

Teaching American History to Children with Special Needs

Teaching American History Seminar 2008-09

HIS 6710 C07: The Enduring Legacy of the  
American Revolution: Heroes of Freedom, the  
Women's Movement and the Abolition Movement

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“We hold these truths to be self-evident: that all men and women are created equal.”

Elizabeth Cady Stanton

### **Abstract**

Special needs students can be found in every classroom. Having a student that cannot attend, has difficulty with reading or writing, or has motor difficulties is not unusual. Teachers are very busy and cannot always find the time to make appropriate accommodations or modifications for special needs students. My project addresses the problem of how to make the concepts of freedom and civil rights more accessible to these students. In doing so, I worked with a 5th grade teacher to modify concepts and goals, differentiate instruction, and individualize products and assessments for children with special needs. In doing this, I created activities and assessments that addressed the specific learning styles and needs of children with a variety of special needs within the context of American history units. Finally, I also discussed ways to differentiate instruction for general education students.

### **Grade Level: 5**

### **Seminar Impact**

I am not an expert on American history, so I was delighted to have the opportunity over this past summer to learn more about the 19<sup>th</sup> century. Dr. Donald Yacovone gave me a new perspective on Black abolitionism and Abraham Lincoln, and provided insight into the times. I was struck by how much I did not know about the early abolitionists. Because of my experiences living in Liberia, I found the background about the American Colonization Society especially interesting. I was surprised to learn that the Black abolitionists' perspective of the ACS was completely different than the view held by the descendents of those first slaves that returned to Liberia, the Americo-Liberians.

Beth Salerno's presentation on the women's anti-slavery organization was a highlight for me. The historical venue, the Ferrisburgh Wesleyan Methodist Church, made her presentation all the more powerful. The church and the Rokeby Museum were an excellent pairing. Rokeby is practically in our school's backyard and yet we have only occasionally made use of it. I will certainly see that we make better use of this treasure in the future.

John Peterson gave an excellent and, for me, a very practical presentation. Using music and art as a window into the past is an excellent teaching method for all students. For my special needs students, who need alternate ways of learning, this is especially useful. It is also an excellent example of differentiated teaching for the general school population.

Andre Fleche shared a global perspective of what was happening in the rest of world during the antebellum and Civil War period and how the American experience fit into the larger world. The many European revolutions going on at the same time was new learning for me.

The video we saw on the bus was the perfect preparation for the Seneca Falls field trip. Standing on the spot of the 1848 Women's Convention 160 years later, almost to the day, felt like being on holy ground. The stories around Elizabeth Cady Stanton, her life-long friendship with Susan B. Anthony, and her

modern ideas about raising and feeding children, gave me renewed respect for her. Indeed, all of the women involved in this effort make my small efforts towards similar goals today look feeble indeed.

In spite of the fact that Rokeby Museum is only a relatively short distance from our school, it has been a very long time since any class from our school has visited. This year I have made the effort to make sure that our 5<sup>th</sup> graders will have the opportunity to visit Rokeby Museum and the historic Wesleyan Church. In order to make the trip financially viable I wrote a grant for a visit to the museum, a docent visit to the classroom and rental of a Frederick Douglass kit from the museum.

I have also been able to interest others in my school in this period of time. For instance, our library assistant has become very enthusiastic about this unit. She attends the Wesleyan Church and each morning walks with the wife of the minister of that church. She has offered to do research on the history of the church and Frederick Douglass' connection with it by contacting the Ferrisburg Historical Society and by working with her walking buddy who, she "just knows," is going to be as excited as she is about researching the church's history. In addition to this, our music teacher has volunteered to look for abolitionist and women's movement music to teach to the 5<sup>th</sup> graders.

TAH made me feel respect and appreciated as a teacher and learner. The week in the summer provided an excellent foundation for new learning. The field trips and high quality presenters, balance with the curriculum support, was paced just right for summer professional development. The books and other materials were invaluable. The curriculum development paired with the requirement of a mentor teacher provided me with an opportunity to team with others. For schools and teachers who are always financially pressed, the economic support makes a considerable difference. I, myself, feel valued and lucky in being able to spend time learning about topics that I am interest in--the Women's Movement, the Abolition Movement, and differentiated instruction.

Where will this take me? What is next? I'm not sure. One thing I know for sure: participation in the Teaching American History project has increased my awareness and understanding of American history and has promoted partnerships with colleagues in ways that greatly benefit students.

### **Essential Question**

In what ways have different groups been denied freedom and civil rights in the history of our country?

### **Central Questions**

What is "freedom"? What are "civil rights"?

In what ways did the abolitionist movement change the U.S., and how might the U.S. be different if it had never happened?

How did the early women's movement change the U.S., and how might the U.S. be different if it had never happened?

### **Challenge Questions**

I did not include challenge questions in this document. The purpose of my project was to address the needs of students who might have difficulty with the central questions. Challenge questions could be developed by reading the differentiate instruction section of this paper and by looking over the analysis and evaluation section of the chart based on Bloom's Taxonomy.

**Lesson Length**

Sixteen 45-60 minute class sessions

One field trip

**Key Ideas**

In the 1800's both black and white people possessed strong differing opinions and feelings about *freedom* and *civil rights*; what it means and who was "entitled" to it.

Both women and men possessed strong differing opinions and feelings about women's rights in the 1800's.

**Intended Learning Outcome**

Students will understand the concept of *freedom* as it existed in the 1800's and how it exists in their lives today.

Students will understand the social and economic conditions of blacks and women in the 1800's.

Students will see the relationship between the abolitionist movement and the women's rights movement.

**National History Standards**

Era 4: Expansion and Reform

Standard 3: The extension, restriction, and reorganization of political democracy after 1800

Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period

**Vermont History and Social Sciences GEs: Grades 5-6**

H&SS5-6:8 Students connect the past with the present by investigating how events, people, and ideas have shaped the United States... and hypothesizing how different influences could have led to different consequences. (ANESU Power Standard Grade 5: 2a)

H&SS5-6:9 Students connect the past with the present by identifying multiple perspectives in historic and current events. (ANESU Power Standard Grade 5: 2b)

**Introduction**

MCS is a rural Vermont school with just under 200 students in grades K-6. In my role as special educator, I administer cognitive and educational evaluations, write IEPs, consult with parents, teachers, and outside professionals, and, whenever possible, team-teach. I supervise paraeducators and provide some direct service to individual or small groups of students. As assistant principal, I set up and chair educational support team meetings and stand in for the principal when he is not in the building.

