

**Facing Slavery Unit Plan**

**Fifth Grade Social Studies**

**Timmie Lowery**

**Student Number: 800700227**

**Special Education: General Curriculum**

**Special Education Instructional Unit Plan**

**SPED 5279 Content Area Instruction for Students with Special Needs**

**Spring 2012**

## Table of Contents

### Introductory Information

General Information .....	page 3
Student Population Table.....	page 3

### Broad Goals and Rationale

Summary and Narrative Statement.....	page 4
Rationale Statement.....	pages 5-6
SMARTER Planning Summary.....	pages 6-7
Unit Organizer Routine.....	pages 8-9

### Content Analysis

Content Standards Table.....	pages 10-11
Summary of the Scope of the Unit Content.....	pages 11-12
Summary of Cultural Responsiveness.....	pages 12-13
Content Integration.....	pages 13-15

<b>Assessment Methods</b> .....	pages 15-18
---------------------------------	-------------

### Instructional Strategies and Activities

Overview of Instructional Strategies and Routines.....	pages 19-20
Universal Design for Learning.....	pages 20-21
Collaborative Instruction.....	pages 21-22
Co-Teaching Lesson Plan Book.....	pages 22-29

<b>Technology Integration</b> .....	pages 30-31
-------------------------------------	-------------

### Daily Lesson Plans

Lesson Plan 02/09/2012.....	pages 32-33
Lesson Plan 02/10/2012.....	pages 34-36
Lesson Plan 02/13/2012.....	pages 37-38
Lesson Plan 02/14/2012.....	pages 39-40
Lesson Plan 02/15/2012 .....	pages 41-42

<b>Lesson Organizer (Both versions) &amp; Other Relevant Material</b> .....	pages 43-45
---	-------------

<b>Summary/Reflection</b> .....	page 46-47
---------------------------------	------------

<b>References</b> .....	page 48
-------------------------	---------

**Introduction and Overview**

**General Information**

1. Unit Title
  - i. Facing Slavery
2. Subject/Unit Topic
  - i. Slavery and Life in the Colonies
3. Course Content
  - i. Social Studies
4. Grade Level
  - i. Fifth Grade
5. Type of Placement and Length of Class Time
  - i. Clinical Placement; 45 minute class
6. Length of Time to complete the Unit Plan
  - i. Instruction from the Unit Plan began on February 9, 2012 and ended on March 9, 2012. Students received instruction Monday through Friday.

<b>Contextual/ Environmental Factors</b>	<b>Source of Information</b>	<b>Implications for Instruction and Assessment</b>
Inner City School, school population of 630 students, 78% free lunch, Title I funding. Small population is Mckenney-Vinto (Homeless).	Classroom Teacher Parent Advocate	Be aware that student resources are limited, racially-mixed audience; be sensitive to the comfort level of all students.
Three students receive Special Education Services; one is high functioning Autistic, two have Specific Learning Disabilities.	Classroom Teacher	Utilize Positive Behavior Intervention Plan if necessary, differentiate instruction, and modify assignments and testing accommodations.
Two are At-Risk	Classroom Teacher	Implement learning adaptations and strategies to enhance learning.
The class requires constant redirection and repeated instructions to staying on task	Classroom Teacher	Implement Positive Behavior Intervention plan and Reward System.

## Broad Goals and Rationale

### Summary and Narrative Statement

The **big idea** or main learning theme of this unit is for students to comprehend and express how fear and mistrust lead Kings and leaders of West African tribes into the dilemma of trading humans for goods with Europeans. Included in that body of knowledge is the middle passage and slave life within the colonies, and the impact it has on modern society racially, socially, economically, and politically. After learning the information presented in this unit, students will have an informed understanding of the West African Slave Trade, middle passage, and colonial life as a slave and how it impacts modern society.

The **essential questions** that will lead students through this unit of instruction are listed below:

1. What was the purpose of Slavery?
2. Which countries were involved in the West African slave trade?
3. What were some differences among the West African tribes?
4. What Influenced tribal leaders to participate in the slave trade?
5. What was the middle passage?
6. What was colonial life like for a slave?
7. What problems did slaves face?
8. How did slaves retain their traditions?
9. What choices did slaves have to confront?
10. How could slaves gain their freedom?

The **learning objectives** for this unit are the following:

1. Students will examine the movement of people from West Africa to the early colonies of North America.
2. Students will be able to explain the similarities and differences among West African tribes.
3. Students will be able to explain the middle passage.
4. Students will be able to compare and contrast differences among the three colonial regions.
5. Students will be able to analyze the role of economics in the institution of slavery.
6. Students will be able to explain the role of a slave in colonial America.
7. Students will be able to explain the ways in which slaves held on to their customs and traditions.
8. Students will be able to explain the ways that a slave may gain freedom.
9. Students will be able to analyze the impact of the West African slave trade on modern American society.

### **Rationale Statement**

This unit is being taught because it is a requirement for the North Carolina Standard Course of Study for Social Studies. The North Carolina Standard Course of Study Elementary Social Studies curriculum requires that students are taught to analyze the past movements of people, goods, and ideas in North and Central America and compare it to movement in modern society. In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.

**SMARTER planning summary**

The **Smarter planning process** (Lenz, Deshler, & Kissam, 2004) includes the following seven steps:

S- Shape the critical questions

M- Map the critical content

A- Analyze for learning difficulties

R- Reach enhancement decisions

T- Teach Strategically

E- Evaluate Mastery

R- Revisit Outcomes

According to Lenz et al., the Smarter planning process can be used to enhance student learning through incorporating inclusive strategies and differentiated instruction into unit content planning. The program recognizes the need to follow state mandated guidelines regarding learning objectives, but at the same time focus on critically important chunks of knowledge that all students are expected to know. After teachers set the specific goals they expect students to master, the teacher must then determine the path in which the students will follow in order to reach the desired results. Through critical questioning and content mapping techniques teachers are able to deliver instruction with laser-like precision on critical content that all students, regardless of learning diversity, should be able to show mastery over. The design of the curriculum is modeled after a pie with slices representing units in any course. At the center of the pie is where the high stakes knowledge is located. As the slice broadens out, the information that most students will learn becomes evident and then finally towards the edge of the slice is where the course knowledge that only some students will master is located. High importance is

given to the area in the narrowest portion of the slice where the critical ideas and content exist.

The critical content information is necessary for understanding all the other strands of knowledge related to the unit. (Lenz et al, 2004)

### **Unit Organizer Routine**

See pages 8 and 9 for the **Unit Organizer** and the **Expanded Unit Map**.

