

# Differentiated Instruction Unit Projects

Iowa Alternative Schools Project

Iowa Department of Education

Belin-Blank Center - University of Iowa

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Language  
Arts (1)

Language  
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Science

Social  
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## Message from Project Advisor

In the fall of 2003, the **Iowa Alternative Schools Project (IASP)** was established when the Iowa Department of Education -- in partnership with the Belin-Blank Center, the Iowa Association of Alternative Education (IAAE), and seven alternative high schools in Iowa -- was awarded a three-year (2003-2006) federal grant from the Jacob K. Javits Gifted and Talented Students Education Program. The purpose of the project has been to identify and serve academically gifted students in Iowa's alternative high schools.

Teachers from the alternative schools involved in the IASP were eligible to attend summer workshops to learn more about gifted education. The IASP's **Differentiated Instruction (DI)** Workshop offered alternative school teachers an opportunity to learn how to differentiate their curriculum in order to appropriately challenge the high-ability students in their classroom. As the name suggests, DI is a way of providing unique and individualized instruction for students of all ability levels. This website is a collection of five DI units developed individually by five alternative school teachers. All writers attended the IASP's DI Workshop. Their units are intended to challenge high-ability students in alternative school settings. Alternative school educators in Iowa and beyond are encouraged to review these units and use them in their own classrooms. In this way, these educators can begin to explore how they, too, can apply DI within their own curriculum.

Questions regarding the Differentiated Instruction Unit Projects can be sent to the Belin-Blank Center using the information below.

Belin-Blank Center  
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## Historical Fiction as a Springboard for Research

Lori Kay

Teacher and Director

The Flexible Learning Center, Sergeant Bluff, Iowa

The Flexible Learning Center serves Sergeant Bluff-Luton, Whiting, Lawton-Bronson, Westwood, Woodbury Central, and Hinton school districts. We offer students an opportunity to complete all required classes away from their regular high school during the day. We also offer night classes and summer school classes to students who attend their regular schools. Group work or class presentations take place at a set time as needed, but most work is done independently and students take responsibility for their own learning with the support and guidance of the staff. Students may complete one class at a time or divide their time to work on several classes at once. Teachers have the unique opportunity to adapt lessons and units to fit the needs of the student. Often a student may be the only one taking a particular class at that time. Grades are sent to the student's high school at the end of each grading period, but a student may continue to work on an unfinished class into the next grading period. Students graduate whenever they have completed all of the requirements for their home school district.

### Language Arts, Grade Level 11

(American Literature and American History are usually studied in 11th grade.)

Unit Duration, Approximately Three Weeks

*To Kill a Mockingbird* by Harper Lee is used as the sample for this lesson. The framework of this unit may be adapted to fit any historical novel. See appendix.

### Introduction:

This unit is designed to be flexible. The teacher and the student will have many choices to make about actual time limits and topic choices. It is possible that a student may continue to develop interests and continue research into another project. It is also possible that a student may have such an intense interest in his topic that the unit may be expanded to six weeks so that he may have the opportunity to acquire more knowledge before moving on to the next subject. This flexibility makes the unit appropriate for alternative classrooms where students thrive if the relevance of the unit inspires them. It is also possible to coordinate this unit with the social studies

Unit Introduction

1. Introductory  
Activities2. MLA & APA  
Activities3. Preliminary  
Research Steps4. Working  
Bibliography5. Intro to Primary  
Sources

6. DI Final Project

7. Appendix

curriculum and grant credit for that subject also. All of these plans need to be documented in the **project contract** that is included in this unit. This flexibility is ideal for gifted students who will excel if they are given the opportunity to focus on their strengths and interests. Teacher monitoring is very important to make sure that each student working on the unit is meeting a satisfactory number of benchmarks.

## Standards

### Writing

Standards adapted from McRel Compendium of Standards and Sergeant Bluff School District.

**Standard 1.** Uses the general skills and strategies of the writing process

*Outcomes:*

*Students will use prewriting activities.*

*Students will proofread for content and mechanics.*

*Students will write about literature and synthesis meaning with their own experiences.*

**Standard 4.** Gathers and uses information for research purposes

*Outcomes:*

*Students will use appropriate research methodology to develop a topic and support a thesis.*

*Students will use a variety of print and electronic sources to gather information.*

*Students will use a variety of primary sources to gather information.*

*Student will evaluate validity and reliability of sources.*

*Students will use standard format for documenting reference sources.*

### Reading

Standards adapted from McRel Compendium of Standards and Sergeant Bluff School District.

**Standard 1.** Uses the general skills and strategies of the reading process

*Outcomes:*

*Students will identify and understand the philosophical assumptions and basic beliefs underlying an author's work.*

*Students will identify clarity and consistency of political assumptions. Students will identify and value setting as relevant to philosophical and political assumptions.*

## Unit Goal:

Students will produce a research project based on a subject from a historical novel. They will be able to increase their understanding of a historical period and of the author's purpose and assumptions.

## Unit Understandings:

On a greater scale, students will realize that just as politics, economics, and other social issues affect an author's writing and ideas, such topics are relevant to our own development and perception of the world. Students should be connected to their research topic and see how it affects them and their future. They may also develop opinions and create solutions.

## Resources:

*To Kill a Mockingbird* by Harper Lee (or other historical novel)

Computer programs for word processing, spreadsheet, and presentation

Internet search engines

Internet academic databases  
MLA and APA style documentation handbooks  
Presentation equipment, projectors, or presentation poster board

## Preassessment:

Standardized test scores, classroom performance, and student motivation or special interest should all be used to adjust assignments to meet the individual student's needs.

In an alternative education setting a student's Personal Education Plan or Individual Follow-up Plan should also be considered.

*(A PEP and IFP are similar to the IEP used for special education students because they are confidential documents stating why the student has been placed in an alternative setting and what special services are needed. We use the IFP at our program because it documents the steps we take to address students' needs as well as our communication with the home school district. A student's needs, talents, and abilities are documented on the IFP. If a student is gifted, then the IFP documents how that student's abilities are addressed)*

## Unit Outline

1. Introductory Activities
  - A. Brain storming with clustering
  - B. Idea generator
  - C. Free writing activity
2. MLA & APA Activities
  - A. "Get Those Handbooks Ready!"
  - B. Assessment rubric
3. Preliminary Research Steps
4. Working Bibliography
5. Introduction to Primary Sources (Internet)
6. DI Final Project
  - A. "Bringing it Together and Making a Plan"
  - B. Project choice and grading rubric
  - C. Project contract

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## Book Study of Jennings Michael Burch's They Cage the Animals at Night

**Vicki Cose**  
Teacher  
Expo High School, Waterloo, Iowa

**Subject Area:** Contemporary Literature, English Elective

**Grade Level:** 9-12

**Unit duration:** Three weeks

### Purpose of Unit

The purpose of Contemporary Literature Class is to give students opportunities to be exposed and read contemporary books with multiple themes. Many alternative school students do not choose to read, do not possess time to read, dislike reading, have been "turned off" to reading because of mandated prior experiences, or they were required to read certain types of books they were not interested in, therefore, they gave up, stopped attending the class or dropped out.

Gifted students may also fall within these categories. They were not allowed to move at their own pace, may not have been challenged and/or were not give choices for assignments. The teacher may have wished everyone to remain on the same chapter or to complete identical assignments. For example: all students would read "x" amount of pages during the class period, answer questions for the chapter and were not allowed to move to the next chapter in order to keep the class together.

Knowing the above information, I have diligently selected books which possess numerous themes to which alternative students may be able to relate or may have experienced themselves. The length of the materials is also a strong proponent because one of the main goals of this unit is to have students complete a book from cover to cover. Numerous students have not had opportunities to be successful in this nor feel the accomplishment of achieving this goal.