I work with children who have a wide variety of educational needs. Some have specific learning disabilities, others are cognitively delayed, have physical disabilities or behavioral-emotional problems. I find that much of the material used, and sometimes the concepts taught in the regular classroom, are too difficult or not presented in an accessible way for my students. In addition to making accommodations and modifications to curriculum and providing alternative assessments, different approaches for teaching are necessary in order for my students to have a successful experience learning history. For example, a student who cannot read or write at grade level may be able to understand and participate in discussions if material is presented orally or a child who has difficulty attending may be able to understand complex concepts if they are presented in an activity-based format.

In Addison Northeast Supervisory Union District, American history is a required component of the curriculum at the 5th grade level. The 5th grade teacher at Monkton Central School emphasizes human and civil rights as a major strand when teaching. In the past, she has taught history primarily through the use of children's historical fiction and non-fiction books, discussions, simulations, and short lectures.

The intent of this project was to make the concepts of freedom and civil rights, as seen in the 1800s, accessible to all children but particularly those with learning challenges. I began by examining the materials currently being used and the concepts taught. In some instances I modified them to make them more available to my students. At the same time, based on my new learning this past summer, I developed new activities that could be used with the whole class but that would make the concepts particularly accessible to special needs students.

Because of the needs of special education students in the 5th grade class this year, I looked at accommodations and modifications for children with attention problems and specific learning disabilities in reading and written language. Next year I will have to focus my attention on a 5<sup>th</sup> grader with a hearing impairment and students with specific learning disabilities and ADHD. Although there are children with many other disabilities, for the purpose of this paper, I have focused on these areas.

Modifications and accommodations are traditionally put in place so that special education students can better access curriculum. Regular education students also benefit when accommodations are made that suit their particular needs. Differentiated instruction, for example, recognizes that students are different; they do not all learn in the same way. As with children who receive accommodations through special education, general education children's lessons can be differentiated through the content presented, the process or teaching techniques used, or by the products or ways the student shows what he/she has learned.

### **High Needs Children**

The Individuals with Disabilities Education Act (IDEA) is the law that mandates service and support to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services. It ensures that children with disabilities receive a "free appropriate public education" (FAPE). This means that schools will provide students who are eligible (have a disability, can prove adverse effect, and are in need of services) with specialized supports and instruction that will address their academic needs in the least restrictive environment.

Not all children with special learning needs meet the rigorous standards set by federal and state regulations for special education services. Because of this, Vermont goes even further to ensure that children have a quality education. Vermont Act 117 mandates that all children, whether or not they meet the special education criteria, have their academic needs addressed in the general education environment through the school's educational support services with guidance from the school's educational support team.

### **Supports for Students Eligible for Special Education Services**

Special education students need to be taught in ways that are different than their classmates. They may need modifications made to the general curriculum or special accommodations made so they can access the general curriculum. In some cases the accommodations are physical, such as specialized equipment; in other cases accommodations involve adjustments to the general curriculum. Concepts may need to be

taught differently. Texts and classroom materials may need to be modified or changed completely. In order to determine what has been learned, alternative assessments may need to be used.

### **Accommodations**

Accommodations are ways for kids to take in information or communicate what they have learned in ways that are different from the rest of the class. Accommodations don't alter or lower the standards or expectations. When using accommodations, children are expected to meet the same standards set for all children. For example, a child with a specific learning disability in reading can learn the same material as others in the class but in a different way. He or she can listen to the audiotope version of a book in order to access information and participate in class discussion. A child with poor writing and spelling skills can use assistive technology, such as a tape recorder, voice-to-print software, or a word processor, rather than having to struggle with pencil and paper.

### **Modifications**

Modifications, on the other hand, mean that the curriculum and/or instruction have been changed. When modifications are made, kids with disabilities are not expected to master the same academic content as others in the classroom. They may use reading materials that are at a lower level or have goals and expectations that are completely different than the rest of the class. For example, a child with a learning impairment might be physically integrated into a social studies class but his or her goals might be social or behavioral goals rather than mastery of social studies content.

### **Background information about MCS 5<sup>th</sup> grade**

The 5<sup>th</sup> grade at Monkton Central School is comprised of 16 students—12 boys and 4 girls. Two of the girls are new to MCS this year. The rest of the class has been, for the most part, together since kindergarten.

In Addison Northeast Supervisory Union District, 5<sup>th</sup> grade American history takes students from the colonial period through the Civil war. Our 5<sup>th</sup> grade teacher typically uses a mixture of techniques and materials to teach this period including the History of Us series by Joy Hakim, historical fiction, photographs, primary sources, and, as a reference, the Houghton Mifflin social studies text, America Will Be.

Together the classroom teacher and I have added new readings and activities to her current social studies curriculum. These activities reflect my new knowledge about abolition and the early women's movement. The purpose of this project was to provide examples of ways that accommodations can be made to historical content so that all students, particularly students with learning difficulties, can benefit. Only the new activities are outlined in this paper. As we started this unit in 5<sup>th</sup> grade, the class had just completed research papers on famous African-Americans.

### **Activities for the General Education Classroom: The Antebellum Period and the Civil War**

The following lesson sequences and descriptions were written for general education students. Accommodations and modifications for students with various special needs are included in the right hand column. For this year, attending and specific learning disability accommodations are needed in the 5<sup>th</sup> grade. Accommodations and modifications for students with hearing impairments were included because there will be a student with a hearing impairment in 5<sup>th</sup> grade next school year. Additional accommodations and modifications for children with these disabilities are in Appendices A-C. They are

partially based on recommendations found in Mather and Jaffe’s Reports, Recommendations, and Strategies and partially based on my experience working with children with these disabilities over many years. The lists are not exhaustive and do not include accommodations or modifications for students with motor problems, emotional disturbances, learning impairments, traumatic brain injury, multiple disabilities or children on the autism spectrum. It should be noted that adjustments made for children with specific learning disabilities and focusing problems are often good ways to differentiate for other children in the classroom.

