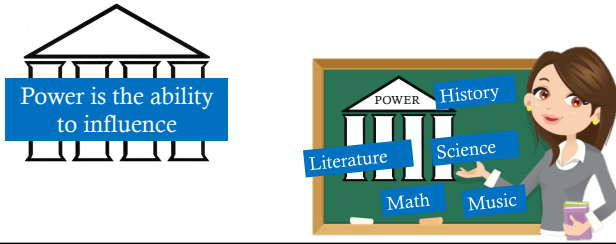
---

---

---

---

- Often, this requires students to **begin with the complex** and work backward to connect to the simple concept.




---

---

---

---

---

---

---



### Why Integrate Universal Themes?

- Bring focus to learning across subject areas
- Provides scaffold for organizing information
- Allows students to delve more deeply into a topic
- Demands critical and creative thinking
- Trains students to ask sophisticated questions
- Advances understanding of core curriculum
- Prompts discussion

---

---

---

---

---

---

---



### Structure for Integrating Universal Themes/Concepts

- Begin with a Clear Understanding
  - Introduce & define theme
- Apply to new learning
- Prove with evidence: "What evidence did we find that proves...?"

---

---

---

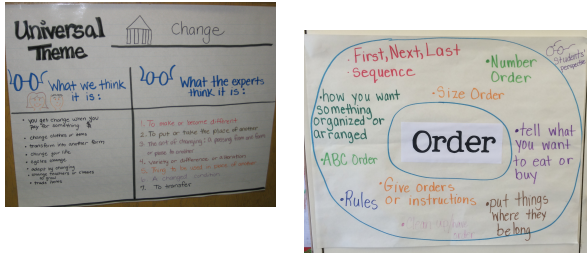
---

---

---

---

## Introduce & Define the Theme



PRIOR KNOWLEDGE CHECK

---

---

---

---

---

---

---

---

## Students Prove Theme

*Designate a place where evidence of the universal concept may be placed or found in the classroom.*



Prominent Place

---

---

---

---

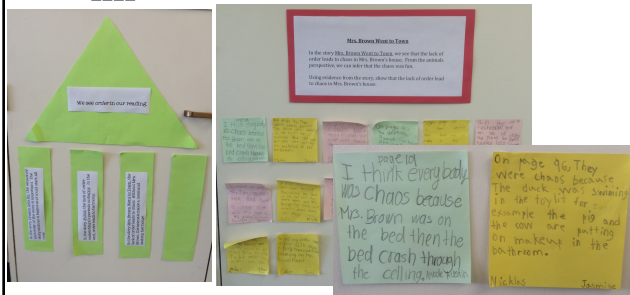
---

---

---

---

## Students Prove Theme




---

---

---

---

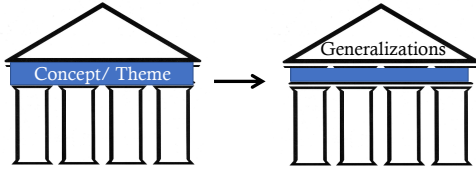
---

---

---

---

Once students have a good understanding of the theme, move on to generalizations



*A generalization is a statement built on a universal theme and can be proven to be true most of the time. Just like universal themes, these transcend time and place and can be applied across academic disciplines.*

---

---

---

---

---

---

---

---

**Change**

- Change generates additional change
- Change can be either positive or negative
- Change is inevitable
- Change is necessary for growth
- Change can be evolutionary or revolutionary

**Conflict**

- Conflict is composed of opposing forces
- Conflict creates change.
- Conflict may be natural or human-made
- Conflict can be helpful or harmful.
- Conflict may be intentional or unintentional
- Conflict may allow for synthesis and change

**3. Exploration**

- Exploration requires recognizing purpose and responding to it
- Exploration confronts "the unknown"
- Exploration may result in "new findings or the confirmation of old"

**4. Force**

- Force attracts, hold or repels
- Force influences or changes
- Force and inertia are co-dependent
- Force may be countered with equal or greater force