A second goal of the unit is to allow the learner to proceed at their own rate with reasonable limits to complete chapters. Large and small group discussions will occur. Applying this Differentiated Instruction principle is advantageous to all students. The

- Unit Introduction
- 1. Preassessment
- 2. Introductory Activities
- 3. Differentiated Activity #1
- 4. Large Group Instruction
- 5. Small group/ individual activities
- 6. Differentiated Activity #2
- 7. Final Assessment
- 8. Chapter Questions

gifted student can be within their homogeneous group. The reluctant reader is able to continue at their reading pace with dialogue of small and/or individual settings. This adaptation gives the class opportunities to be successful and not become frustrated because of required page amounts. It also challenges those who wish to read outside class to do so. (If they complete the book, they will be able to work on the menu items.)

Several other goals are to try to see whether the students can identify with the character(s) of the book, become involved with the plot and make connections of their own life with those in the book. Both the alternative education student and the gifted student need experiences to examine the pertinent themes which arise in the book. It provides the students with opportunities to view others encountering challenges, barriers and obstacles. The students may be able to relate, have empathy, comprehend or visualize what the characters are going through because of their own experiences. The final goal is to select a book where the student wishes to attend class to read, reach the conclusion of the book, or "hook them to read at their leisure".

The unit challenges the gifted students with enrichment activities, addresses learning styles, offers choices, allows acceleration, applies higher order thinking skills within discussions, and gives ample opportunities for them to supply their own uninhibited and authentic opinions. The gifted student will not be stymied to "stay in the box" and is able to read at his or her own comfort level. If they complete the book on a speedy basis, they will be able to begin the menu selections and advance as they feel compelled.

## Standards

Waterloo School District Standard for Contemporary Literature

### Standard #2

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

### Standard #3

Students participate as knowledgeable, reflective, creative and critical members of a variety of literary communities

**Benchmark:** Understand and be able to use novels to accomplish their own purposes for learning, enjoyment and the exchange of information

### Objectives:

- a) Select appropriate reading materials from fiction, nonfiction, biography and autobiography
- b) Share one's understanding of the novel through a written analysis and/or individual projects

### "Know":

\*Vocabulary: dysfunctional, perseverance, cowlick, groggy, garbled, chicklets, taunted, pasty, scurrying, quivered, lulled, mollycoddled, foyer, cowered, sternly, welt, marquee, rag picker, pier, jeering, bellowed, convalescent, ventriloquist and abandonment

\*Literary elements: prologue, autobiography, symbolism, analogies

\*Foster care system in the 1950's and 1960's

\*Historical impact of people's lives in the 1950's and 1960's

### "Understandings":

\*Resilient people withstand barriers and obstacles within their lives.

- \*Abandonment of family and friends impacts one's basic needs.
- \*Dysfunctional families have and do exist in all socioeconomic levels.

**“Do” or “Skills”:**

- \*Analyzing skills: 1) determine cause and effect of choices to attend school (Jennings and students), 2) see the relationship of hierarchies within the foster care system and orphanages, 3) make analogies of their life to Jennings' life
- \*Critical thinking skills: investigate issues of past and present orphanages
- \*Deductive thinking: determine bias of Jennings' treatment from nun, foster care and his own family
- \*Interpersonal skills: understand tolerance, empathy, and compassion as related to Jennings and themselves

**Resources**

Text: [They Cage the Animals at Night](#) by Jennings Michael Burch

Web sites @ orphanages, foster care and historical events in the 1950's and 1960's:

- [www.wikipedia.org](http://www.wikipedia.org) (foster care, orphans)
- [www.orphanage.org](http://www.orphanage.org)
- [www.nfpainc.org/index.asp](http://www.nfpainc.org/index.asp) (foster care)
- [www.legends.ca/orphanages/orphanHistory.html](http://www.legends.ca/orphanages/orphanHistory.html)
- <http://kclibrary.nhmccd.edu/decade50.html>
- [www.ftiesweb.com](http://www.ftiesweb.com)
- [www.kyrene.k12.az.us/schools/brisas/sunda/decade/1950.htm](http://www.kyrene.k12.az.us/schools/brisas/sunda/decade/1950.htm) (history)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.worldbook.com](http://www.worldbook.com) (foster care, orphanages, history)
- [www.time.com/time/magazine](http://www.time.com/time/magazine) (foster care, history, orphanages)

Biographical web search about the author:

[www.wikipedia.org](http://www.wikipedia.org)

Community resources: Lutheran Social Services @ foster care, people who may have been an orphan, on an orphan train or those children in the U.S. or other parts of the world who are orphaned because of their parents having AIDS (refer to large group activity and menu choices to utilize resource people)

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Unit Introduction

1. Global Warming

2. Air Quality

3. Post Assessment

4. Additional  
Resources  
and  
Optional Extensions

## Ecology: Global Warming

**Rachelle Brown**

**Teacher**

**Expo High School, Waterloo, Iowa**

**Subject Area:** biology

**Grade Level:** high school level

**Unit Length:** four weeks

This unit was designed to be used with at-risk high school students and applies strategies from differentiated instruction to incorporate the many different learning styles found in an alternative classroom. The content, activities, and the products were chosen to challenge the thinking of the academically gifted students and engage the lower level students. The unit is a multiple approach to global warming designed to embrace the alternative students' readiness and unique interests.

**NSES: (National Science Education Standards) standards met in this curriculum:**

**Content Standard C: Life Science:**

C.4.5: Human begins live within the world's ecosystems. Increasingly, humans modify ecosystems as a result of population growth, technology, and consumption.

**Content Standard F: Science in Personal and Social Perspectives:**

F.2.1: Populations grow or decline through the combined effects of births and deaths, and through emigration and immigration.

F.2.3: Populations can reach limits to growth. Carrying capacity is the maximum number of individuals that can be supported in a given environment.

F.3.2: The earth does not have infinite resources; increasing human consumption places severe stress on the natural processes that renew some resources, and it depletes those resources that cannot be renewed.

F.4.1: Natural ecosystems provide an array of basic processes that affect humans.



F.4.2: Materials from human societies affect both physical and chemical cycles of the earth.

F.4.3: Many factors influence environmental quality.

**Content Standard A: Science as Inquiry:**

A.1.2: Design and conduct scientific investigations.

A.1.4: Formulate and revise scientific explanations and models using logic and evidence.

A.1.6: Communicate and defend a scientific argument.

**Iowa Department of Education:**

This curriculum also meets with the Iowa Science Model Core Curriculum standards. You will find the concepts for this curriculum in the section on "The Interdependence of Organisms", pg 60. The principles that underlie the standard are: Humans modify ecosystems; human modification of ecosystems and habitat destruction threatens global stability.

<http://www.iowa.gov/educate/content/view/780/791/>

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Unit Overview

1. Introduction

2. Rights Scorecard

3. Amendment  
Comics

4. Separation of  
Powers

5. Vocabulary  
Assessment

6. Graphic Images

7. Search and  
Seizure

8. A Debate on  
Cruel and Unusual  
Punishment

9. Due Process

10. Project

## Freedom in America and the War on Terror: A three-part unit on Democracy and Liberty in the United States in 2007

**Sam Garchik,**  
Teacher

**COMPASS Alternative Learning Center, Marion, Iowa**  
**Linn Mar School District**

### Essential Question:

Given our government's laws, how can America prevent terrorism?

### National Council for the Social Studies Thematic Strands

*Individuals, Groups and Institutions*

*Power, Authority and Governance*

*Civic Ideals and Practices*

**Grade Level and Setting:** 9 – 12, alternative government or current events class.

**Class Periods Required:** Up to 15 45-minute periods (depending on interest and prior knowledge). A school year at COMPASS consists of 4 quarters, each roughly 9 weeks. Each week at COMPASS contains 4 days of 4, 90-minute instructional blocks. The unit should last 2 COMPASS weeks in class, but you may adapt the lessons to fit your schedule as you wish. Also, at the COMPASS center, we give students 10-minute in-class breaks between instructional sessions, so that each class resembles 2 40-minute periods.