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #1</b> Word Splash*</p> <p><b>Time:</b> 1 class period</p> <p><b>Key Concept:</b> Meaning of the words <i>freedom</i> and <i>Civil Rights</i></p> <p><b>Materials:</b> Markers, chart paper</p> <p>*<u>Habits of Mind</u> Ed. by Arthur L. Costa and Bena Kallick, 2000, Association for Supervision and Curriculum Development, Alexandria, Virginia.</p>	<p><b>Process</b> A word splash is a collection of key terms, synonyms, and phrases that convey meanings similar to a particular term (Lipton &amp; Wellman, 1999). The purpose of this “word splash” is to help students build fluency with and elaborate on the meaning of the word <i>freedom</i>. Give the children several minutes to think of other words or phrases that may mean the same thing as <i>freedom</i>. On a large piece of chart paper write down all the words, synonyms, and phrases that the children come up with. Keep the chart paper up for the duration of the unit and have students add to the word splash as new ideas occur to them. Repeat the activity for <i>civil rights</i>.</p> <p><b>Product</b></p> <p><u>Individual product</u> After discussing <i>freedom</i> and <i>civil rights</i>, ask students to draw a picture that demonstrates these concepts.</p> <p><u>Group-produced product:</u> Keep <i>freedom</i> and <i>civil rights</i> charts as a group product.</p>	<p><b>Learning Disability in reading and/or written language:</b></p> <ul style="list-style-type: none"> <li>-Pre-teach concept</li> <li>-Use multiple examples, and make sure students understand the words that are being used</li> <li>-Use word webs and visual organizers to relate words and ideas.</li> </ul> <p><b>-For students who process auditory information slowly, allow sufficient “wait-time” for the answer.</b></p> <p><b>Attending and focusing problems/ADHD:</b></p> <ul style="list-style-type: none"> <li>-Ask child to act as scribe for the activity or have student write his synonyms on post-its and walk up to put them on the chart.</li> <li>- Allow child to use a fidget, if needed</li> </ul> <p><b>Hearing Impairment:</b></p> <ul style="list-style-type: none"> <li>-Make sure child is using his/her tools (FM system, hearing aide, amplifier, etc.), and is away from open doors, windows or other sources of interfering sounds.</li> <li>-Use clear, language and articulate words</li> </ul>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #2</b> K-W-L Chart <b>Time:</b> One class period One half period at the beginning of the unit and one half period near the end of the unit <b>Key Concept:</b> Students gain an awareness of their own knowledge base. <b>Materials:</b> Paper, Chart paper, color pencils</p>	<p><b>Process</b> A K-W-L chart is a good way to begin and end any unit of study. The purpose of this activity is to determine what students already know about a topic. Students are asked to take a sheet of paper and fold it into thirds. They label each section: <b>K</b> for <i>What I Know</i>, <b>W</b> for <i>What I Want to Know</i>, and <b>L</b> for <i>What I Learned</i>. This strategy enables teachers to gain an awareness of students' background knowledge and interests as the unit is beginning. At the end of the unit, it helps teachers assess the content material learned. Students are given three minutes to write down in bullet form what they already know about abolition and the early women's movement in the <b>K</b> column. In the second column, they are asked to write what they would like to learn about abolition and the early women's movement. On chart paper, the teacher scribes while children share what they want to learn. If a student mentions something others would like to learn also, the others add it to their <b>W</b> column with a colored pencil. These papers are collected by the teacher and reviewed for baseline information about what students already know. This activity is used at the end of the unit again when the students fill in the third column about what they have learned. It is also a good time to check to see if all the students' questions have been answered.</p> <p><b>Product</b> Completed K-W-L chart.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Let students know that they don't need to worry about spelling for this exercise. -Pair the child with a more able writer. -A student that has significant difficulty with writing can dictate his K-W-L chart to the teacher or another student. <b>Attending and focusing problems/ADHD:</b> - Let student hand out papers and colored pencils and help the teacher scribe, or have the student scribe for another student <b>Hearing Impairment:</b> - Make sure child is sitting away from open doors, windows or other sources of interfering sounds -If the child has a FM system or other device, make sure that he/she is using it.</p>
<p><b>Activity #3</b> Springboard to abolitionists. Who were the abolitionists and what was their story? <b>Time:</b> One class period <b>Key Concepts:</b> Both black and white abolitionists possessed strong differing opinions and feelings about the goals of the abolitionist movement. <b>Materials:</b> Paper and pencils</p>	<p><b>Process</b> <u>Mini-Lecture:</u> Drawing from student knowledge on the individual K-W-L charts, the teacher defines <i>abolition</i> and <i>abolitionist</i> and tells the stories of some of the important abolitionists. <u>Discussion</u> With students discuss ways that various abolitionist groups hoped to achieve their goals. --Abolitionist and others who wanted to resettle blacks (American Colonization Society), --Abolitionists who were willing to use violence to attain the goal of freeing slaves (Gerrit Smith, James McCune Smith, John Brown, Frederick Douglass), and --Abolitionist who were not willing to use violence.</p> <p><b>Product</b> Three minute write: If you were a free black person before the Civil War, would you want to go back to Africa? Write, pair, share with group, write again with any new thoughts,  N.B.: Make sure that all student's voices are heard during the discussion,</p>	<p><b>Learning Disability in reading and/or written language:</b> -Make sure that students who have difficulty with writing have a scribe for this activity. -Allow student to tape his/her response to the final question. <b>Attending and focusing problems/ADHD:</b> -Provide the student with a fidget while the teacher is talking. -Call on the student often during the discussion. -Provide the student with a checklist of concepts to listen for during the talk. <b>Hearing Impairment:</b> -Make sure child is sitting close to the teacher -Make sure the child is using his hearing tools. -Check for understanding at regular intervals</p>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #4</b> Video* quiz, and crossword puzzle “Freedom in a Box” News Broadcast** <b>Time:</b> Two class periods <b>Key Concepts:</b> African Americans coped with slavery in many different ways. <b>Materials:</b> Video (“The Underground Railroad: Escape from Slavery”), news broadcast reproducible, yardstick and cardboard for students making box</p> <p>*United Learning. "The Underground Railroad: Escape From Slavery." Discovery Education: <a href="http://streaming.discoveryeducation.com/">http:// streaming. discovery education.com/</a></p> <p>**<i>American History: 15 Primary Source Activities</i> “Freedom in a Box” News Broadcast p. 21</p>	<p><b>Process</b> <u>Day 1</u> Show the class the 26-minute video, “The Underground Railroad: Escape from Slavery” which reviews slavery, plantations, the slave trade and abolitionists, and includes the story of Box Brown. (Although the video indicates that it is designed for 6-8 graders, with some previewing of concepts, it can work for younger students.)</p> <p><u>Day 2</u> Using the readers’ theater format outlined in <i>American History: 15 Primary Source Activities</i> “Freedom in a Box,” students read the TV news script based on the event and choose or are assigned the roles listed on the script. Students are not required to memorize their lines but should be able to read them fluently. This activity is set up several days before the performance to give students time to prepare.</p> <p><b>Product</b> The video concludes with a video quiz. As the quiz is presented on the video, have a “shout out” of the answers. Follow that up by having students pair off to do the crossword puzzle that is included in the blackline masters that can be found on the video website. For students that prefer a challenge or need to be kept focused, the paired crossword puzzle could be presented as a timed challenge.</p>	<p><b>Learning Disability in reading and/or written language:</b> -For students that need extra help, a word bank could be presented with the crossword puzzle. -Pre-teach the main concepts in the video especially for students with auditory processing difficulties. -Make sure that the student’s part in the readers’ theater script is at the appropriate reading level. - For the readers’ theater performance, students who have difficulty reading can be in charge of preparing a box approximately 37”x30”x24”for the Box Brown skit. <b>Attending and focusing problems/ADHD:</b> -Provide the student with a fidget during the video. -Have child sit on T-chair during video. -Student can help prepare the box for the Box Brown skit. -Stop the video at intervals and check for understanding. <b>Hearing Impairment:</b> -Allow the student to take the video home the night before to preview it. -Make sure the student is sitting close enough to the video to hear it. -Highlight the child’s sections of the reader’s theater script. -Made sure that the student is using her/his tools when viewing the video. -Check for understanding at various parts of the video.</p>