**5. Patterns**

- Patterns have segments that are repeated
- Patterns allow for prediction
- Patterns can be ordered internally or externally
- Patterns are enablers

**6. Order vs Chaos**

- Order may be natural or constructed
- Order has a purpose
- Order may allow for prediction
- Order is a form of communication
- Order may have repeated patterns
- Order and chaos are reciprocals
- Order leads to chaos and chaos leads to order

---

---

---

---

---

---

---

---

Making Generalizations	How might this generalization be applied?
<b>Relationships</b> _____ leads to progress	
<b>Order</b> _____ <u>can be influenced by time and place</u>	<i>Relationships can be influenced by time and place</i>
<b>Patterns</b> _____ changes over time	
<b>Structure</b> _____ <u>is everywhere</u>	<i>Conflict is everywhere</i>
<b>Adaptation</b> _____ leads to harmony	
<b>Change</b> _____ follows an order or arrangement	
<b>Systems</b> _____ is natural or imposed	
<b>Conflict</b> _____ produces growth	<i>What others might we create?</i>
<b>Power</b> _____ is necessary for survival	

---

---

---


---

---

---

---

---



## Structure for Integrating Generalizations

**III** *Parallels structure for integrating theme*

- Introduce generalization
- Clarify language
- Apply to new learning
- Prove with evidence: “What evidence did we find that supports the generalization...?”

---

---

---

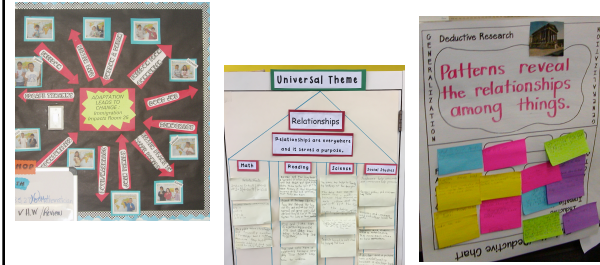
---

---

---

---

## Create and Prove Generalizations



---

---

---


---


---

---

---

## Extending Universal Themes Throughout the Year



Think Thematically  
Across Content Areas   
Essential Questions and Understandings  
Combine Themes

---

---

---

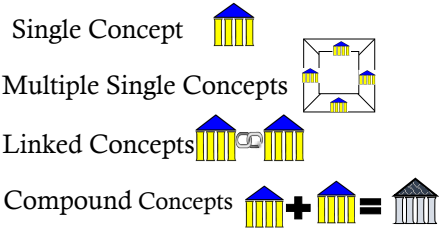
---

---

---

---

### Universal Themes Essential Questions and Understandings




---

---

---

---

---

---

---

---

### Think Thematically

*What do I understand about power?*

Powerlessness

*What is power?*

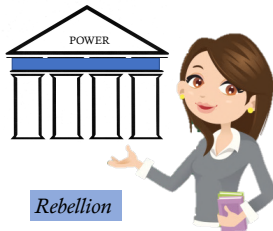
Authority

*Who has power?*

*How did they get power?*

*How do they keep power?*

*Where does the power originate?*




---

---

---

---

---

---

---

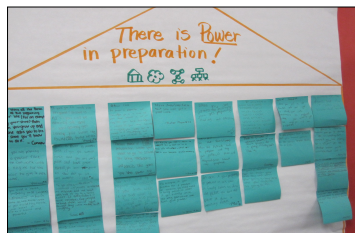
---



### Single Universal Theme- Power

*There is Power in preparation*

- School success
- Sports
- Home
- Emergencies




---

---

---

---

---

---

---

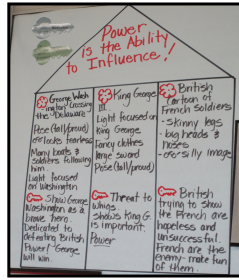
---



## Single Universal Theme- Power

*Power is the ability to influence!*

- Current Events
- History
- Social-emotional
- Literature
- Math (statistics, etc.)