**Purpose, Background and Context:** On September 11, 2001, terrorists hijacked and crashed four planes in the United States. Nearly 3,000 Americans died that day as a result. Since then, the federal government has expanded its ability to fight terrorism by undergoing a massive reorganization, gathering increased amounts of domestic intelligence, and creating a global network of detention centers. Some critics have argued that these measures violate basic freedoms in the Bill of Rights, the first 10 amendments to the United States Constitution. In this unit, students will evaluate the adequacies and inadequacies of this government's response to terrorism. By introducing students to the basic workings of the federal government by examining the government's response to the attacks of 9/11, this unit offers a relevant, timely framework to teach the foundations of American Government. Also, this unit aims to

create a real-world understanding of the Bill of Rights in action that alternative school students may apply in their everyday lives.

### **Objectives for Student Understandings:**

- Students should understand the structure of the United States Government as a function of the Constitution of the United States, and thereby see how political systems organize citizenry to main order and achieve social goals.
- Students should understand what tools our government is using for the War on Terror, and how changing political realities lead to new ways of thinking about liberty.

**Objectives for Student Skill Development:** By the end of this unit, students should be able to read for understanding, evaluate primary and secondary documents using a variety of strategies, develop an increased vocabulary, learn to make choices based on reasoned arguments, translate facts that are read into other methods of information delivery, assess contrasting theories, generalize from given facts, predict and draw conclusions based on partial information, predict consequences of actions, and verify the value of evidence.

**Materials, Resources and Readings:** Notebooks, as well as pencils or pens, for each student should be provided, as they will be collected at the end of each lesson. In many cases, personal choice, teaching style, or student capabilities will do a more effective job of working through the below material, but the included worksheets should offer support if any of the material is unfamiliar. An overhead projector and a black/white board will be helpful, as well as access to a copy machine. Lastly, there is also a graphic novel adaptation of the 9/11 Report written by Sid Jacobson and Ernie Colon (ISBN 978-0809057382). It may help provide teachers and students with a more complete understanding of the attack and the War on Terror.

**Challenges for Differentiation at the Alternative School Level:** Programs of differentiated instruction in alternative schools present different challenges than curriculum design at traditional schools. From this writer's perspective, alternative schools have smaller class sizes, and students that are often more intellectually homogenous than at a traditional school. To compensate, this unit uses small groups of 3 students or less to create knowledge. On the other hand, students at alternative schools have much more heterogeneous learning styles than those at traditional schools. Consequently, this lesson presents the principles of American Government, required of all students in Iowa High Schools, using a variety of instructional tools and methods.

**Use of Bloom's Taxonomic Structure:** In 1956, Benjamin Bloom proposed a systematic way of looking at educational methods. In his theory, students build on skills as they learn more advanced ways of examining content. This unit uses Bloom's framework to articulate successively complex lessons as the unit reveals more intricate understandings of the United States Government during the War on Terror.

**Assessment:** At an alternative school, there are higher rates of special education plans and higher rates of absenteeism. As a result, alternative school units require lessons that can be scaled up or down. Consequently, project based learning that focuses on grading work based on completion and attendance offers the best chance for student success. The rubric below, coupled with a flexible staff that can work with students to provide them with multiple opportunities for success, should allow every student to pass this unit. The entire unit will cover 150 points worth of in-class time. Each teacher uses a different grading system, but this offers a way to measure the work. Also, some of the lessons have pre-assessments built into them.

## Table of Contents

The unit lesson is divided into three basic parts. Part 1 provides students with knowledge of the Constitution and the workings of government. Part 2 provides students with the context for our current government's role in the War on Terror, and Part 3 asks students to use the tools of government to fight an improved War on Terror.

**A Note on Grading:** Each school and each teacher uses different grading systems in their classrooms. Due to absenteeism, it is rare for a student to attend for every single lesson, so I have found that a grading system based on attendance and participation is my preferred method when whole class discussions (Lesson 1, 2, 4, 6, 7, and 9) take place. On the other hand, it is important to assess students for their work when their work is the product of individuals (Lessons 3, 5, 8, and 10). You should tell students at the start of each lesson how they will be assessed, and, if you follow this model, I recommend telling them at the start of the unit that they will be graded primarily on contributions in small groups and class discussion. Those students who do not participate in discussion, but still complete their work, should, of course, receive credit for their work.

Lesson Number	Theme	Page	Points	Bloom	Differentiated
1	Introduction	4	5	Knowledge	N
2	Rights Scorecard	6	10	Comprehension	N
3	Amendment Comics	8	30	Application	Y
4	Separation of Powers	10	5	Analysis	N
5	Vocabulary Assessment	11	10	Synthesis	N
6	Graphic Images	12	5	Application	Y
7	Search and Seizure	13	5	Application	N
8	Torture	15	20	Analysis	N
9	Due Process	18	10	Evaluation	Y
10	Project	20	50	Synthesis	Y

## Vocabulary for Understanding our Federal Government, the Bill of Rights, and the War on Terror

### Lesson 1

**Constitution:** The system of fundamental law and principals that describes the nature, functions, and limits of a government or another instruction. In the U.S., it was formally adopted in 1787.

**Bill of Rights:** The first 10 amendments to the U.S. Constitution, added in 1791 to protect certain rights of citizens.

### Lesson 2

**Amendment:** A change made to the Constitution. Requires 2/3rds majorities in both

houses of Congress, as well as passing by a 2/3rds of state legislatures.

**Due Process;** The regular, public course of justice through our court system.

### Lesson 3

**Exclusionary Rule:** A Supreme Court ruling stating that illegally obtained evidence, including that obtained through torture and illegal searches, cannot be used in court cases.

**Habeas Corpus:** A concept stating that defendants in criminal cases have a right to be charged with a crime and brought before a judge to stand trial for the crime.

### Lesson 4

**Legislative Branch:** Passes laws to govern the U.S. Contains the House and the Senate.

**Judicial Review:** The power of a court to strike down a law as being unconstitutional. This power is held in the Judicial Branch

**Executive Branch:** Contains the President and the agencies that carry out laws passed by Congress.

**Veto:** The power of a president to turn down a law passed by Congress. A law may still be passed if 2/3rds of the members of the House and 2/3rds of the Senate vote for it.

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Unit Introduction

1. The Great  
Depression and  
the New Deal

2. Global Affairs  
and the Beginning  
of WWII

3. Rubrics

## 1932-1941 America

**Jason Scranton**  
**Social Studies Teacher**  
**Unity High School, Woodbine, Iowa**

Note: Our program is based on an independent learning environment. The Differentiated Instruction (DI) work I have completed in the past has been focused to fit that format. This DI unit was created with a classroom setting instruction in mind.

If you have any questions or comments about this unit, you can email me at [jwscranton@gmail.com](mailto:jwscranton@gmail.com)

**Subject Area:** US History  
**Grade Level:** high school level  
**Unit Length:** 12-15 days

**Purpose:** The purpose of this unit is to provide a template of how DI can be implemented to a social studies unit. The purpose of Differentiated Instruction is to provide an opportunity for diversified content to meet the variety of learning abilities of students in the classroom. The DI activities that I chose to use in this unit focus on providing opportunities for students to choose activities that interest them, reflect their learning style, give them personal ownership in their learning and an opportunity for critical thinking and application of what they have learned in varied formats.