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<p><b>Activity #5</b> Visit from Rokeby Museum teacher <b>Time:</b> One class period <b>Key Concepts:</b> Students will begin to understand the social and economic conditions of blacks in the 1800's. <b>Materials:</b> Primary documents and letters brought from Rokeby Museum including 3<sup>rd</sup> of 5<sup>th</sup> mo. 1837 letter from RTR to Ephraim Elliot and Jan. 27, 1837 letter from Oliver Johnson to RTR.</p>	<p><b>Process</b> Discussion of slavery and the abolitionist movement in Vermont led by Rokeby Museum teacher and followed by distribution of copies of original letters that are part of the Rokeby Museum collection. Students are divided into groups of 3-4, given a copy of a letter, and asked to interpret the meaning.</p> <p><b>Product</b> Students orally answer questions about their letter and share their understanding of the letter with the rest of the class. Students draw an illustration of a part of the letter they read.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Group student with others that will be able to scribe and/or read with them. -Check for understanding frequently.</p> <p><b>Attending and focusing problems/ADHD:</b> -Provide the student with a fidget during the presentation. -Have child sit on T-chair.</p> <p><b>Hearing Impairment:</b> -Make sure child is sitting close to presenter and using his/her tools. -Check for understanding throughout Rokeby Museum teacher's presentation.</p>
<p><b>Activity #6</b> Frederick Douglass <b>Time:</b> One class period. <b>Key Concepts:</b> Students will understand that people in Vermont had a variety of responses to abolition. <b>Materials:</b> Student research paper; Frederick Douglass kit from Rokeby Museum</p>	<p><b>Process</b> The student who has researched Frederick Douglass as part of a previous project co-teaches with the teacher. With the teacher and the Rokeby Museum Frederick Douglass kit, the student gives an overview of Frederick Douglass' life and shares the contents of Rokeby's Frederick Douglass kit.* This kit includes original copies of the abolitionist newspaper, "The Liberator," edited by William Lloyd Garrison. Using excerpts from three 1843 local newspapers provided in the kit, in groups of three, students determine if the writer was for or against abolition and if they were using logic or emotion to try to sway readers.</p> <p><b>Product</b> Student groups share their newspaper excerpt with the class and tell the class if they think the writer was for or against abolition and if the writer was using emotion or logic to convince the reader.</p> <p>* The teacher should take this role when there is no student who has researched Frederick Douglass.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Group student with others that can assist with reading. -Check for understanding.</p> <p><b>Attending and focusing problems/ADHD:</b> -Have student help with handing out materials. -Ask student to scribe for the small group.</p> <p><b>Hearing Impairment:</b> -Make sure child is using his/her tools -Check for understanding.</p>