Unit Organizer

Name: Tim Lowery

Date: 02/09/12

**BIGGER PICTURE**

		The Formation of the Colonies			
Last Unit		Current Unit		Next Unit	
Comparing the Colonies		<b>Facing Slavery</b>		Life in Colonial Williamsburg	
2/9 Small Group reading pgs. 99-103		<p>Unit Map</p> <p>deals with</p>			
2/10 Quiz					
2/13 Small Group reading pgs. 104-107					
2/14 Quiz					
2/15 Project due					
2/16 Small Group reading pgs. 108-111					
2/17 Review for Test					
2/20 Review for Test					
2/21 Unit Test					
Unit	1. Who was involved in the slave trade?	Compare & Contrast		Unit	
Self-test Questions	2. How were West Africans alike and different?	Cause & Effect		Relationships	
	3. What was the Middle Passage?	Making Inferences			
	4. What problems did slaves face?				

Name: Tim Lowery

Date: 02/15/2012



**Content Standards Table**

<b>Project Learning Goals</b>	<b>NCSCOS Competency Goals and Objectives</b>
Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.	Fifth Grade Social Studies Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America. 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today. 3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
Students will be able to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.	Fifth Grade Social Studies Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America. 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.
Students will be able to describe the Middle Passage.	Fifth Grade Social Studies Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America. 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.
Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.	Fifth Grade Social Studies Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America. 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today. 3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

<p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>	<p>Fifth Grade Social Studies Competency Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.</p> <p>1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p> <p>3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.</p> <p>3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p>
--	--

### **Summary of the Scope of the Unit Content**

The unit focuses on slavery and life during the early colonial period. The region that is primarily observed is the southern colonial region because of its' huge dependence on slaves to operate its' agricultural economy. The unit explains attempts to explain the dilemmas West African tribal leaders encountered which lead them into dealings with European traders, the Middle Passage and the institution of slavery in the United States beginning in the colonial era. Students must first understand the differences among the colonial regions and then recognize the impact of the interactions between early explorers and the Native Americans. In addition, students need to be aware of the factors that led European explorers to America in the first place; the search for a route to Asia to procure spices, silks, and gold.

This unit connects to the Social Studies curriculum on many levels. The unit serves as a bridge in the development continuum regarding the history of the United States of America. This unit signals the beginning of a more complicated society in regards to creation of the United States of America. The unit also introduces America as a country where Capitalism is beginning to form and social hierarchies are starting to take shape. It exposes students to the broader topics of World Geography, European History, Citizenship and Economics. Students are made

aware of the historical underpinnings that currently shape our present society. Students are able to analyze from an objective view point all the different aspects of slavery in the colonies. Upon the completion of this unit students will be able discern the actual events, dilemmas, aspects, and effects of the West African slave trade and understand the impact that this institution currently has on present day society. By learning this strand of knowledge students will be empowered to make informed decisions in their lives. The unit does in fact meet the goals for an effective Social Studies curriculum.

### **Summary of Cultural Responsiveness**

The concept of Cultural Responsiveness is present in this instructional setting. The classroom setting that the instruction will be delivered is an inclusion classroom. Assignments are modified and differentiated at the small group level. Students will use various methods to demonstrate understanding and students will work on collaboration with peer-supported study groups. The topic of slavery in the United States can be a sensitive topic to cover; instruction will be presented on an objective level rather than a subjective level in order for all students regardless of gender, race, or ethnicity to feel comfortable learning the content. Students will learn about the impact the slave trade had upon not just Africans, but Europeans and Native Americans as well. Students will also recognize the contributions of all ethnic groups involved in the forming of this country. Students will be able to culminate the experience by working on an individual project “Requesting Freedom” from a plantation owner in the form of a letter.

**Global Awareness** is promoted in this unit by the use of maps, globes, and instructional videos. All of the mentioned tools will be utilized to promote literacy in Geography of the Americas and other countries including Africa, Europe, and Asia. Students will be exposed to the different customs of people from West Africa, Native America, and Asia. Students will also learn why

exploration was so important to the Europeans and why they were in need of a sea route to Asia.

A field trip to the **Harvey B Gantt center for African American Art and Culture** will enhance students understanding of topics of the unit. The concepts of global awareness and cultural responsiveness will be heavily embedded in the all instructional lessons.

### **Content Integration**

<b>Subject</b>	<b>Connection to other Content Area</b>
Social Studies	Language Arts
Social Studies	Information Technology
Social Studies	Mathematics
Social Studies	Music

Content integration with this unit will be achieved by incorporating the other disciplines of Language Arts, Information Technology, Mathematics and Music. **Language Arts** is incorporated in some manner in all instructional content. Students have to learn how to read and write fluently in order to be successful in other classes. Students will have the opportunity to read in small cooperative reading groups during a lengthy period of their independent learning time. Students must learn the proper mechanics of writing including correct capitalization, spelling, punctuation, and subject verb agreement. For example on the lesson plan dated February 14, 2012 Students will be given the opportunity to demonstrate these reading and writing skills as well as oral presentation skills with a “Letter Requesting Freedom from Plantation Owner” letter. Students will also have the opportunity to research the answers for discussion questions in the unit and present those answers orally as a small group.

Students will also use skills associated with **Information and Technology**. The internet is such a powerful tool for completing research, students need exposure to using it to complete assignments and prepare documents such as research papers and reports. Students will gain experience utilizing this skill by using the internet to provide relevant information in their oral and written presentations and completing assignments. Implementation of this content integration can occur throughout the unit plan.

**Mathematics** can be tied in to the unit through the use of time and travel. Students will use math reasoning and math calculation skills to determine the timeline of events as they occurred during the formation of the colonies and the age of the explorers. Math reasoning can also be incorporated when discussing trading people for goods. For example, “How many slaves would a tribal leader sell in order to gain a crate of guns? “ Also Students will be able to determine the length of time or duration of the middle passage and the distance the slave ships traveled from West Africa to the Americas. The basic skills of addition, subtraction, time, and measurement can all be practiced by integrating these two instructional concepts throughout the unit plan and across all the lesson plans. Another comparison to be discussed would be the length of time and the distance to travel from Europe to Asia. Mathematics is a branch of knowledge that impacts almost every aspect of life. Students must be encouraged and empowered to strengthen their knowledge in this arena.

**Music** is another discipline that can be integrated into the unit. This lesson integration can occur early in the unit during the lesson plan dated for February 9, 2012. A strand of this lesson is to compare and contrast different West African tribes. Students can research distinctive music for West Africans, Native Americans, and Europeans. In addition to music, introducing traditional dances from various tribes would also add another dimension to the learning

environment and would be very beneficial to kinesthetic learners, who require a tactile approach to learning in order to engage their interest. The internet would be an excellent place to look for samples of period pieces, including slave spirituals and call and response songs, slaves used to communicate and retain their native traditions. By exposing students to these traditions students will be able to recognize their current use in modern society.