**Resources:** There are a lot of great resources out there to use for content to develop quality curriculum. There are a few texts that I enjoy using for my history curriculum development and research:

[American Passages: A History of the United States](#); Ayers, Gould, Oshlinsky, Soderlund  
[Reading the American Past: Selected Historical Documents](#); Michael P. Johnson  
[Freedom from Fear: The American People in Depression and War, 1929-1945](#); David M. Kennedy  
[Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire](#); National Center for History in the Schools  
[A People's History of the United States](#); Howard Zinn  
[Voices of a People's History of the United States](#); Howard Zinn

**Standards:** This Unit meets the National Standards for History's standards under Era 8-

## The Great Depression and World War II (1929-1945)

*Standard 1: The causes of the Great Depression and how it affected American society.*

*Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.*

*Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the US role in world affairs.*

For each lesson block, I will list the progression of the class discussions and activities. The actual activities will be at the end, in order, for you to see and use.

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Message from  
Project Advisor

## Differentiating Instruction in the Alternative Education Setting

**Nancy Grimes, Project Advisor**  
**Former Coordinator of Gifted Education**  
**Waterloo Community School District, Waterloo, Iowa**  
**&**  
**Adjunct Instructor**  
**Viterbo University, La Crosse, Wisconsin**

Students differ as learners. Teachers recognize that children have different personal experiences, learn at different rates and depth, and when given the opportunity will choose to learn content in methods or styles that best suits them. Sometimes the content might be difficult and complex while other times due to prior knowledge or a keen interest the information is relatively easy for students to incorporate into their schema. Classrooms abound in differences, yet often instructional delivery remains a constant. Content, materials and activities often remain the same for all regardless of how a child best learns.

Differentiating instruction is a way of thinking and systematically planning that acknowledges differences by providing students with choices in how they apply content and skills at appropriate challenge levels. When given the opportunity to learn as much as possible even with different starting points, students can and do soar. Teachers who utilize differentiated methods often observe an increase in student engagement and motivation with stronger achievement results. Once having experienced "choices", students many times ask for more choices and often suggest tasks. Students become learners when they routinely seek to be responsible for their own learning.

Carol Ann Tomlinson(1), University of Virginia, is the leading authority on differentiating instruction. Her body of work clarifies that key considerations must be given to differentiating content, process, product, and the learning environment in response to students' readiness, interests, learning profiles, and affective needs. Various methods and approaches can be used; however six main elements form the basis of planning differentiation. These are:

1. Knowing the Learner
2. Clarifying the Curriculum and Learning
3. Assessing Learning



4. Adjusting Grouping
5. Varying Approaches
6. Managing DI (2)

Specific considerations for each element are as follows.

#### Knowing the Learner

- Learning styles
- Multiple Intelligences
- Readiness, Cognitive levels
- Cultural learning preferences
- Inventories, Observations
- Journals/Learning Logs

#### Clarifying the Curriculum & the Learning

- Setting clear objectives
- Defining concepts, facts & vocabulary
- Connecting learning to bigger ideas; understandings
- Determining skills to embed in student tasks
- Using Effective Instructional Strategies

#### Assessing Learning

- Formal and informal
- Varied preassessments
- Checking during & after
- Using rubrics
- By self and peers

#### Adjusting Grouping

- Large group instruction
- Small group instruction
- Cooperative groups
- Alone, Independent practice
- Flexible groups

#### Varying Approaches

- Offering Choice. e.g. menu
- Tiered Instruction
- Projects & Performances
- Problem-Based Authentic Tasks
- Addressing learning styles
- Increasing cognitive challenge
- Types of Acceleration

#### Managing DI

- Room Arrangements
- Students managing their work
- Reflect, refine, & file units
- Maintaining activity matrices

Differentiating instruction honors and benefits all students. And for gifted students this can be liberating for now they can probe deeper, learn faster, examine content in relevant contexts, and synthesize their learning by producing meaningful work. Gifted students especially benefit from differentiation when preassessments are used to plan instruction. Advanced content, authentic performance tasks, compacting curriculum and acceleration are viable options for gifted learners. No longer must gifted students "stay the pace of middle-road" instruction or unnecessary repetition. Challenging choices become their "mainstream."

Students attending alternative education schools and programs represent a cross section of abilities, aptitudes, learning styles, and interests. These young people have elected an alternative setting for various reasons. For some, change is needed from the general classroom. When regular classroom instruction reflects the one-way of teaching and learning, school can become disheartening resulting in a detachment from learning. Some students drop out of school, others, especially gifted students, might opt to stay in school but drop out of learning. Completing minimal work with minimal effort becomes the mainstay for some gifted students. Too often this work ethic is reinforced by receiving above average grades. When gifted students opt for an alternative program, their desire to learn may need to be reignited.

Differentiating instruction provides the spark not only for them but for other students in alternative schools.

Teachers in alternative schools should integrate principles of differentiation and weave choices and challenges into coursework. The following five units developed by alternative school teachers illustrate different approaches. Sometimes content differs for advanced learners. There are several examples illustrating relevant, open-ended tasks aligned to content objectives. As readers will conclude, differentiating instruction reflects multiple pathways. Differentiating instruction is "doing whatever it takes to ensure that struggling and advanced learners, students with varied cultural heritages, and children with different background experiences all grow as much as they possibly can." (Tomlinson)

(1) Carol Ann Tomlinson. [How to Differentiate Instruction in Mixed-Ability Classrooms](#), 2nd edition, ASCD, 2001. Plus numerous other books, articles, and presentations.

(2) Nancy Grimes. "Elements of Differentiating Instruction," 2007.

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Belin-Blank Center - University of Iowa

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## Introductory Activity 1

### Brain Storming with Cluster Organizer and Classroom Discussion

Mixed classroom activity

1 hour

*Note to teacher: Students should have completed reading the novel before this introductory activity. Discussions and other evaluations given on the reading assignment may be used as a means of assessing interests and skill levels for differentiation.*

Objective: Identify as many political, philosophical, economic, or social issues in the novel as possible using student suggestions and create a word web or cluster on the board.

Prompt questions for discussion:

Ask students to think about the historical setting of the novel.  
In that time setting, what were the issues that Scout became aware of?  
What "grown-up" ideas did Scout have to think about?

Create a cluster on the board using student suggestions.

Issues might include:

Prejudice, racism, social class discrimination, servants, working classes, slavery, job equality, single parent families, education, holding students back, teacher bias, unemployment, the Depression, the stock market, civil liberties, civil rights, trials, the court process, corporeal punishment, job searching, welfare programs, economic stability, social disorders, mental disorders, being a child, growing up, coming of age, literacy, stereotypes, gender identify, making a book into a movie, motion picture history, music in movies, music of the time, dance, etc.

Unit Introduction

1. Introductory  
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2. MLA & APA  
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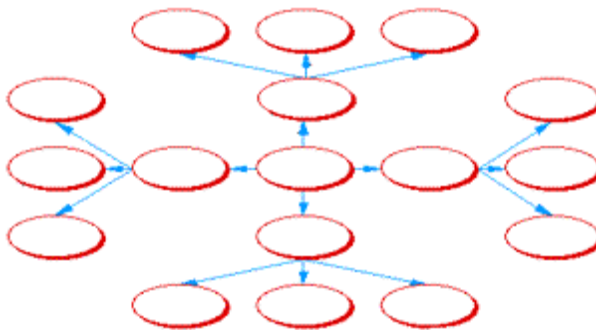
3. Preliminary  
Research Steps

4. Working  
Bibliography

5. Intro to Primary  
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6. DI Final Project

7. Appendix



Source:  
 Clustering. *In Score: Language Arts*. Retrieved June 6, 2007, from  
<http://www.sdcoe.k12.ca.us/score/actbank/tcluster.htm>

## Introductory Activity 2

### Idea Generator

(Can be used by an individual student when brainstorming with the class is not possible.)

1 hour

Objective: Identify as many political, philosophical, economic, or social issues in the novel as possible. Conference with your teacher if you cannot come up with enough ideas on your own for each question.

Things Scout was concerned with at school . . .


Things Scout was concerned with at home ...


Scout was concerned about these things in the trial . . .


Scout was concerned about these things in her neighborhood or town . . .