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<p><b>Activity #7</b> Walking to Freedom* <b>Time:</b> Two class periods <b>Key Concepts:</b> Students will be able to evaluate alternative courses of action. They will become aware of what it might have been like to try to escape to the North. <b>Materials:</b> <i>American History: 15 Primary Source Activities</i>, Scholastic Professional Books, New York: 2003. "Million Mile March" p. 29.</p>	<p><b>Process</b> This is a combination social studies/math activity. It is based on the activity in <i>American History: 15 Primary Source Activities</i> "Million Mile March"  <u>Day 1</u> The teacher times each student as he/she walks a mile in the gym or on a walking course. Students are then each assigned a different starting point in the South. They find their starting point using a map of the 1850s, develop an escape route, and then calculate how long it would take to walk to freedom.  <u>Day 2</u> The class is divided into two groups with an adult in each group. Two students act as "conductors" and the rest of the group act as escaped slaves. The teacher takes the students outside to a predetermined mile-long course. Traveling silently and in a group, the students walk the mile in total silence. Any student that makes a noise is "captured" and turned over to the "slave catcher" who is an adult following the group. Either the conductor or the slave catcher can designate a "slave" as captured. So that the students are motivated, a "freedom incentive" is offered. Like freedom itself, the incentive needs to be great enough to motivate all of the students.  <b>Products</b> Students determine how many days and hours it would take them to walk to freedom. Students participate in the simulated silent walk. Students write a journal entry about the experience.</p>	<p><b>Specific Learning Disability in reading and/or written language:</b> -Have student work with a partner for Day 1 activities. - Students who have difficulty writing about the simulated walk can audiotape their experience. <b>Attending and focusing problems/ADHD:</b> -Keep oral instructions logical and concise. -Discuss before hand the expectations for the walk. <b>Hearing Impairment:</b> - Keep oral instructions logical and concise. - Check for understanding of directions.</p>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #7:</b> Voting simulation**</p> <p><b>Time:</b> One class periods</p> <p><b>Key Concepts:</b> Students will experience what it was like for women in the United States prior to the time they could vote.</p> <p><b>Materials:</b> Ballots</p> <p>**Adapted from "Women and Empowerment: Part 1, Simulation for Early Elementary Social Studies" by Mary E. Hauser and Joy C. Hauser. September/October 1994 issue of <i>Social Studies and the Young Learner</i>.</p>	<p><b>Process</b></p> <p>With the whole class, create a menu of ways that the whole group might spend earned free time. Once a list of options has been developed, let the students know that they will be voting to determine how the time will be spent. Explain that this vote will be taken by casting ballots, just as they do when adults vote in local and national elections. Help the students to feel the excitement of participating in this kind of voting process.</p> <p>Distribute the ballots from a list of "qualified voters." Do not give a ballot to any of the girls. When they ask why, announce to the class that girls cannot vote in this election, only boys. When the girls protest, tell them that voting is something boys do, not girls.</p> <p>This can be extended by telling the girls that if they have something that they would really like to do, they can get together a petition and see if they can get one of the boys to read it to the other boys and convince the others boys to vote for it.</p> <p>After the boys have voted, ask the girls questions such as, How do you like going along with the boys' choice? How do you feel about not being able to vote? Should girls do what the boys tell them to do? Is this fair? Is it discrimination?</p> <p>At this point introduce Susan B. Anthony and Elizabeth Cady Stanton and explain that the girls are not the only ones who felt it was not fair. Tell them that in the mid 1800's a woman by the name of Susan B. Anthony felt that it was not right that men could vote and women could not. She and others decided to do something about it. She gave many speeches and led protests to call attention to the law that was unfair. She worked hard for many years to make changes to allow equality in voting for all people. Although it took a long time, the law was finally changed, and now both men and women can vote.</p> <p><b>Product</b></p> <p>Discussion and journal write about their response to the simulation.</p>	<p><b>Learning Disability in reading and/or written language:</b></p> <ul style="list-style-type: none"> <li>-Audiotape reaction to simulation.</li> </ul> <p><b>Attending and focusing problems/ADHD:</b></p> <ul style="list-style-type: none"> <li>-Keep oral instructions concise.</li> <li>-Make sure the student understands the expectations.</li> <li>-Have student help by handing out and counting ballots.</li> </ul> <p><b>Hearing Impairment:</b></p> <ul style="list-style-type: none"> <li>-Check for understanding.</li> <li>-Make sure that the student is using her/his tools.</li> </ul>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #8</b> Early women’s movement <b>Time:</b> Three class periods <b>Key Concepts:</b> Students will understand the social and economic conditions of women in the 1800’s. They will begin to see the relationship between the abolition movement and the women’s movement. <b>Materials:</b> Burns, K. (Director/ Producer) &amp; Barnes, P. (Producer). (1999). Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony [DVD]; replicas of broadsides; replica of Declaration of Sentiments</p>	<p><b>Process</b> <u>Day One</u> Introduce concepts of “women’s separate sphere” and civil rights. Then show Part I of “Not for Ourselves Alone,” a video about the lives of Susan B. Anthony and Elizabeth Cady Stanton. Ask students to share what they have learned about the two women. <u>Day Two</u> Start the class by discussing what life would be like today if women did not have the right to vote. Are women completely equal today? What would it be like if half of the people, including the president, were women? What is the meaning of the title “Not for Ourselves Alone”? In small groups discuss what it would be like to be deprived of the right to vote? How would each of the students reacted in that situation? Would they be involved in organizations such as Susan B. Anthony was? Would they try to vote? What would they do if they were arrested as she was? Look over copy of the “Declaration of Sentiments” Show Part II of “Not for Ourselves Alone.” <u>Day Three</u> Remind students that one of Susan B. Anthony’s biggest tools for spreading the cause of women’s rights was by giving speeches. She would advertise these through broadsides. Show students examples of various types of broadsides and explain the many ways they were used. <b>Product</b> Have the students decide if they would like to create a broadside, give a speech to encourage people to allow equal rights, or, with another student, make up a skit about women’s rights. Give them several days to prepare and then share with the class.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Pre-teach the main concepts in the video especially for students with auditory processing difficulties. -Encourage student to create a product in an area of interest and strength. <b>Attending and focusing problems/ADHD:</b> -Provide the student with a fidget during the video. -Have child sit on T-chair during video. -Encourage accuracy and quality over speed of completion for product. <b>Hearing Impairment:</b> - Allow the student to take the DVD home the night before to preview it -Make sure child is sitting close enough to the TV and using his/her tools. -Check for understanding at regular intervals.</p>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Activity #9</b> Abolitionists in music and song <b>Time:</b> Two class periods <b>Key Concepts:</b> Students will gain an appreciation of how music helped influence social reform movements in the antebellum period. <b>Materials:</b> CD of early abolitionist and women’s movement songs by Hunsberger, D. &amp; DeCormier, R. (1993). Recorded by The New Hutchinson Family Singers on American Homespun.</p>	<p><b>Process</b> Teacher shares the story of the Hutchinson family singers. Given their new understanding of the social and economic conditions of blacks and women in the 1800s and of the abolitionist and women’s movement, using the CD <i>Homespun America</i> have the students listen to and interpret the meaning of “Get off the Tracks” and “The Old Granite State.” Discuss in small groups</p> <p><b>Product</b> Students choose to write own song/poem or create a power point slide show using the songs as a base and finding pictures that might represent emancipation, freedom, struggle, etc.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Preview the words to the songs with the student. -Provide the student with a copy of the words to the songs. <b>Attending and focusing problems/ADHD:</b> -Use props to make songs more vivid and clear. -Make sure that instructions are clear as it relates to the product. <b>Hearing Impairment:</b> -Provide the student with a copy of the and allow child to take CD home to preview the day before the lesson. -Make sure child is using his/her tools -Check for understanding.</p>
<p><b>Activity #10</b> Reading or deconstructing a paintings or photograph <b>Time:</b> One class periods <b>Key Concepts:</b> Students will gain an appreciation of how art and photography can inform their understanding of a time period. <b>Materials:</b> Replicas of paintings that relate to abolition, slavery, and/or the women’s movement.</p>	<p><b>Process</b> Illustrations engage students and motivate them. They are useful for building concepts, drawing inferences, making generalizations, initiating inquiry and formulating hypotheses. Teach the students how to “read a picture” by first teaching them to observe and describe accurately what they see and then by helping them make inferences from what they observe. The more skilled students are at observing, the more information they can gain. A good way to help students sharpen their picture reading skills is to block off parts of the picture. This allows them to focus better. Have them draw two imaginary lines across the photograph to divide it horizontally into three equal segments. The bottom third is in the foreground, the middle third is the middle ground, and the top third is the background. The focal point is that part of the picture that the creator wants noticed.</p> <p><b>Product</b> Provide the students with a print or photograph (primary document). In teams of three, have the students describe what they see. In each group, have the students choose a scribe to write the observations. Ask the students to make inferences. Questions they ask themselves might include: Where was this picture taken? What time of year was it? Who are the people in the picture? What are they doing? Who took or created the picture? Why? Who is the audience for this picture? What point is the photographer/painter trying to make?</p>	<p><b>Learning Disability in reading and/or written language:</b> -Have another student do the scribing for the group. <b>Attending and focusing problems/ADHD:</b> -Pre-teach the skill -Check for understanding of directions <b>Hearing Impairment:</b> -Check for understanding of directions.</p>