---

---

---

---

---

---

---

---

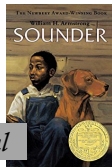
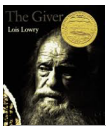
## Essential Questions and Understandings



## Single Universal Theme- Power

*How does the lesson in the story help us understand **power**?*

*What does this story tell us about **power**?*



*Power is the ability to influence*

*Power can be helpful or harmful*

---

---

---

---

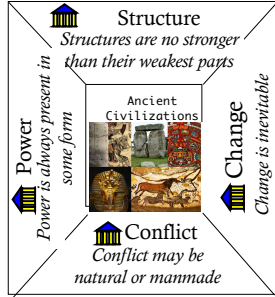
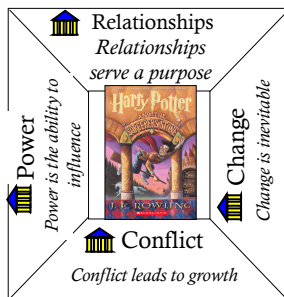
---

---

---

---

## Multiple Single Concepts




---

---

---

---

---

---

---

---



## Think Thematically

*What do I understand about relationships?*

- *Beyond human relationships*

*What types of relationships exist?*

*How are relationships formed?*

*How are relationships maintained?*

*What factors impact relationships?*




---

---

---

---

---

---

---

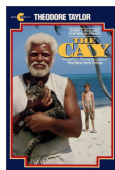
---



## Single Universal Theme-Relationships

*What does this story tell us about*

***Relationships?***




---

---

---

---

---

---

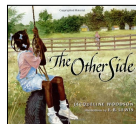
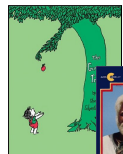
---

---



## Single Universal Theme-Relationships

### **Relationships May be Influenced by Time and Place**



*Use evidence from the story to prove relationships are influenced by time and place.*

---

---

---

---

---

---

---

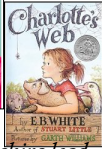
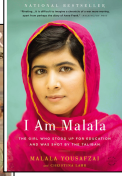
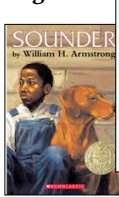
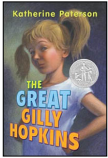
---



## Single Universal Theme-Relationships

### Relationships Lead to Progress

*How did the relationships in this story lead to progress?*



*Use evidence from the text to prove relationships lead to progress.*

---

---

---

---

---

---

---

---



## Single Universal Theme-Relationships

*What does this period in time tell us about **Relationships**?*



RELATIONSHIPS



POWER

*What does this period in time reveal about **Power**?*

---

---

---

---

---

---

---

---

*How do **Relationships** Lead to **Power**?*

*Unequal **Power** in **Relationships** May Result in Unintended Consequences*



RELATIONSHIPS  
POWER




---

---

---

---

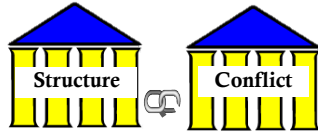
---

---

---

---

## Linked Concepts




---

---

---

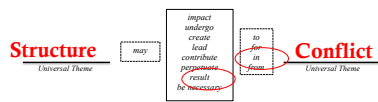
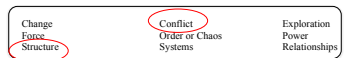
---