### Introductory Activity 3

#### Free Writing Prewriting Activity

1 hour

Choose one topic from the Idea Generator or Word Web. Write down everything you know about this topic. After the free writing, write down at least five questions you have about this topic.

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## Get Those Handbooks Ready!

### Use Correct MLA and APA Documentation!

Tic-Tac-Toe Student Choice Worksheet  
DI Activity 1

3 hours

Note:

Students should choose to complete three activities. Teacher guidance is needed to assure proper differentiation. Explain to students that column one is on MLA, column two is on APA, and column three is on both. Students need the teacher's permission to choose three in column one or two, so this can be reserved for students who may have trouble comprehending two systems. Gifted students should be guided to include choices in the middle row or the third column because these activities use higher-level skills. Column one tends to be more creative, two concentrates on writing, and column three uses comparison and contrasting skills. Students will tend to choose what fits their own interests and skills, but teacher approval is needed. College bound students will need to know how to evaluate appropriate documentation styles according to subject matter, and all students need to know about documentation for this unit project. Partner or group work may also be approved by the teacher.

Objective: Use standard format in documenting sources.

<p><b>1. Bulletin / Poster</b> Create a bulletin board or poster showing the uses proper bibliographic form in MLA documentation</p>	<p><b>2. Speech</b> Write and give a short speech about how APA documentation is used.</p>	<p><b>3. Power Point</b> Show in text citations for both MLA and APA documentation styles in a Power Point presentation. Explain the uses of each.</p>
--	--	--

<p><b>4. Ad Campaign</b> Be a Madison Avenue executive. Come up with an ad campaign for a new MLA guidebook. Identify your target market and your products selling points. Binder or poster presentation is required to your boss (teacher).</p>	<p><b>5. Sample Research Paper</b> Write a short sample research paper (one page) using the Grimm's fairy tales as a source. For example the "The social implications of Cinderella losing her slipper." Use APA documentation.</p>	<p><b>6. Persuasive Presentation</b> Study both MLA and APA styles and decide which one is more efficient in your opinion. Present and defend your position to the class.</p>
<p><b>7. Game</b> Design a matching game for the class to play using pieces of MLA documentation. This could be a puzzle or a memory game.</p>	<p><b>8. Student Choice!</b> Student Choice! You decide how you will demonstrate your knowledge of APA. Must be approved by teachers!</p>	<p><b>9. Song, poem, or rap</b> Write and perform a song, poem, or rap about the differences and uses of APA and MLA. This could be a "Grammar Rock" type commercial for documentation.</p>

I/we chose activities # \_\_\_\_\_, # \_\_\_\_\_, # \_\_\_\_\_.

Name(s) \_\_\_\_\_

Date \_\_\_\_\_ Due Date \_\_\_\_\_

### Assessment Rubric

*This should be given to students when they make their choices.*

Row 2 and Column 3 have extra points possible.

Students will be graded on a 100/100 scale with points over 100 as extra credit.

<p><b>1. Bulletin / Poster</b></p> <p>Includes important information 20pts</p> <p>Helpful as a reference to the class 10pts</p> <p>Total _____</p>	<p><b>2. Speech</b></p> <p>Presentation 10pts</p> <p>Accurate and complete information 20pts</p> <p>Total _____</p>	<p><b>3. Power Point</b></p> <p>Presentation techniques 5pts</p> <p>Correct info about MLA and APA 20pts</p> <p>Uses for each 10pts</p> <p>Total _____</p>
<p><b>4. Ad Campaign</b></p> <p>Complete and correct information 20pts</p> <p>Creative / Original 5pts</p> <p>Presentation 10pts</p> <p>Total _____</p>	<p><b>5. Sample Research Paper</b></p> <p>Correct documentation 20pts</p> <p>Creative / Original 5pts</p> <p>Mechanics and writing structure 10pts</p> <p>Total _____</p>	<p><b>6. Persuasive Presentation</b></p> <p>Argument defense 10pts</p> <p>Presentation/Logic 10pts</p> <p>Understanding of styles 20pts</p> <p>Total _____</p>

<b>7. Game</b>	<b>8. Student Choice!</b> (teacher/student agreement)	<b>9. Song, poem, or rap.</b>
Playability/ Rules <i>10pts</i>		Creative/clear <i>5pts</i>
Correct / Educational <i>20pts</i>	Correctness <i>10pts</i>	Correct information <i>20pts</i>
Total _____	Clear and functional <i>10pts</i>	Memorable/Educational <i>10pts</i>
	Achieves objective <i>10pts</i>	Total _____
	Total _____	

Points for activities # \_\_\_\_\_, # \_\_\_\_\_, # \_\_\_\_\_.

Name(s) \_\_\_\_\_

Total points \_\_\_\_\_

Source for Tic-Tac-Toe activity...

Adapted from

Coil, Carolyn (2004). *Standards-based activities and assessments for the differentiated classroom*.

USA: Pieces of Learning.

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## Preliminary Research to Build a Thesis and a Working Bibliography

Student Handout  
DI Activity 2

2 hours

Note:

The purpose of this activity is to let students see if their topic is viable and to check to make sure that they have the skills necessary to find the information. The teacher should monitor and give help as needed. They should use the topic from their prewriting activity and start narrowing it or expanding it as they find information. It is not uncommon for a student to change topics at this stage because new ideas come as the student looks at information. A student may begin to take notes at this time, but it is more important to start a working bibliography. More focused note taking needs to take place when the student has decided on a project.

Differentiation takes place in this activity in steps. A teacher may require a student of limited ability to only take steps one or two. Most students will easily achieve through step four, and gifted students should be required to continue through step six where they can explore academic periodicals and college level research. I would allow all students to try any step they are able to achieve. If they find information that is over their head, they should move on. Monitor for frustration as well as for appropriate challenge.

Objective: Use a variety of print and electronic sources to gather information.

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2. MLA & APA  
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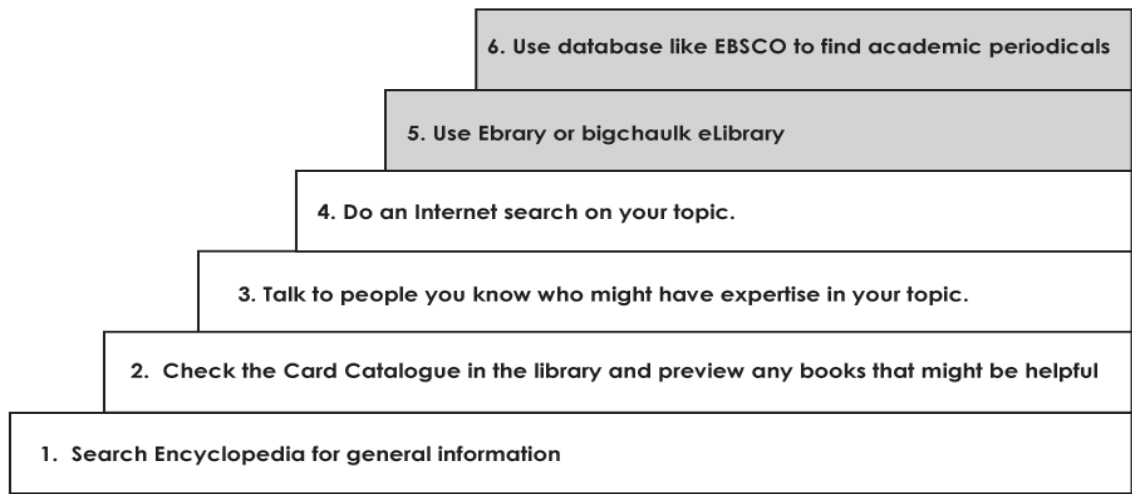
3. Preliminary  
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Steps 1 – 4 are required. Steps 5 and 6 will take your research to the next level. See your teacher for passwords.