Lessons	Lesson Sequence and Description	Accommodations and Modifications for Special Needs Students
<p><b>Culminating Activity</b> Visit to Rokeby Museum and Wesleyan Church*</p> <p><b>Key Concepts:</b> Students will understand the social and economic conditions of blacks and women in the 1800's and begin to connect past and present events, people and ideas.</p> <p><b>Materials:</b> transportation; adult chaperones</p> <p>*Rokeby Museum is not open for school tours until late May.</p>	<p><b>Process</b> Prepare the students for the visit by telling them the story of the Robinson family. Choose several pieces from the exhibit or parts of the house that the students should pay particular attention to. Have them prepare questions for the people at the museum about the house and the Robinsons who lived there.</p> <p><b>Product</b> After the visit have the students reflect on what they saw and learned and have them compose and send an e-mail to the teacher or a friend or family member describing something interesting they learned from their visit.</p>	<p><b>Learning Disability in reading and/or written language:</b> -Preview what the child should be looking for during the field trip, especially for children with auditory and visual processing difficulties</p> <p><b>Attending and focusing problems/ADHD:</b> -Connect museum objects to things the student knows about or to his/her interests.</p> <p><b>Hearing Impairment:</b> -Make sure that the student has a partner when visiting the museum to help with what the docent is talking about. -Check frequently for understanding</p>

### Assessment/Final Project

Each student is given a character, a setting, and a date and asked to describe the character's views on freedom, slavery, civil rights, voting for women and blacks. The student can do this by choosing from a menu of options, including illustration, journal entry, art project, monolog while dressed like the character, skit, song, or project of the student's choice.

### Accommodations/Modifications for Children with Other Diagnoses

Students with special requirements due to an IEP, 504 plan, or EST plan have needs that vary significantly both from the general education population and from the each other. The chart below compares the key concepts/standards and activities/assessments for the general education population to children with a number of different disabilities. It should be noted that even within a given disability category there is considerable variation. The following includes disabilities as identified by IDEA.

## Needs of children with varying diagnoses as compared to the general school population

	Key Concepts/Standards	Activities/Assessment
Specific Learning Disability	same	accommodations
Health impairments including ADHD	same	different
Hearing Impairment	same	accommodations
Fine motor	same	accommodations
Autism spectrum	different	different
Multiple handicaps	different	different
Learning impairment	different	different
Visual Impairment	same	accommodations
Speech/Language Impairment	same	same
Emotional disturbance	same	different
Traumatic Brain Injury	same	same

### Differentiated Instruction for General Education Students

Differentiation of instruction is a teacher's way of planning to accommodate the multiple and varied learning needs and styles of all the students in the classroom. Just as modifications and accommodations support children with special needs, differentiated instruction attempts to address the needs of general education students. There are three main ways through which instruction can be differentiated: content, process, and product.

**Content**, concepts are broad-based allowing for adjustment by degree of complexity. The teacher can present materials addressing the same standards and goals but at various levels of difficulty. While differentiated instruction is designed to meet the needs of individual children, it is not an individual curriculum for each student. Students can be grouped together because they have similar academic or even social needs.

With differentiated instruction, the **process** is flexible using varied instructional techniques and materials and allowing for flexible groupings, collaborative learning groups, individual contracts, self-paced learning, or team projects. There are many different ways to help students master content. For example, they can act out concepts or events or produce and manipulate drawings, dioramas, models, graphs, and charts.

Finally, a wide variety of **products** or alternative assessments document learning, including formal or informal tests and authentic assessments such as interviews, surveys, and performances. Students can write a song or rap, or create a broadside. Other ideas include making a video, producing a game or simulation, doing an interview, designing a book jacket, or making a diorama.

## **Differentiated Instruction Examples**

Content, process, and product can be guided by students' readiness, interests, and learning styles through a range of instructional and management strategies. Tiered or scaffolded assignments, questioning, and choices are just a few examples of ways to differentiate instruction. The following recommendations are based on the work of Carol Tomlinson and Wendy Conklin.

Tiered assignments are parallel tasks that vary in their degree of complexity. The goals of the lesson are the same for all students but the assignments allow for various levels of readiness and performance ability. A common example of a tiered lesson is leveled reading texts; students could all learn about abolitionist by reading a book but each student would have a book at his/her appropriate reading level. Comprehension questions can also be tiered.

Another way to differentiate is to offer choices to students. Within an activity students can select their preferred way of showing what they learn from a menu of options. Based on students' skill levels and educational standards, teachers may assign students to complete activities that demonstrate mastery by writing a report or in a method the student prefers such as composing a song about the content, or building a 3-dimensional object.

Questions can be differentiated by what Conklin calls "skinny" questions and "fat" questions. Skinny questions can usually be answered with one or two words but fat questions require higher-level thinking. For example, questioning can be based on Bloom's taxonomy. Students who are unfamiliar with the concepts answer questions on the lower levels of Bloom's Taxonomy: knowledge and comprehension. Students with partial mastery answer application and analysis questions and students who have high levels of mastery work on synthesis and evaluation.

The following chart, based on Bloom's learning domain levels as described by A. T. Wyatt, suggests ways that content can be differentiated to meet the learning styles, interests, and strengths of all children in the classroom.

<b>Knowledge &amp; Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<b>Activities:</b> Ask Match Listen Locate Identify Research Observe	<b>Activities:</b> List Construct Teach Paint Sketch Manipulate Report Interview Design	<b>Activities:</b> Classify Categorize Separate Compare Contrast Advertise Survey	<b>Activities:</b> Combine Compose Invent Imagine Write Create Role-play Produce Interpret	<b>Activities:</b> Evaluate Debate Choose Decide
<b>Products:</b> Record Filmstrips Magazines Diagrams Tapes Newspapers Books Timeline Demonstration Interview	<b>Products:</b> Diary Puzzle Sculpture Diorama Map Scrapbook Mobile Model Illustration Broadside/poster Postcard Simulation Book jacket	<b>Products:</b> Graph Survey Questionnaire Commercial Report Chart Venn Diagram Reading a picture	<b>Products:</b> Story Poem Play/skit Song Advertisement Radio/TV show Game Puppet show Journal Song Speech	<b>Products:</b> Panel News item Court trial Letter Rubric

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- Finkenbine, R. E., Hembree, M. F., & Yacovone, D. (Eds.). (1993). Witness for freedom. Chapel Hill, NC: The University of North Carolina Press.

This book is a compilation of documents that tell the story of the rise of black abolitionism and emancipation. The collection includes letters, essays, autobiographical narratives, formal speeches and photographs. It also includes newspapers, pamphlets, posters and other printed material. Most of the documents were drawn from *The Black Abolitionist Papers Project*, a vast collection of primary sources gathered together because "broad spans of African American history have eluded scholarly attention because the necessary research materials are not readily available" (p. xvii).