**Assessment Methods**

<b>Lesson plan objectives</b>	<b>Assessment Implementation</b>	<b>Assessment Format</b>	<b>Assessment Modifications</b>
Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.	Pre-Assessment	<b>Informal Observation:</b> Small group reading discussions and questions and whole group discussion/presentation	Small group structure, resource teacher will coach learners. Students will be allowed extended time to complete assignments.
	In-Progress Assessment	<b>Informal Observation:</b> Whole/small group discussion questions	
	Post Assessment	<b>Student Work Samples:</b> completed work assignments, comprehension questions.  <b>Section Quizzes:</b> Vocabulary/definition matching, multiple choice questions  <b>Unit Test:</b> multiple choice, matching, and short answer questions on test	Students will submit LINCing sheets, writing assignments, and individual writing project.  Review lesson with students as needed. Implement testing accommodations as they apply; guided by the IEP (including extended time, separate setting and read aloud).
Students will be able to explain the dilemmas that lead	Pre-Assessment	<b>Informal Observation:</b> Small group reading	Small group structure, resource teacher will coach learners.

<p>tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.</p>	<p>In-Progress Assessment</p> <p>Post Assessment</p>	<p>discussions and questions and whole group discussion/presentation</p> <p><b>Informal Observation:</b> Whole/small group discussion questions</p> <p><b>Student Work Samples:</b> completed work assignments, comprehension questions.</p> <p><b>Section Quizzes:</b> Vocabulary/definition matching, multiple choice questions</p> <p><b>Unit Test:</b> multiple choice, matching, and short answer questions on test</p>	<p>Students will be allowed extended time to complete assignments.</p> <p>Students will submit LINCing sheets, writing assignments, and individual writing project.</p> <p>Review and redirect students as needed. Implement testing accommodations as they apply; guided by the IEP (including extended time, separate setting and read aloud).Review lesson if needed.</p>
<p>Students will be able to describe the Middle Passage.</p>	<p>Pre-Assessment</p> <p>In-Progress Assessment</p> <p>Post Assessment</p>	<p><b>Informal Observation:</b> Small group reading discussions and questions and whole group discussion/presentation</p> <p><b>Informal Observation:</b> Whole/small group discussion questions</p> <p><b>Student Work Samples:</b> completed work assignments, comprehension questions.</p> <p><b>Section Quizzes:</b></p>	<p>Small group structure, resource teacher will coach learners. Students will be allowed extended time to complete assignments.</p> <p>Students will submit LINCing sheets, writing assignments, and individual writing project.</p> <p>Review and redirect</p>

		<p>Vocabulary/definition matching, multiple choice questions</p> <p><b>Unit Test:</b> multiple choice, matching, and short answer questions on test</p>	<p>students as needed. Implement testing accommodations as they apply; guided by the IEP (including extended time, separate setting and read aloud). Review lesson if needed.</p>
<p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p>	Pre-Assessment	<p><b>Informal Observation:</b> Small group reading discussions and questions and whole group discussion/presentation</p>	<p>Small group structure, resource teacher will coach learners. Students will be allowed extended time to complete assignments.</p>
	In-Progress Assessment	<p><b>Informal Observation:</b> Whole/small group discussion questions</p>	
	Post Assessment	<p><b>Student Work Samples:</b> completed work assignments, comprehension questions.</p> <p><b>Section Quizzes:</b> Vocabulary/definition matching, multiple choice questions</p> <p><b>Unit Test:</b> multiple choice, matching, and short answer questions on test</p>	<p>Students will submit LINCing sheets, writing assignments, and individual writing project.</p> <p>Review and redirect students as needed. Implement testing accommodations as they apply; guided by the IEP (including extended time, separate setting and read aloud). Review lesson if needed.</p>
<p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>	Pre-Assessment	<p><b>Informal Observation:</b> Small group reading discussions and questions and whole group discussion/presentation</p>	<p>Small group structure, resource teacher will coach learners. Students will be allowed extended time to complete assignments.</p>



and systematically modeling appropriate student learning behaviors in the learning environment (Ellis, 1989). Another valuable learning strategy that will be implemented to assist students that may be at-risk students or Exceptional Children with Individual Education Plans in place, with learning difficult vocabulary words is the **LINCS Vocabulary Strategy** (Ellis, 2000). The content enhancement segment of the lesson routine includes the use of **Unit Organizers** and **Expanded Unit Maps** (Boudah, Lenz, Bulgren, Schumaker, & Deshler, 2000). As well as a **Lesson Organizer** (Lenz et al, 2004), which students can use to take notes and develop a firmer grasp of the content being presented. Some portions of the lesson organizer are left blank so that students can activate multiple intelligence learning skills while the take notes. These techniques are mainly geared for at-risk or exceptional learners; however, they also support the learning of the general population of learners in the classroom.

### **Universal Design for Learning**

The justification or rationale for embedding Universal Design for Learning, otherwise known as UDL, is to assure that the content being presented in this unit is fully accessible to every student in the classroom regardless of exceptionality or learning style. UDL guides the instruction of this unit on several levels. The first is technologically. The lesson plans included in this unit are presented using a myriad of different technology components, including; Apple Ipads, AlphaSmart word processors, Smartboard, and access to the internet through the classroom computers or school computer lab. Modifications to assignments and instruction are another hallmark of UDL that is implemented in this unit. The modifications are mainly geared towards students who actually have an IEP in place, but can also be very useful for at-risk students. The cornerstone of UDL in the lesson plan is the frequent use of **Cooperative learning** in the classroom. Cooperative learning, which is a research-based practice used to

teach students with exceptionalities in learning, how to contribute to a group effort and experience success on a group and individual level (McMaster and Fuchs, D., 2002). Students are given the opportunity to perform as a group and at the same time be recognized for their individual contribution to the success of the group. Furthermore, this type of peer-mediated instruction is a perfect fit for the inclusion classroom because of the academic, social, and multicultural benefits it brings to the classroom (Harper and Maheady, L., 2007). The use of Classwide Peer tutoring, which is the style of reading groups established to complete this unit allows students to work together and be on task as they are engaged in the reading group discussions and question and answer portions of the lesson. The benefits to both the general education teacher and the special education teacher include a reduction in the type of off task behavior that normally leads to behavior problems and little or no work being completed. It allows both teachers to focus on tailoring instruction individually on a classwide basis (Maheady, Harper, & Mallette, B., 2001). The benefits of peer-mediated instruction impact both students with disabilities and their non-disabled counterparts and the instructional team of teachers.