Don't worry about taking too many notes at this stage. Just make sure you can find information about your topic. Look for one focus you might want to concentrate on as you prepare your project. Be open to new ideas. Look at the questions you wrote for the free writing activity. Are you finding any answers? You may write down new questions.

Make sure you use the MLA or APA guide to list any good sources you might use on your working bibliography. Also refer to the classroom bulletin board.

Describe the information you found and what your project will be about.

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## Introduction to Primary Sources

Student Worksheet  
Classroom activity

2-3 hours

1. Log on to <http://www.lib.washington.edu/subject/History/RUSA/>

2. Use your own words to explain what a primary source is.

3. Explain how to find primary sources.

4. What are Domain names and what do they mean? List them.

5. Before using a source for your research, what should you consider?

6. Explore the links on this website and see what else you can learn about primary sources.

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Use the rest of the time to see if you can find any primary sources for your paper. Add something to your working bibliography. Don't forget to check for information on Harper Lee and *To Kill a Mockingbird* as well as your topic.

This worksheet will be checked for completion, and you may use it for our class discussion.

Source:

American Library Association Committee, (2003, October15). Using primary sources on the web. Retrieved June 2, 2007, from University of Washington, Reference & User Services, History Section Web Site: <http://www.lib.washington.edu/subject/History/RUSA/>

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## “Bringing It Together and Making a Plan”

Classroom Activity

Objective:

Students are now ready to commit to their project, choose a project and begin research!

After completing the student handout “Bringing It Together and Making a Plan,” students will look over the grading rubric for project choices. They will then fill out a learning contract and conference with the teacher. It is important to have a student conference one-on-one with the teacher and sign the learning contract before spending any more time on research. In this conference the teacher needs to make sure the topic is workable, the student is capable of achieving the plan, and the plan significantly challenges the student. This works well in a library or lab setting because the teacher can let students begin to work right after the plan is approved and begin to conference with the next student. Presenting the student handout one day and letting the students finish it at home might help stagger the conferences. Students should be encouraged to come in before or after school if they are ready to conference or if they have questions.

Note:

*I would consider letting students work together if the topic could be divided and each student's responsibilities are clearly identified. If two students choose the same topic, I would let them debate, share, and learn from each other. I would carefully monitor their progress to be sure that they are each completing the steps and doing the work. Identical projects are not acceptable.*

## Bringing It Together and Making a Plan

Student Handout

1- 2 hours

Now that you have had a chance to find out what information is available, it is time to make a plan for your project. Use *To Kill a Mockingbird*, any sources you've gathered, and your own knowledge to answer these questions.

1. What is the topic of your research?

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2. Is your project going to be expository, informative, persuasive, or narrative? (Use your English textbook for definitions if you are rusty on these terms.) Describe what you want your project to do?

3. What quote, situation, or character in the novel sparked your interest in the topic? (*This is important because it should be a part of your final project!*)

4. Do you have at least three good sources for your project? Do not include the encyclopedia.

5. What unanswered questions do you still have about your topic?

6. What is your timeline?

Now look at the Research Project Rubric. Decide what project will work best for you and your topic. When you have decided, meet with your teacher and complete a learning contract for this project. Then you will be ready to work on your project!

#### Research Project Rubric

#### Student Handout and Grade Sheet

Each column to the right builds on the one to its left. To get an "Excellent" you must meet the requirements of all four columns.

Project Choices	Step 1 Basic Requirements to Pass	Step 2 Average Work	Step 3 Above Average	Step 4 Excellent
Poem, Song, or Rap	Bibliography  Research notes from at least five sources  Clearly thematic, and influences or informs audience	Ties clearly to the novel characters and time period  Acceptable grammar and vocabulary for genre	Enlightens audience  Shows accurate and thoughtful research	Inspiring  Professionally presented to the class  Meaning is extended to our time



Board Game or Game Show	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Playable, informative, and fun</p>	<p>Well organized</p> <p>Correct grammar and mechanics in rules, instructions, and playing pieces or cards</p> <p>At least an allusion to the novel</p>	<p>Well presented and attractive to players or viewers</p> <p>Unique, not just a copy of a game you've seen</p>	<p>Marketable quality!</p> <p>Players and viewers are not only informed about the topic, but see how it affects their lives</p>
Power Point Presentation	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Slides are carefully done</p> <p>Organized and attractive to view</p>	<p>Significant tie to and inspiring event or quote from the novel.</p> <p>Proofread for grammar, spelling, etc.</p> <p>Contains pictures, visuals, and documentation of sources</p>	<p>Provides a unique and informative view of the topic</p> <p>Shows evidence of student comprehension</p>	<p>Gives audience something to think about. Goes beyond the obvious</p> <p>Shows application to the world and our experience</p>
Original Art Work	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Notes must be proofread and organized</p>	<p>Tied to the theme of the research and to the novel</p>	<p>Shows not just a simple picture but an image of time, place, and understanding of subject</p>	<p>Inspires the audience with an insight into the artist's unique perceptions</p>
Time Line of a historical event or of Scout's childhood and the real events in history.	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Neat and chronological</p>	<p>Mechanically correct</p> <p>May be hand drawn or computer generated</p> <p>Shows important events in relevant to the setting of the novel</p>	<p>Centered on a clear thematic element</p> <p>The time line has a meaningful point</p>	<p>Shows relevance to author's (Harper Row's) life</p> <p>and /or</p> <p>Significant events in the country and the world</p>

Write a play or screenplay. (This must be written and may be performed if arrangements are made beforehand.)	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Uses conventions of drama – stage, costume, lighting, etc.</p>	<p>Mechanically correct and neatly presented</p> <p>Target audience should be defended... “This play will appeal to ...”</p>	<p>Whether narrative or documentary style, the work should inform and interest the audience</p> <p>Effective adherence to the researched theme</p>	<p>Stage directions, costuming, and dialogue all enhance the theme of the work</p> <p>The theme that has been researched becomes important and inspiring to the audience</p>
Create a family tree on the author’s life. Include branches for friends and other influential people if needed.	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Present “tree” on poster paper, butcher paper, or graphic organizer software</p>	<p>Mechanics are correct.</p> <p>“Tree” connections are logical and clear</p>	<p>Project centers around a meaningful theme</p> <p>Significant people are explained in thumbnail biographies</p>	<p>Significant people and their influence are analyzed and evaluated. Who was most influential and why?</p>
Write an expository, reflective, persuasive, or analysis paper.	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Paper is proofread</p>	<p>In text citations and documentation is correct</p> <p>Mechanics and grammar are correct.</p>	<p>Theme is central and clear.</p> <p>Paragraphs are well formed</p> <p>Ideas are logically presented</p>	<p>Ideas are innovative and inspiring</p> <p>Analysis or conclusions are well developed and supported</p>
Design website.	<p>Bibliography</p> <p>Research notes from at least five sources</p> <p>Website is effective and usable</p>	<p>Spelling and mechanics are correct</p> <p>The information is correct and helpful</p> <p>Space and colors are not distracting to viewers</p>	<p>Website has a professional and honest voice</p> <p>Links are active and relevant</p> <p>The site is interesting and attractive</p>	<p>Website is a tribute to the topic and inspirational to the audience</p> <p>Documentation and credits are proper. Shows refined purpose</p>

Give a speech or debate an issue.	Bibliography  Research notes from at least five sources  Presentation is clear and effective	Student is well prepared to answer questions and expound on the topic	Students can cite or refer to authorities and studies from the research	The student presents a solid case for his theme  The information is not only accurate, but shows analysis and application
Student Idea	Fill in during consultation with teacher	Fill in during consultation with teacher	Fill in during consultation with teacher	Fill in during consultation with teacher

*Note: The teacher will use this rubric to grade each project and will highlight items that have been accomplished and write notes. The teacher may highlight something outside of the row if it applies to the work. For example a teacher may highlight "Ideas are innovative and inspiring" for a debate not just for a paper. Everything a student does well in a project will help to achieve an "excellent". Gifted students should be nudged to achieve an "excellent". Teachers may assign point values to each column if desired or assign letter grades. The "basic" column represents "D" or low "C" work. The "average" column represents "C" or low "B" work. The "above average" column represents "B" and low "A" work. The "excellent" column is "A" and "A+" work.*

## Project Contract

Student name \_\_\_\_\_

1. I have completed all other assignments in this unit. Yes or No

2. Description of project choice...

3. Number of research sources I have for this project \_\_\_\_\_

4. I understand that I will have \_\_\_\_\_ class hours to work on this project.

5. I understand that I will have to complete the rest of the project on my own time. I will need approximately \_\_\_\_\_ hours of time outside of class.