Witness for Freedom is useful as an easily accessible starting place for primary source documents for teachers and older students. I found myself particularly interested in the writings of James McCune Smith and the other abolitionists we learned about in John Stauffer's book, Black Hearts of Men.

- Hakim, J. (2003). Liberty for all? 1820-1860. New York, NY: Oxford University Press.

Joy Hakim is one of our own, having grown up in Rutland and graduated from Rutland High School. Her book is one in a series of ten *A History of US*, designed to interest children in history. The books are peppered with illustrations taken from the Library of Congress, the National Portrait Gallery of the Smithsonian Institution and the Chicago Historical Society, making it highly attractive to our 5<sup>th</sup> graders. For a textbook, it is unusual in its readability. Joy Hakim knows what kids like. Reading her books, students learn that history is filled with lively and captivating stories and real life adventures. What girl would not be both enraged and hooked by a chapter entitled “Do Girls Have Brains”? This chapter was a perfect pairing with the voting simulation that we did with our 5<sup>th</sup> graders. Liberty for All?, book five in Hakim’s series offers a number of excellent chapters on the early women’s movement and women’s condition in the 1800’s. In addition, Chapters 32-38 focus on slavery and offer background to the abolition movement. The students in our 5<sup>th</sup> grade couldn’t wait for me to give up the book so they could get their hands on it.

Hakim, J. (2003). *War, terrible war: 1855-1865*. New York, NY: Oxford University Press.

As the title suggests, sixth book in Joy Hakim’s *A History of Us* series, *War, Terrible War 1855-1865* focuses primarily on the Civil War. *War, Terrible War 1855-1865* includes two chapters on Harriet Tubman and several chapters specific to Abraham Lincoln. Slavery, emancipation, and freedom are all dealt with within this book in a way that children can understand.

Of great interest to our students was the chapter on John Brown. I had not intended to read the whole chapter in one class period, but each time I tried to stop the students pleaded for more. It is a tribute to Joy Hakim’s ability as a writer when students will not let a teacher stop reading a history book because they want to know more.

A wonderful addition to Hakim’s books is the PBS website developed for her series. It includes primers to help teachers gain insight into the topics in the series, Webisodes taken from the books, and access to hundreds of images from American history.

Jenson, E. (2000). *Different brains, different learners: How to reach the hard to reach*. Thousand Oaks, CA: Corwin Press.

Geared towards helping students with very specific needs (developmental delays, chemical imbalances, trauma, speech-language disorders), Jenson’s book gives a practical and comprehensive overview on how to help children succeed in school. For Jenson, there are no “unreachables.” In each chapter of his very readable book, he provides an overview of a specific disability, the impact and demographics, likely causes, recognizable symptoms, and, most useful for me in terms of developing units of study, strategies about what teachers can do to help. I have been using this book for the past several years when I am trying to think of ways to best teach a new child.

Teaching key concepts in American history to children who are hard to reach is always difficult. This book presents helpful strategies in an easy to use format.

Jenson, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: ASCD Press.

Unlike Eric Jensen's *Different Brains, Different Learners*, this book was written for the majority of children. It focuses on the links between success in the classroom and brain research. Educational neuroscience is a new way to look at learning, a paradigm shift. This book is a thorough introduction to teaching using the latest in brain research. Of particular use to me was Chapter 11: "Brain-Based Teaching" which emphasized what to do before, during, and after teaching to take full advantage of what we know about the brain and learning.

I have a deep interest in how to use brain-based research to help my students with special needs succeed and have attended several conferences on the topic. This book is a good overview and is applicable to any social studies unit, or teaching in any content area.

Library of Congress: American Memory. (n.d.). Retrieved February 12, 2009, from The Library of Congress: American Memory Website:  
<http://memory.loc.gov/ammem/collections/>

This easy to use site presents primary sources that can be browsed by time period, by types of collections, or by place. Examples of collections include maps, sheet music, photos, and sound recordings. So, for example, it is possible to sort by a time period, e.g. *1800-1849*, and then search for *song sheets*. The page can then be searched by keywords, titles, names, or publishers. The choices of documents are boundless. It is also possible, in some cases, to purchase replicas of the documents.

For me this was the "go to" website for primary sources. It can easily be used by teachers and older students alike. As a first time user of this site, it was easy for me to find my way around and, once I got started, one document or photo led to another.

Miller, M. (1999). *Words that built a nation: A young person's collection of historic American documents*, New York: Scholastic, Inc.

This book contains primary sources for historic American documents. Some of the documents are excerpts of the original while others are complete. Each is followed by information about the author and an explanation about the impact of the piece on the people of the time. There are illustrations and pictures throughout making it visually attractive to the reader.

This is a good resource for the teacher who wants to introduce students to primary source materials and a good reference book for many of the important events in our country's history for child and adult alike.

Not for Ourselves Alone. (n.d.). Retrieved March 1, 2009, from PBS.org Web site:  
<http://pbs.org/stantonanthony/movement/index/html>

This website focuses on *Not for Ourselves Alone*, a film by Ken Burns and Paul Barnes. It is the story of the beginning of the women's movement and the lives of two good friends, Elizabeth Cady Stanton and Susan B. Anthony. The overarching site, <http://pbs.org/stantonanthony/resources/index/html>, includes a timeline and historical documents in three sections: Stanton and Anthony, Culture and Politics, and Arguments and Declarations.

This is the perfect place for students to learn about the work and lives of Stanton and Anthony. For teachers there are lesson plans. (Of particular interest for my unit was “Women’s Rights and Reform in the 19<sup>th</sup> Century.”) A list of suggested books and web links makes this site even more useful.

Slavery and Freedom. (n.d). Retrieved March 9, 2009, from American Passages: A Literary Survey  
Web site: <http://www.learner.org/amerpass/index.html>

Annenberg Media, Learner.org is a comprehensive resource site that provides teachers of history and social studies with a number of different units of study including one entitled “Slavery and Freedom.” A teacher’s guide and 30-minute documentary video are included, along with an archive that consists of primary source materials, audio files, and visual art. A tool is provided that allows students, or teachers, to build their own slide show. Included also are learning objectives for each unit, a glossary of relevant terms and a bibliography.

Overall, this is an outstanding site. By signing up, teachers can share with their students the video that outlines the development of the slave-based economy and introduces them to the slave narratives and the abolitionist literature of Frederick Douglass, Harriet Jacobs, and Harriet Beecher Stowe. The video should be previewed for appropriate content, as the Harriet Jacobs narrative contains material that may not be suitable for younger students.

Tomlinson, C. A., Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum*. Alexandria, VA: ASCD Press.