Students are encouraged to use and develop their **21<sup>st</sup> century learning skills**. This component is implemented primarily through the use of technology. In a rapidly changing world technological innovations are occurring at a phenomenal rate. In order for students to be successful they must have a competitive edge through their knowledge of technology and cooperative leadership skills. The availability of having various learning devices, such as Ipads and internet access, and other assistive technology will empower students to be critical thinkers and utilize problem-solving skills. The unit project is one opportunity students have that will allow for the use of all these strands, oral presentation skills, research skills, technological learning skills, and the ability to think critically to develop a solution to a dilemma.

### Collaborative Instruction

In order to promote successful collaboration the general education teacher and the resource teacher will plan the unit lesson together along with the other members of the 5<sup>th</sup> grade team. The general education teacher will primarily present the lecture portion of the unit lesson, while the resource teacher will coach the differentiated small group during collaborative reading exercises. The resource teacher will also lead the class through the completion of the LINCing word activity and serve as a direct resource to help students encountering any problems with assistive technology needs. The resource teacher will also be able to take small groups to the school computer lab in order to conduct research. Both teachers will collaborate when it is determined that the resource teacher will be the alternate lesson presenter. In order for students to be successful and for the teachers to successfully teach the content together both will be required to utilize their areas of strength. For the general education, the area of strength will be the content knowledge they possess and for the resource teacher the strong point will include all the learning strategies, content enhancements, knowledge of diverse learners, and UDL that the resource teacher is familiar with in the learning environment. The development of these plans will be documented in a **Co-teaching lesson plan book** (Dieker, 2009).

#### Co-teaching lesson plan book

##### General Educator Co-teaching Lesson plan

Subject: Social Studies

Time: 1:00-1:45

Day	Lesson Objectives	Lesson Activities	Assessment
Monday	Students will be able to explain how the West African slave trade continues to influence socio-	Review key information from previous lesson, use Smartboard map and unit organizer in mini-	Complete question and answer activity based on small group readings. Complete unit

	<p>economic, racial, and political factors in modern American society.</p> <p>Students will be able to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.</p> <p>Students will be able to describe the Middle Passage.</p> <p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p> <p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>	<p>lecture.</p> <p>Use graphic organizer to compare and contrast.</p>	<p>organizers.</p> <p>Informal class discussion.</p>
<p>Tuesday</p>	<p>Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.</p> <p>Students will be able</p>	<p>Review key points discussed from Monday’s lesson. Continue to complete unit organizer.</p> <p>Review vocabulary</p>	<p>Review notes from previous lesson. Quiz on previously read material.</p> <p>Complete LINCing</p>

	<p>to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.</p> <p>Students will be able to describe the Middle Passage.</p> <p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p> <p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>	<p>words for the unit. Discuss the words and their context. Use Model/Lead/Test to guide vocabulary instruction.</p> <p>Discuss class project.</p>	<p>sheets.</p> <p>Assign homework, Unit Project.</p>
<p>Wednesday</p>	<p>Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.</p> <p>Students will be able to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans</p>	<p>Review vocabulary words and key concepts from previous lesson.</p> <p>Small group readings. Use the RAP strategy.</p>	<p>Discuss comprehension questions from reading groups.</p>

	<p>regarding people for goods.</p> <p>Students will be able to describe the Middle Passage.</p> <p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p> <p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>	<p>Play Discovery Education video on early Southern Colonies and the roles of slaves.</p>	<p>Discuss information from video presentation.</p>
<p>Thursday</p>	<p>Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.</p> <p>Students will be able to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.</p> <p>Students will be able to describe the Middle Passage.</p>	<p>Review Key points from previous lesson.</p> <p>Review Study guide before the quiz starts.</p> <p>Continue Small Group readings.</p> <p>Use Rap Strategy to paraphrase reading passages.</p>	<p>Complete Quiz</p>

	<p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p> <p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>		
<p>Friday</p>	<p>Students will be able to explain how the West African slave trade continues to influence socio-economic, racial, and political factors in modern American society.</p> <p>Students will be able to explain the dilemmas that lead tribal leaders in West Africa to enter into trade agreements with Europeans regarding people for goods.</p> <p>Students will be able to describe the Middle Passage.</p> <p>Students will be able to compare and contrast slave life in the colonies with life in the present southern region of the United States.</p>	<p>Review previous day's lesson.</p> <p>Presentation of Projects begin.</p> <p>Students will continue to perform small group reading.</p>	<p>Review the quiz.</p> <p>Projects presentations</p> <p>Students will answer comprehension questions as a group.</p>

	<p>Students will be able to explain how slaves attempted to retain their West African traditions and gain freedom.</p>		
--	--	--	--

Special Education Teacher Co-teaching lesson plan

Subject: Social Studies

Time: 1:00-1:45

<b>Day</b>	<b>Accommodations and Modifications</b>	<b>Materials &amp; support needed</b>	<b>Differentiation</b>
<p>Monday</p>	<p>Review key information. Provide assignment modifications as needed.</p> <p>Clearly set behavior expectations.</p> <p>Keep students on task.</p> <p>Provide flexibility in classroom setting.</p> <p>Incorporate learning enhancements and strategies.</p> <p>Reteach or restate concepts students did not acquire during initial presentation.</p>	<p>Provide small group coaching. Have assistive technology available.</p> <p>Graphic Organizers prepared.</p> <p>Positive behavior support in place.</p> <p>Take students to computer lab if necessary.</p>	<p>Students with exceptionalities will require extended time to complete assignments.</p> <p>Insure there is no disruption in the learning environment to distract students and promote off-task behavior.</p> <p>Limit bathroom breaks or request or go to the school nurse.</p> <p>Students with writing challenges can use Ipad or AlphaSmart.</p>
<p>Tuesday</p>	<p>Review key information. Provide assignment modifications as needed.</p>	<p>Provide small group coaching. Have assistive technology available.</p> <p>Graphic Organizers</p>	<p>Students with exceptionalities will require extended time to complete assignments.</p>

	<p>Clearly set behavior expectations.</p> <p>Keep students on task.</p> <p>Provide flexibility in classroom setting.</p> <p>Incorporate learning enhancements and strategies.</p> <p>Reteach or restate concepts students did not acquire during initial presentation.</p>	<p>prepared.</p> <p>Positive behavior support in place.</p>	<p>Insure there is no disruption in the learning environment to distract students and promote off-task behavior.</p> <p>Limit bathroom breaks or request or go to the school nurse.</p> <p>Students with writing challenges can use Ipad or AlphaSmart.</p>
Wednesday	<p>Review key information. Provide assignment modifications as needed.</p> <p>Clearly set behavior expectations.</p> <p>Keep students on task.</p> <p>Provide flexibility in classroom setting.</p> <p>Incorporate learning enhancements and strategies.</p> <p>Reteach or restate concepts students did not acquire during initial presentation.</p>	<p>Provide small group coaching. Have assistive technology available.</p> <p>Graphic Organizers prepared.</p> <p>Positive behavior support in place.</p> <p>Bring IPads to class.</p>	<p>Students with exceptionalities will require extended time to complete assignments.</p> <p>Insure there is no disruption in the learning environment to distract students and promote off-task behavior.</p> <p>Limit bathroom breaks or request or go to the school nurse.</p> <p>Students with writing challenges can use Ipad or AlphaSmart.</p>
Thursday	<p>Review key information. Provide assignment modifications as needed.</p> <p>Clearly set behavior expectations.</p>	<p>Provide small group coaching. Have assistive technology available.</p> <p>Graphic Organizers prepared.</p>	<p>Students with exceptionalities will require extended time to complete assignments.</p> <p>Insure there is no disruption in the</p>