6. My project due date is \_\_\_\_\_.

7. Things **I need to do** to finish my project. Plan your actions here.

Goal Date / Check when completed.

\_\_\_\_\_ Date\_\_\_\_ Completed \_\_  
 \_\_\_\_\_ Date\_\_\_\_ Completed \_\_  
 \_\_\_\_\_ Date\_\_\_\_ Completed \_\_  
 \_\_\_\_\_ Date\_\_\_\_ Completed \_\_  
 \_\_\_\_\_ Date\_\_\_\_ Completed \_\_

8. Things **I need** to complete this work. (Do you need poster board...?)

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

---

*Students are responsible to keep all research information and supplies in a binder, box, or drawer in the classroom. Work taken home is the student's responsibility and must be brought to class on the appropriate days.*

Credit will be granted \_\_\_\_\_.  
(For English, social studies or both?)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

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## Appendix

United States Historical Novel List

Titles recommended for advanced readers are in blue.

### Colonial and Revolutionary American

Avi. *The Fighting Ground*  
 Blackwood. *Gary Year of the Hangman*  
 Chance, Megan and others. *My Brother Sam Is Dead*  
 Fleischmann, Paul. *Satunalia*  
 Forbes, Esther. *Johnny Tremain*  
**Hawthorne, Nathaniel. *The Scarlet Letter***  
 Lasky, Kathryn. *Beyond the Burning Time*  
 Rees, Celia. *Witch Child*  
 Rinaldi, Ann. *Cast Two Shadows*  
 Rinaldi, Ann. *The Fifth of March*  
 Rinaldi, Ann. *Girl in Blue*

Slavery and the Civil War, 1800's

### **Adams, Richard. *Traveller***

Alcott, Louisa May. *Little Women*  
 Angell, Judie. *One-Way to Ansonia*  
 Armstrong, Jennifer. *Steal Away*  
 Avi. *True Confessions of Charlotte Doyle*  
 Beatty, Patricia. *Turn Homeward, Hannalee*  
 Crane, Stephen. *Red Badge of Courage*  
 Cooper, J. California. *Family*  
 Forman, James D. *Becca's Story*  
 Fox, Paula. *The Slave Dancer*  
**Hambly, Barbara. *A Free Man of Color*** (Mature Content)  
 Hobbs, Will. *Down the Yukon*  
 Holland, Isabelle. *Behind the Lines*  
 Hunt, Irene. *Across Five Aprils*  
 Lasky, Kathryn. *The Bone Wars*  
 Ledbetter, Suzann. *A Lady Never Trifles with Thieves*  
 Morrison, Toni. *Beloved*  
 Myers, Walter. *Dean The Glory Field*

Rinaldi, Ann. *Numbering All the Bones*  
Rinaldi, Ann. *Wolf My the Ears*  
Taylor, Theodore. *Walking Up a Rainbow*  
**Mark, Twain. *The Adventures of Huckleberry Finn***  
Walter, Mildred Pitts. *Second Daughter: The Story of a Slave Girl*  
Taylor, Theodore. *Walking Up a Rainbow*

### 1900's

Carroll, James. *Secret Father*  
Fitzgerald, F. Scott. *The Great Gatsby*  
Greene, Bette. *Summer of My German soldier*  
Kerr, M. E. *Slap your sides: a novel*  
Myers, Walter Dean. *Fallen Angels*  
Paterson, Katherine. *Jacob Have I Loved*  
Paulsen, Gary. *The Cookcamp*  
Qualey, Marsha. *Come In From the Cold*

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Instruction5. Small group/  
individual activities6. Differentiated  
Activity #2

7. Final Assessment

8. Chapter  
Questions

## Preassessment

The first preassessment I will be implementing is a reading survey their reading habits, whether they do read, what they prefer to read and if they believe they are a good reader. They must also compose their own goal for the class. This data supplies information about each learner's confidence in his or her own reading strengths/weaknesses. As a whole class an informal assessment will be to orally question their prior knowledge of historical events in the 1950's and 1960's , how much information they are aware of about the foster care system and orphanages in these two era's. (I will casually acknowledge the information they make on a notepad during the dialogue.) Gifted students may readily have more experience where the data collected will define future discussion discussions, assignments and menu choices.

### Preassessment questions:

1. Who could tell me what historical events were occurring in the United States in the 1950's?
2. How did these events affect the country?
3. What was the socio-economic level?
4. How about the 1960's? This era had a vast amount of history which occurred? What do you recall from history class, your parents, or from anything you read about the '60's?
5. Has anyone you know been in an orphanage? Do we still have orphanages in the U.S. today? How have orphanages been in the news lately?
6. How many of you have dealt with foster care? Was the situation an ideal one? Why or why not?
7. Do orphanages and foster care have negative connotations? (Explain their answers.)

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## Introductory Activities

They Cage the Animals at Night is an autobiography written by Jennings Michael Burch. Jennings immediately captures our hearts from the first pages as he is a seven year old boy who is left at an orphanage by his mother. His ordeals of bouncing in and out of institutions, foster care, home and seeking solace at a zoo tear at a person's heart. Jennings' siblings rarely come to his rescue but he is able to "finally belong" at the conclusion. Jennings' courage abounds throughout his childhood. This book reads as a personal narrative. At risk students may relate to the abundant themes ranging from perseverance, dysfunctional families, foster care and abuse. The book is riveting and powerful; one which even reluctant readers will wish to devour.

An introductory activity is to give each student a copy of They Cage the Animals at Night. After allowing a few minutes to examine the title, the following questions should be answered on a 4 X 5" sticky note: (the sticky notes should be kept for future reference)

What do you believe the title infers? Why do you feel this way?  
Looking at the information printed on the cover, what do you predict will occur?

At the student's tables, they will share their answers then follow with a group discussion.

In order to make certain students know the differences between a biography and an autobiography, the class may define these two terms.

Lastly, the students shall be assigned to read the one page prologue. (Also define this literary term.) Small group and large group discussion follows.

All of these introductory activities are Differentiated Instruction because each student is allowed to prepare their own response and share with their peers through flexible grouping. Students are allowed to lead the discussion, rather than the teacher. Critical and creative thinking skills are also being applied.

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As students read each day, a "T journal" is utilized (see *below for an example of a T journal*). On the left hand side of the paper, a four to five sentence summary is written telling what they read that particular day. The right side of the journal is an area to reflect, question or state concerns upon the reading. Each area is worth a total of ten possible points per day and will be recorded. No one else within the class reads the T journals except the student and instructor.

This activity aligns with the objectives by reading an autobiography, being reflective readers and sharing their understandings of the novel through a written analysis.

The T journal is not specifically designated as a differentiated tool but easily allows a gifted student to openly express their private and honest viewpoints. It also gives those students (as well as other learners) who are shy, quiet and do not offer much during whole group discussions to expound their feelings. The teacher is able to carry on a dialogue with the student through the journal writings. Thought provoking questions could challenge the gifted learner to ponder, analyze or synthesize their next response. Similar instances from the book may have occurred within their life and may stir emotions that have lain dormant. Reflecting upon them may be an avenue to release in the journal writing.