---

---

---

## Combining Universal Themes



**Structure may result in conflict.**

---

---

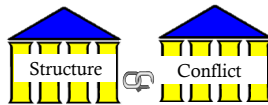
---

---

---

---

---



*Structure may create Conflict*

*Scientific Theories   Governments   Laws   Literature*




---

---

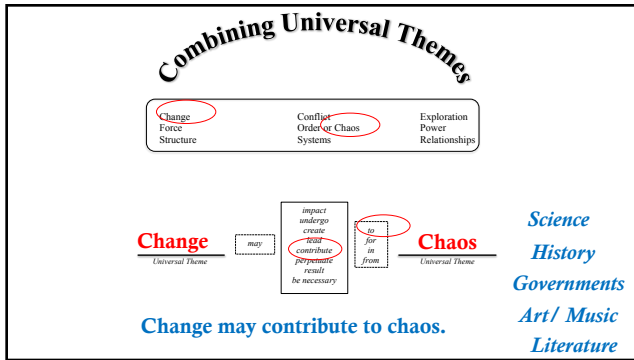
---

---

---

---

---




---

---

---

---

---

---

---

---

How does the story help us understand how *Conflict* contributes to *Relationships*?

---

---

---

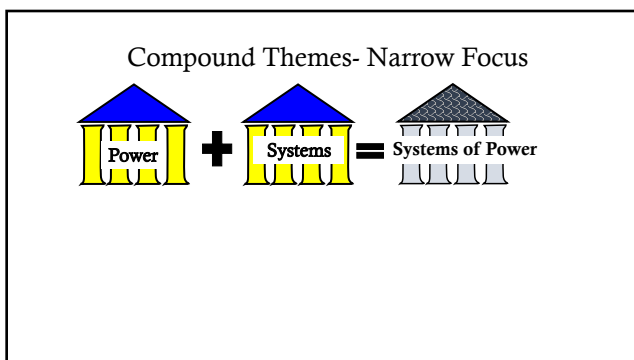
---

---

---

---

---




---

---

---

---

---

---

---

---

### Systems of Power



#### TOPIC

Energy Generation  
Hierarchical Relationships  
Government  
Economic Systems  
Colonization

#### PROMPT/ QUESTION

How are *Systems* of *Power* created?  
How are *Systems* of *Power* destroyed?  
How might *Systems* of *Power* be influenced  
by time and place?  
Explain how *Systems* of *Power* are necessary  
for survival

---

---

---

---

---

---

---

### Ordered Relationships



Ordered Pairs of Numbers  
Families  
Communities  
Hierarchical  
Maps  
Social Order  
Periodic Table

How are relationships ordered?  
Ordered relationships provide structure for  
understanding.  
Explain how ordered relationships can  
be helpful or harmful.  
How might ordered relationships lead to  
progress?

---

---

---

---

---

---

---

### Power of Change



#### TOPIC

- Social Change  
(demographic shift in leadership)
- Personal Change
- World Power
- Economic Change
- Colonization

#### PROMPT/ QUESTION

How might *Power* lead to *Change*?  
How are *Systems* of *Power* destroyed?

---

---

---

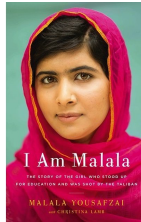
---

---

---

---

What is the **Power** of resistance to promote **Change**?



What does her life story tell us about the **Power** of **Change**?

---

---

---

---

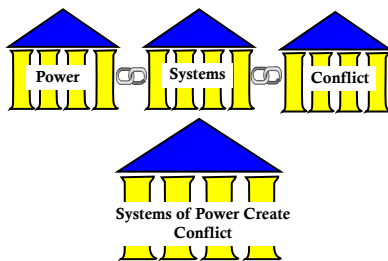
---

---

---

---

Linking Concepts- Generalization




---

---

---

---

---

---

---

---

### Systems of Power Create Conflict

What historical evidence proves that systems of power created conflict during \_\_\_\_\_?

#### **HISTORY**

**Gold Rush**

Ancient Civilizations

**American Revolution**

Westward Expansion

**Spanish Missions**

---

---

---

---

---

---

---

---

How might your understanding of  
universal themes and generalizations  
influence your teaching?

---

---

---

---

---

---

---

Unanswered Questions

???

 **Envision Gifted!**  
*Differentiation for Gifted & Talented Learners*  
[www.envisiongifted.com](http://www.envisiongifted.com)

---

---

---

---

---

---

---