	<p>Keep students on task.</p> <p>Provide flexibility in classroom setting.</p> <p>Incorporate learning enhancements and strategies.</p> <p>Reteach or restate concepts students did not acquire during initial presentation.</p>	<p>Positive behavior support in place.</p>	<p>learning environment to distract students and promote off-task behavior.</p> <p>Limit bathroom breaks or request or go to the school nurse.</p> <p>Students with writing challenges can use Ipad or AlphaSmart.</p>
<p>Friday</p>	<p>Review key information. Provide assignment modifications as needed.</p> <p>Clearly set behavior expectations.</p> <p>Keep students on task.</p> <p>Provide flexibility in classroom setting.</p> <p>Incorporate learning enhancements and strategies.</p> <p>Reteach or restate concepts students did not acquire during initial presentation.</p>	<p>Provide small group coaching. Have assistive technology available.</p> <p>Graphic Organizers prepared.</p> <p>Positive behavior support in place.</p>	<p>Students with exceptionalities will require extended time to complete assignments.</p> <p>Insure there is no disruption in the learning environment to distract students and promote off-task behavior.</p> <p>Limit bathroom breaks or request or go to the school nurse.</p> <p>Students with writing challenges can use Ipad or AlphaSmart.</p>

## **Technology Integration**

The integration of technology in this unit will be emphasized through the use of **21<sup>st</sup> century learning skills**. Students will be introduced to the process of researching information via the **internet**. Students will gather research material from a variety of websites including the **CMS wikisite** for social studies. Students will be exposed to information in a technological rich environment by use of **Smartboard** activities and presentations on **Discovery Education**. Actual videos of historical documents, pictures and artifacts will be made available to students through online research. Students will also search **YouTube** for current and relevant material that applies to the topic of the unit. Students will also have access to **Text-to-Speech** resources such as **Thinking Reader** and **NaturalReader**, which provide alternative access to reading material on line rather than in print. Students can also use **Letterboard** technology to take notes and complete assignments. These technologies are designed for students who may experience difficulties writing and reading in the traditional methods, however they are accessible to all students in the classroom. Also, students can download numerous text-to-speech features on the **IPad** including but not limited to text alteration. By utilizing this enhancement, students that are visually impaired can increase the size of the text on the screen to their comfort level. The background of the screen can also be darkened or lightened according to the students need. **VoiceOver** is another text-to-speech enhancement that can be used to modify the standard method of reading that may prove difficult or impact learning for students with divers learning needs. Utilizing the Ipad with classroom instruction will benefit students that are at-risk or struggling in reading.

For students that require the use of **Assistive technology**, **AlphaSmart** word processors can be utilized for note-taking and preparation of assignments. A variety of applications are

available to all students through the use of **Ipads**. Student's use of technology will culminate in a letter writing project that students will complete using all the technology at their disposal.

Students will successfully research about the facets of a slave life and write a letter to a plantation owner requesting their freedom. Upon completion of this project students will have been exposed to online research, report and document preparation, and oral presentation skills.

In keeping with the concept of **Universal Design for Learning**, all students will have access to the technological resources made available in the classroom and the computer lab in order to promote achievement and success for everyone.

### **Daily Lesson Plans**

#### **Lesson Plans**

The following are daily lesson plans addressing the learning objectives of this unit. The concepts of **Universal Design for Learning, Global Awareness, Content Enhancement and Integration**, and **Technology Integration** are embedded within the learning concepts, strategies, and activities applied in each lesson plan. Students will indicate mastery of unit concepts through the application of chapter quizzes on February 10, 2012 and February 14, 2012. A unit test will be administered on February 21, 2012 as stated in the **Unit Organizer**.

**Daily Lesson Plans**

<b>Instructor:</b> Lowery	<b>School:</b> Oakdale Elementary
<b>Date:</b> 2/9/2012 <b>Time:</b> 1:00-1:45	<b>21<sup>st</sup> Century Learning Skills:</b> Use of Technology (use website to understand the objectives & content)
<b>Subject:</b> Social Studies  <b>NCSCOS OBJ. #:</b> Social Studies Grade 5 Competency Goal 1: The learner will apply key geographic concepts to the United States and other Countries of North America. Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.	<b>Rationale:</b> In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.
<b>Link to Prior Learning:</b> Teacher will review key information from Chapter 7, The focus will be on the comparison of the three colonial regions; the New England, Middle, and Southern regions. The teacher will ask students, "What do we know about the geography of the Southern Colonies and the people who came from Great Britain to populate the region?"	<b>Students Will:</b> Students will examine the movement of people from West Africa to the early colonies of North America.
<b>Purpose/Objective of the Lesson:</b> To have an informed understanding of the West African Slave Trade, Middle Passage, and slave life in the colonies.	<b>Homework:</b> Read pages 101-103.
<b>Lesson Input/ Modeling:</b> Teacher will explain that the formation of our country involved people from many countries. Some came here voluntarily some came involuntarily, however that does not diminish their contribution in building the United States of America.  The objective of this lesson is to explore the early contributions of the colonists and slaves that created this country. This observation will be completed on an analytical basis.	<b>Evaluation/Assessment of Student Learning:</b> Textbook Questions Class Discussion Classroom Writing Assignments Unit Quizzes Unit Test