Carol Ann Tomlinson is a widely recognized guru of differentiation. In this book, she and colleague, Caroline Eidson provide a brief primer on differentiation by focusing on what differentiation is and the belief system behind it. They share the hallmarks of a differentiated classroom and the curricular elements—content, process, and product—that teachers can adapt in order to respond to a child’s interests, readiness to learn, strengths and weaknesses. The second part of the book is comprised of examples of specific teacher-created units in a variety of academic areas. A comprehensive glossary completes the book.

I found this book invaluable for a basic explanation of differentiation and for the way that the units were designed and arranged. Though I did not follow the authors’ unit design in creating my unit of study for TAH, it gave me an idea about how I wanted to organize it. If a teacher wanted to read only one book on differentiation, this is the book I would recommend.

(1998). United Learning. (1998). Retrieved March 2, 2009, from "The Underground Railroad: Escape From Slavery Web site: [www.discoveryeducation.com/user\\_login.cfm](http://www.discoveryeducation.com/user_login.cfm).

United Learning requires that users register in order to gain access to their site; it is well worth it. “The Underground Railroad: Escape from Slavery” is a twenty-six minute video comprised of sixteen different segments starting with an introduction to the Underground Railroad, slavery, plantations, and abolitionists. Specific stories, including the story of Box Brown, are included. The video concludes with a video quiz. Also included are a teacher’s guide and blackline masters.

The site overview indicates that it is designed for grades 6-8; however, I found that the 5<sup>th</sup> graders I worked with, for the most part, had no difficulty with the video. The blackline masters were difficult for some but could be used as enrichment for others. Overall, for a unit on slavery or abolition, this site is well worth using even for students that are a bit younger than suggested.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.

Wineburg makes the argument that people have spent more time talking about what students don't know about history than trying to understand what they do know. He cites research that shows, contrary to popular belief, that students do not, in fact, have less knowledge about history than they did nearly one hundred years ago. This book is comprised of a series of essays that look at students' challenges in learning history, teachers' challenges in teaching history, and the importance of history as nation memory. It asks the question: What does the teaching of history contribute to a democratic society? (p. ix)

This is not a practical, hands-on idea book for teaching history to students, but rather a book that helps us reflect on how students think and learn about history. *Historical Thinking and Other Unnatural Acts* would be an excellent choice for a book discussion group.

## APPENDICES

### APPENDIX A: Specific Learning Disabilities in Reading and Written Language

A specific learning disability, according to Federal definition, is a “disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.” A specific learning disability is “not primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

While the majority of a student's program should be as closely aligned with the general education curriculum as possible, some accommodations and modifications may be necessary. Listed below are some suggested ways to aid students with specific learning disabilities (SLD) learn more effectively at home or at school. Selection from these and other possibilities must be based on the individual needs of each child.

Always ask questions in a clear manner and then have the student describe his or her understanding of the questions. Check for understanding on assignments.

Keep oral instructions logical and concise. Reinforce them with a brief cue. Repeat or re-word complicated directions.

Pace instruction carefully to ensure clarity.

Present new and or technical vocabulary on the chalkboard or overhead.

Support one modality of presentation by following it with use of another.

Talk distinctly and at a rate that the student can follow.

New concepts should be presented in small steps. Use plenty of examples, oral or otherwise.

For some students who read slowly or with difficulty, use a “read-along” technique in which taped texts and materials allow learning of printed materials.

For students who find reading slow and difficult, supplement the subject matter being read with videotapes, DVDs, or computer software.

Use word webs and visual organizers to relate words and ideas heard or read.

For students who process auditory information slowly, allow sufficient “wait-time” for the answer or provide the questions in written form.

## **APPENDIX B: ADHD/Attending Issues**

Some children have difficulty controlling their motor activity or are constantly on the move. They may rarely finish tasks or act impulsively. They may be unable to differentiate between important and unimportant information and be disorganized. Some of these children also need behavioral interventions. Listed below are some suggestions to help these students access information.

Allow the child to change work sites frequently.

Assign tasks involving movement such as passing out papers, running errands, or doing classroom chores.

Divide work into smaller chunks with frequent breaks.

Make sure oral instructions are clear and concise.

Teach students to verbalize a plan before undertaking a task.

Permit child to do something with hands or handle a “fidget” while engaged in sustained listening.

Fidgets could include a stress ball, worry stone, paper folding, or clay.

Use an inconspicuous physical cue to signal a child when she or he tunes out or is beginning to become disruptive.

Provide opportunities for student to get peer recognition.

Use multi-sensory strategies when directions are given and lessons presented.

Keep tasks at independent or instructional level.

Make sure you have the student’s attention before speaking to him/her.

Help set up a workspace that has a designated place for all material. Reinforce for maintaining the work area in an organized fashion.

## **APPENDIX C: Hearing Impairment**

Students with any degree of hearing loss, from mild to profound, are said to be “hearing impaired”.

These children’s attention to task is likely to be inconsistent. According to state special education regulations, “deafness or being hard of hearing, as determined by an audiologist, otologist, or otolaryngologist, shall be demonstrated by a 25 decibel HL threshold (ANSI, 69) or worse for one or more of the frequencies 250-8000HZ, in one or both ears.” As a result of new technology, students who are hard of hearing can now join the regular classroom much more easily than in the past. Often hearing aids provide poor results in a classroom. As a result, an FM system, a small device with a microphone for the teacher to speak into that transmits to the hearing impaired student is frequently used. Speech-to-text systems have also been developed, which convert spoken language into written language, thus enriching the hearing impaired student’s classroom experience with written transcripts of the lesson.

Depending on how significant the hearing loss is, the following recommendations can be used to help the child access the regular curricula.

Keep cause-and-effect expressions in a very simple in form.

If there is no other way to avoid using a difficult word, include a brief explanation.

Make meaning and application absolutely clear.

For a new term, repeat the word numerous times in a variety of contexts.

Expect and encourage the student to participate in class by answering questions, giving reports, and volunteering for other verbal activities.

Clearly identify who is speaking or asking a question.

In group situations or discussions, which include a student, who is speech reading (lip reading) it is very helpful to have students sit in a horseshoe or circle for better inclusion.

Repetitions or summaries of the most relevant classroom questions, responses, and discussions are helpful.

You may need to get the student's attention by tapping him/her gently on the shoulder, arm, or waving your hand or using a similar visual signal.

Adjust the pace of the lesson to allow the hearing impaired student time to process visually.

Facilitate responses for a child with a hearing impairment by signaling when another student is finished talking.

Use hands-on experiences whenever possible.

Use overhead and visual whenever possible.

Change auditory warnings on computer to visual flashes.