<p><b>Essential Questions:</b>          What was the purpose of Slavery?          Which countries were involved in the West African Slave Trade?          What were some differences among the West African tribes?          What influenced tribal leaders to participate in the slave trade?          What was the middle passage?</p>	
<p><b>Material/Technology Needed:</b>          Teachers Guide for Social Studies textbook (2), A Classroom set of Social Studies textbooks for all students, Marker Boards, dry erase markers, index cards, Computers, Smartboard technology, Discovery Education video, Student Social Studies Journals, paper and pencil, Chart paper, lesson organizers</p>	<p><b>Differentiation:</b> (Co-Teaching)          Students will be divided into small reading groups. EC students will be in a small group with the resource teacher and will cover the “Big Picture” topics. Students will use marker boards or AlphaSmart word processors to produce a written product or take notes. A small group of students will be allowed extended time to complete assignments.</p>
<p><b>Class Activity</b>  <b>Guided Practice:</b> Teacher will begin the lesson by giving a mini-lecture on where West Africa is located using a map on the Smart board, then the Teacher will discuss similarities and differences between the West African tribes and compare those differences to the differences that exist among the members of the class. Teacher will guide the class in completing the lesson organizer. The SLANT strategy will be used at this point. (10 minutes)   <b>Independent Practice:</b> Students will begin reading pages 99-101 in small groups and use the RAP strategy to find important information and answer questions on the topic. Students will present their answers to the rest of the class using marker boards, AlphaSmart printouts and Chart paper. ( 25 minutes)</p>	<p><b>Closure/Summary/Reflection:</b>          Teacher will review with students the geography of West Africa and the similarities and differences among its’ the inhabitants. Students will submit a group product indicating full participation of all members of the group. Students will be asked comprehension questions to verify understanding of topics covered.          (10 minutes)</p>

**Daily Lesson Plans**

<p><b>Instructor:</b> Lowery</p>	<p><b>School:</b> Oakdale Elementary</p>
<p><b>Date:</b> 02/10/2012  <b>Time:</b> 1:00-1:45</p>	<p><b>21<sup>st</sup> Century Learning Skills:</b> Use of Technology (use website to understand the objectives &amp; content)</p>
<p><b>Subject:</b> Social Studies  <b>NCSCOS OBJ. #:</b> Social Studies Grade 5 Competency Goal 1: The learner will apply key geographic concepts to the United States and other Countries of North America. Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p>	<p><b>Rationale:</b> In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.</p>
<p><b>Link to Prior Learning:</b> Teacher will review yesterday's major themes regarding the characteristics of early Southern colonies and the similarities and differences among West African Tribes during colonial times. Teacher will ask, "What are some important characteristics of the southern colonies? Name one southern colony. Also state one difference among the West African tribes.</p>	<p><b>Student Will:</b> Students will examine the movement of people from West Africa to the early colonies of North America.</p>
<p><b>Purpose/Objective of the Lesson:</b> To have an informed understanding of the West African Slave Trade, Middle Passage, and slave life in the colonies.</p>	<p><b>Homework:</b> Work on "Letter to Plantation owner requesting your freedom" project.</p>

<p><b>Lesson Input/Modeling:</b>                  Teacher will explain that the formation of our country involved people from many countries. Some came here voluntarily some came involuntarily, however that does not diminish their contribution in building the United States of America.</p> <p>The objective of this lesson is to explore the early contributions of the colonists and slaves that created this country. This observation will be completed on an analytical basis.</p> <p><b>Essential Questions:</b>                  What was the purpose of Slavery?                  Which countries were involved in the West African Slave Trade?                  What were some differences among the West African tribes?                  What influenced tribal leaders to participate in the slave trade?                  What was the middle passage?</p>	<p><b>Evaluation/Assessment of Student Learning:</b>                  Textbook Questions                  Class Discussion                  Classroom Writing Assignments                  Unit Quizzes                  Unit Test</p>
<p><b>Material/Technology Needed:</b>                  Teachers Guide for Social Studies textbook (2), A Classroom set of Social Studies textbooks for all students, Marker Boards, dry erase markers, index cards, Computers, Smartboard technology, Discovery Education video, Student Social Studies Journals, paper and pencil, Chart paper, LINCing Sheets</p>	<p><b>Differentiation: (Co-Teaching)</b>                  Students will be divided into small groups. Some students will use marker boards or AlphaSmart word processors to help complete LINCing sheets, this group of students will be allowed extended time to complete assignment with the guidance of the Resource Teacher.</p>
<p><b>Class Activity</b>  <b>Guided Practice:</b>                  Teacher will begin lesson by reviewing briefly material that was covered in the small reading groups. Students will use the SLANT Strategy to focus their attention. Next, to reinforce understanding of the material the Teacher and the Resource Teacher will pass out LINCing sheets, so that students can work on the key terminology for the chapter. After teacher Model/Lead/Test for</p>	<p><b>Closure/Summary/Reflection:</b>                  Teacher will collect LINCing sheets and perform a quick check for understanding of the Vocabulary words. Students will receive verbal praise for diligently working and encouraged to continue positive on-task behaviors.</p>

understanding of the process, students will complete independently. (15 minutes)

The Vocabulary Words are:

slave trade

dilemma

Middle passage

plantation

Triangular trade

village

descendants

**Independent Practice:**

Students will complete the LINCing sheets for the vocabulary words listed.

(15 minutes). Next students will take a mini-quiz on the material covered in the lecture and reading groups. The quiz will contain multiple choice questions with no more than 3 options for answers and a matching section for vocabulary and definitions.

(15 minutes)

**Daily Lesson Plans**

<p><b>Instructor:</b> Lowery</p>	<p><b>School:</b> Oakdale Elementary</p>
<p><b>Date:</b> 02/13/12 <b>Time:</b> 1:00-1:45</p>	<p><b>21<sup>st</sup> Century Learning Skills:</b> Use of Technology (use website to understand the objectives &amp; content)</p>
<p><b>Subject:</b> Social Studies  <b>NCSCOS OBJ. #:</b> Social Studies Grade 5 Competency Goal 1: The learner will apply key geographic concepts to the United States and other Countries of North America. Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p>	<p><b>Rationale:</b> In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.</p>
<p><b>Link to Prior Learning:</b> Teacher will review a small selection of vocabulary words covered from the previous day. Next the Teacher will ask random questions from the mini-quiz in order to measure acquisition of knowledge.</p>	<p><b>Student Will:</b> Students will examine the movement of people from West Africa to the early colonies of North America.</p>
<p><b>Purpose/Objective of the Lesson:</b> To have an informed understanding of the West African Slave Trade, Middle Passage, and slave life in the colonies.</p>	<p><b>Homework:</b> Work on “Letter to Plantation owner requesting your freedom” project.</p>
<p><b>Lesson Input/ Modeling:</b> Teacher will explain to students that we are exploring a very critical point in time regarding the formation of this country. The creation of this country was the result of the contributions of many different people from other countries regardless of their societal role.</p>	<p><b>Evaluation/Assessment of Student Learning:</b> Textbook Questions Class Discussion Classroom Writing Assignments Unit Quizzes Unit Test projects</p>

<p><b>Essential Questions:</b>          Which countries were involved in the West African Slave Trade?          What were some differences among the West African tribes?          What influenced tribal leaders to participate in the slave trade?          What was the middle passage?</p>	
<p><b>Material/Technology Needed:</b>          Teachers Guide for Social Studies textbook (2), A Classroom set of Social Studies textbooks for all students, Marker Boards, dry erase markers, index cards, Computers, Smartboard technology, Discovery Education video, Student Social Studies Journals, paper and pencil, Chart paper, LINCing Sheets</p>	<p><b>Differentiation: (Co-Teaching)</b>          Students will be divided into small reading groups. EC students will cover the “Big Picture” topics with the Resource Teacher. Students will use computers or AlphaSmart word processors to produce a written response to the RAP Strategy assignment for the first paragraph of reading for the group reading assignment. A small group of students will be allowed extended time to complete assignments.</p>
<p><b>Class Activity</b>  <b>Guided Practice:</b>          The Teacher will have students view a Discovery Education Video on early Southern Colonies and the roles and treatment of slaves in that society. Students will use the SLANT Strategy to enhance learning. Teacher or Resource Teacher will lead a question and answer discussion about the information from the video. Next the Teacher will discuss the RAP strategy for paraphrasing paragraphs by the Model/lead/test method. (15 minutes)</p> <p><b>Independent Practice:</b> Students will complete a one paragraph summary on the presentation from the Discovery Education video. (10 minutes)          Next Students will move to their assigned small reading group and read pages 104-107, and answer comprehension questions written on the SmartBoard. (20 minutes)</p>	<p><b>Closure/Summary/Reflection:</b>          Students will submit one paragraph summaries from the Discovery Education video. Students that receive accommodations will be given extended time to complete the summary. Students will reflect on the differences between today’s society and the southern colonial society.</p>

**Daily Lesson Plans**

<p><b>Instructor:</b> Lowery</p>	<p><b>School:</b> Oakdale Elementary</p>
<p><b>Date:</b> 02/14/2012 <b>Time:</b> 1:00-1:45</p>	<p><b>21<sup>st</sup> Century Learning Skills:</b> Use of Technology (use website to understand the objectives &amp; content)</p>
<p><b>Subject:</b> Social Studies  <b>NCSCOS OBJ. #:</b> Social Studies Grade 5 Competency Goal 1: The learner will apply key geographic concepts to the United States and other Countries of North America. Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p>	<p><b>Rationale:</b> In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.</p>
<p><b>Link to Prior Learning:</b> Teacher will review previous day's Big Picture topics from the Discovery Education video and group readings by asking the class, "What do we know about the Middle Passage?"</p>	<p><b>Student Will:</b> Students will examine the movement of people from West Africa to the early colonies of North America.</p>
<p><b>Purpose/Objective of the Lesson:</b> To have an informed understanding of the West African Slave Trade, Middle Passage, and slave life in the colonies.</p>	<p><b>Homework:</b> Complete any unanswered questions on the study guide.</p>
<p><b>Lesson Input/ Modeling:</b> The teacher will review the SLANT strategy with class to ensure on task behavior. Next, the Teacher will explain to the class that creation of this country was the result of the contributions of many different people from other countries, regardless of their societal role.</p>	<p><b>Evaluation/Assessment of Student Learning:</b> Textbook Questions Class Discussion Classroom Writing Assignments Unit Quizzes Unit Test projects</p>

<p><b>Essential Questions:</b>          What was colonial life like for a slave?          What problems did slaves face?          How did slaves retain their traditions?          What choices did slaves have to confront?          How could slaves gain their freedom?</p>	
<p><b>Material/Technology Needed:</b>          Teachers Guide for Social Studies textbook (2), A Classroom set of Social Studies textbooks for all students, Marker Boards, dry erase markers, index cards, Computers, Smartboard technology, Discovery Education video, Student Social Studies Journals, paper and pencil, Chart paper, LINCing Sheets</p>	<p><b>Differentiation:</b>          Students will be divided into small reading groups. EC students will be in a small group with the resource teacher and will cover the “Big Picture” topics. The quiz will be read-aloud and some students will be allowed extended time to complete assignments.</p>
<p><b>Class Activity</b>  <b>Guided Practice:</b> Teacher will perform a quick review of the information covered by guiding students through a study guide on the Smartboard. Students will use the SLANT strategy to enhance learning. Teacher will review the PIRATES strategy with students. Students will take a quiz on material covered from small group readings and lectures. (20 minutes)   <b>Independent Practice:</b> Students will share their “Request for Freedom” Letters project with the class. (20 minutes)</p>	<p><b>Closure/Summary/Reflection:</b>          Students will write on index card two important facts they have learned regarding the West African Slave Trade and the Life of Slaves in the Southern Colonies. (5 minutes)</p>

**Daily Lesson Plans**

<p><b>Instructor:</b> Lowery</p>	<p><b>School:</b> Oakdale Elementary</p>
<p><b>Date:</b> 02/15/2012 <b>Time:</b> 1:00-1:45</p>	<p><b>21<sup>st</sup> Century Learning Skills:</b> Use of Technology (use website to understand the objectives &amp; content)</p>
<p><b>Subject:</b> Social Studies  <b>NCSCOS OBJ. #:</b> Social Studies Grade 5 Competency Goal 1: The learner will apply key geographic concepts to the United States and other Countries of North America. Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p>	<p><b>Rationale:</b> In order for students to understand the current economic, demographic, political, and global issues impacting the world today, students need to have an awareness of the historical threads of West African Slavery and its' role in the early Colonization of the Americas.</p>
<p><b>Link to Prior Learning:</b> Teacher will review previous day's topics and ask the question, "What are some of your family traditions?" At that point the Teacher will explain the traditions that slaves tried to retain.</p>	<p><b>Student Will:</b> Students will examine the movement of people from West Africa to the early colonies of North America.</p>
<p><b>Purpose/Objective of the Lesson:</b> To have an informed understanding of the West African Slave Trade, Middle Passage, and slave life in the colonies.</p>	<p><b>Homework:</b> Review study guide for the test.</p>
<p><b>Lesson Input/ Modeling</b> <b>Essential Questions:</b> What dilemmas did slaves that survived the Middle Passage face? What was colonial life like for a slave? What problems did slaves face? How did slaves retain their traditions? What choices did slaves have to confront? How could slaves gain their freedom?</p>	<p><b>Evaluation/Assessment of Student Learning:</b> Textbook Questions Class Discussion Classroom Writing Assignments Unit Quizzes Unit Test Projects Study guides</p>

<p><b>Material/Technology Needed:</b>                  Teachers Guide for Social Studies textbook (2), A Classroom set of Social Studies textbooks for all students, Marker Boards, dry erase markers, index cards, Computers, Smartboard technology, Discovery Education video, Student Social Studies Journals, paper and pencil, Chart paper, LINCing Sheets, Study Guides Venn diagrams</p>	<p><b>Differentiation:</b>                  Students will be divided into small reading groups. EC students will be in a small group with the resource teacher and will cover the “Big Picture” topics. The Resource Teacher will lead students through the RAP strategy on the reading passages.</p>
<p><b>Class Activity</b>  <b>Guided Practice:</b>                  The teacher will incorporate the interactive link to the Collard Green Museum in order for students to take an online tour and examine exhibits, artifacts, and historical documents relating to slave traditions and life in the colonies. Students will use the SLANT strategy to enhance learning. Students will discuss relevant information from the tour. The teacher will review the RAP strategy for paraphrasing reading passages as students break into small groups. (20 minutes).</p> <p><b>Independent Practice:</b>                  Students will form small groups and write a short summary on the Collard Green Museum virtual tour.                  In small reading groups students will read pages 108-111 and use the RAP strategy to understand the main idea of each section. (20 minutes)</p>	<p><b>Closure/Summary/Reflection:</b>                  In order to bring closure to this unit the Teacher will have the Students write down on a Venn diagram what they knew about the West African Slave trade, What they wanted to know about it, And What they have learned about it from this unit. (5 minutes)</p>

**Lesson Organizer** Name: Tim Lowery Date: 2-09-12

**Unit or Background**

Facing Slavery

Relationships	Lesson Topic	Task-Related Strategies
Cause and Effect	Exchange of Slaves for guns	Reading Comprehension, Comprehension and writing skills.

**Lesson Map**

**Challenge Question:** How does the institution of slavery impact present-day American society?

<p><b>Self-Test Question:</b></p> <ol style="list-style-type: none"> <li>1. What was the purpose of slavery?</li> <li>2. What were some differences among West African tribes?</li> <li>3. What influenced tribal leaders to participate in the slave trade?</li> <li>4. What was life like for slaves during the middle passage and in the colonies?</li> </ol>	<p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Complete text assignments for Lesson 8 in small groups.</li> <li>2. Complete Lesson 8 activities independently.</li> <li>3. Write a short letter to a slave master requesting freedom from slavery.</li> </ol>
--	---

**Lesson Organizer**

**Unit or Background**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Facing Slavery**

Relationships	Lesson Topic	Task-Related Strategies
Cause and Effect	Exchange of Slaves for guns	Reading Comprehension, Comprehension and writing skills.

**Lesson Map**

**Challenge Question:** How does the institution of slavery impact present-day American society?

<p><b>Self-Test Question:</b></p> <ol style="list-style-type: none"> <li>5. What was the purpose of slavery?</li> <li>6. What were some differences among West African tribes?</li> <li>7. What influenced tribal leaders to participate in the slave trade?</li> <li>8. What was life like for slaves during the middle passage and in the colonies?</li> </ol>	<p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>4. Complete text assignments for Lesson 8 in small groups.</li> <li>5. Complete Lesson 8 activities independently.</li> <li>6. Write a short letter to a slave master requesting freedom from slavery.</li> </ol>
--	---

### **Other Relevant Material**

The following is the web link to the Collard Green Museum in Charlotte, NC.

<http://www.latibahmuseum.org/index.ht>

The following is the web address to the Harvey B. Gantt Center for African American Art & Culture, located in Charlotte N.C.

- [Harvey B. Gantt Center for African American Art + Culture](#) — Charlotte, NC

### **Summary/Reflection**

In reflection of the of the Unit Plan/Clinical experience, challenge has been the common theme. Students were challenged to enhance their learning. As the resource teacher I was challenged to entire a new environment and develop a professional relationship with the general education teacher. The general education teacher was challenged to be receptive to having a co-teacher in the classroom during her Social Studies block. It is my opinion that the students achieved growth in their learning during this experience. All students, disabled and non-disabled are now empowered with learning strategies and experience using technology to fortify their learning skills.

In our initial session I introduced the class to the SLANT strategy. Several of the students did not have good study or work habits, therefore modeling to the students how to be attentive in class and how to take notes was very beneficial to many of the students especially those that were at-risk. Next I went over the learning strategies with the students using the Unit Organizer. Since the teacher routinely uses the SmartBoard, the students were receptive to using the lesson organizer and following along.

Students were also used to breaking up into small groups during reading time. Since the school did not meet annual yearly progress in the previous year, focus on Literacy was a heavy theme for the entire school. I coached a small group of 4 students, including at-risk and exceptional students. My main goal during reading time was to keep theme focused and on task during collaborative reading time. When we reached the point in the lesson were we answered comprehension questions, reviewed the RAP, paraphrasing strategy with the group in order to strengthen their learning. Students in this group were allowed to respond using marker boards, I pads, and the AlphaSmart word processors.

During initial sessions, the general education teacher would guide the class through the study notes for the chapter on the SmartBoard. The entire class used the SLANT strategy, to complete this task. The general teacher and I collaborated on introducing students to some kinesthetic learning by demonstrating some call and response songs that were used by slaves to communicate messages to each other without the overseer or plantation owner being aware of it. Students were allowed to move around freely during this time. Dance movement was encouraged of students but not required. This content integration between Social Studies and Music had a lasting impact on students and they were able to recall all the information learned in the “Jubba” song, as it was called.

Extreme sensitivity was used when implementing this lesson. Since slavery is a very unstable topic to people of all races, great care was given not to offend or insult students of all ethnic groups. The general education teacher and the class did an excellent job of making sure everyone’s comfort level was fine with the Unit theme. The general education teacher has since implemented the SLANT Strategy and the RAP strategy. The LINC’s strategy was used with the small collaborative reading group that I coached. The general education teacher is interested in learning about the LINC’S strategy and wants to incorporate or generalize its’ use with other content areas.

### References

- Boudah, D.J., Lenz, B.K., Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (2000). Don't water down? Content learning through the unit organizer routine. *Teaching Exceptional Children*, 32(3), 48-56.
- Dieker, L. A. (2009). The co-teaching lesson plan book. *Special Education Technology Practice*, 11(1), 5-5.
- Ellis, E. (1989). A metacognitive intervention for increasing class participation. *Learning Disabilities Focus*, 5(1), 36-46.
- Ellis, E. S. (2000). *The LINC'S vocabulary strategy*. Lawrence, Kansas: Edge Enterprises, Inc.
- Harper, G.F., & Maheady, L. (2007). Peer-mediated teaching and students with learning disabilities. *Intervention in School and Clinic*, 43(2), 101-107.
- Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Pearson Education.
- Maheady, L., Harper, G.F., & Mallette, B. (2001). Peer-mediated instruction and interventions and students with mild disabilities. *Remedial and Special Education*, 22(1), 4-14
- McMaster, K. N., & Fuchs, D. (2002). Effects of cooperative learning on the academic achievement of students with learning disabilities: An update of tateyama-sniezek's review. *Learning Disabilities Research and Practice*, 17(2), 107-117.