**T Journal**

**Name:**

**Summary of Reading**

**Questions or Reflections about the Reading**

Summary of Reading	Questions or Reflections about the Reading

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## Large Group Instruction

Large group discussions upon chapters shall occur. The discussions will be determined by the teacher and shall be divided into several chapters to give the students time to read them.

Comprehension and evaluation questions will be incorporated within the group. This gives the learners higher order thinking skills and reflection upon how they feel about the readings. It also grants the students time to hear what their peers feel about the plot, characters and their own experiences. Each individual is given opportunities to speak without having one or two students monopolize the discussion(s).

*Note: the students have chapter questions they will also be required to answer ranging from comprehension to analytical, which may be adapted into the discussion.*

A second large group activity would be to have students request a person from Social Services speak about foster care and child abuse within the community and state. They could prepare questions they would like answered and mail them to the person. When the speaker arrives, a class representative could introduce them. Students may also possess other questions they would like to ask after the speaker is finished. The students could critique the information given as a whole/small group discussion. They could also reflect in their "T journals". Thank you letters should be a follow up activity.

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## Small group/individual activities

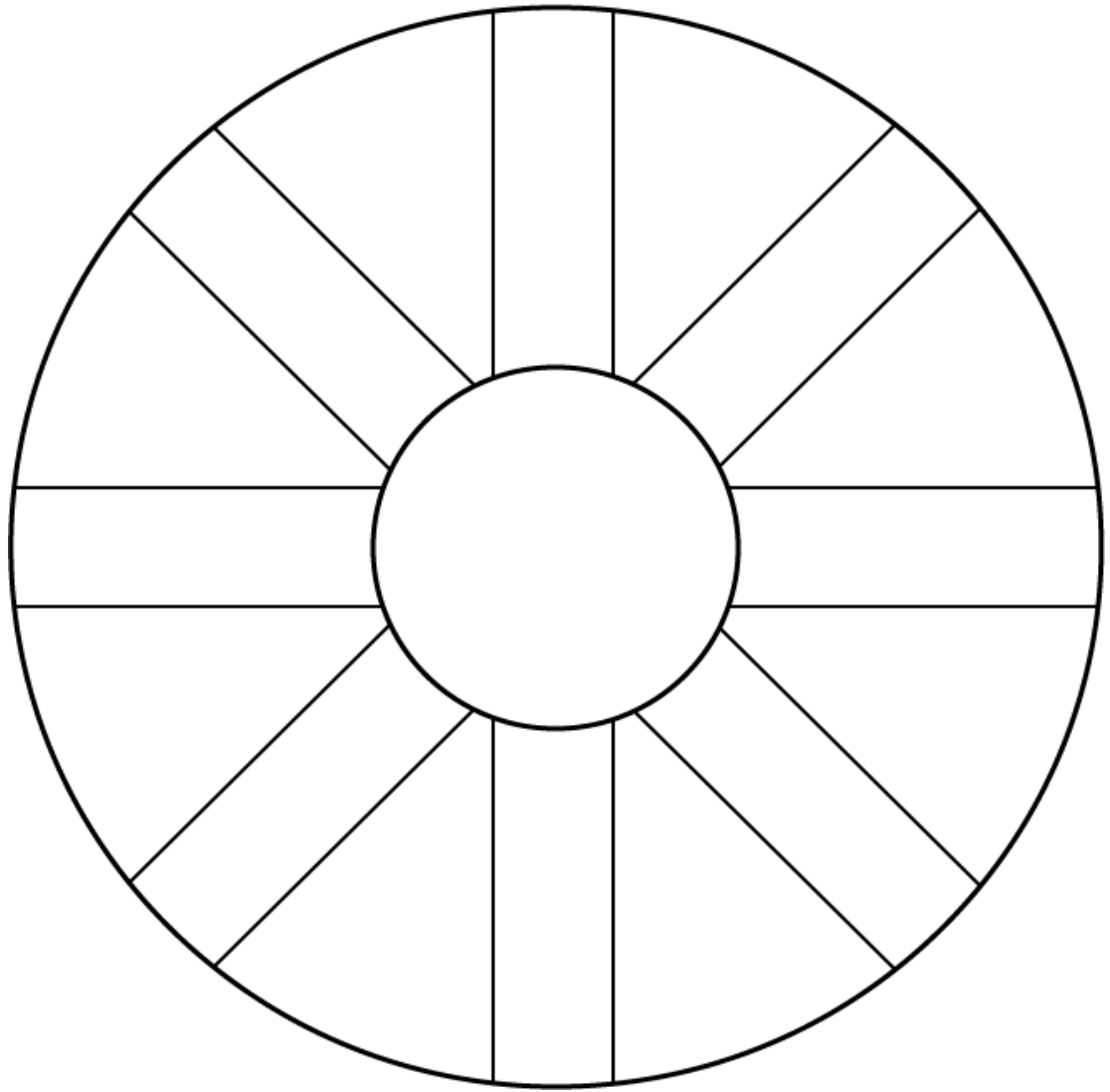
Small group discussions will occur as the teacher determines. The gifted students shall be part of a homogeneous group where they will have dialogue about the chapters. Divide the remaining students into groups as deemed necessary with their reading abilities allowing ample time for discussion.

The dialogue will be based upon the above stated **“Know”**, **“Understandings”**, **“Do”**, and **“Skills”** (KUDOS).

### An individual activity shall be:

A character wheel will also be assigned. The student will select a major or minor character. On each of the eight spokes, they will write a characteristic/adjective describing that particular character. They will then cite specific examples the text supporting that attribute.

## Character Wheel



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## Differentiated Activity #2

Halfway through the book, the students shall create an "I Am" poem about a character in the text (see "I Am" poem instructions below). This type of poem is a perfect example of a Differentiated Instruction activity as it is written with certain characteristics which allows the learner to freely express their feelings. It is also a higher order thinking skill and allows the learner to be creative as one's wishes. Each "I AM" poem is unique, no one's is identical, thus allowing for the student's learning style, comfort level and interest to be piqued.

The students then write their own "I AM" poem about themselves. *Note: students will be given the option to staple their creation upon the bulletin board.* Each poem may be worth 25 points. The objectives this activity covers is sharing their understanding of a novel through a written analysis and/or individual projects.

### "I AM" poem instructions

1. Define the word "attribute" with the class.
2. Discuss the differences between "attribute" and "adjective."
3. Brainstorm a list of attributes.
4. On the overhead, have a copy of the "I AM" poem. Inform them they are going to be creating a poem about Attributes.
5. Select one of the characters from They Cage the Animals at Night. Write the "I AM" poem about that character. (Remind the students the "I AM" statements should be identical throughout.)
6. After completing the poem together, pass out two copies of the poem to the students.
7. The first poem they will create is one where they select any character within the book. It does not have to be a major character.
8. The second poem will be written about themselves. Make sure to stress to the class to truly reflect how this poem represents themselves and the character.

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9. Both of the selections can be displayed if students prefer or kept within their journals, folders or notebooks.

**“I AM” Poem**

I am  
I wonder  
I hear  
I see  
I want

I am  
I pretend  
I feel  
I touch  
I worry  
I cry

I am  
I understand  
I say  
I dream  
I try  
I hope  
I am

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## Final Assessment

Students will be assessed on the content by having final projects chosen from a menu. The main dish will be required for all students. The side and dessert items will give them ample choices to select with numerous learning styles considered. Menu's are an appropriate Differentiated Instruction assessment for all students, as they are given several choices. It is a useful tool for learners. Students love to have options.

The menu entices the gifted students to create, design, write, compare, research, contrast, evaluate and utilize their own talents in their final products.

The projects will be assessed by an essay and project rubric.

### Novel Menu for They Cage the Animals at Night

#### Main Dish:

Select one of the following questions to write an essay. You may quote from the book, utilize page numbers and then insert your opinions. The more specific you are, the better.

1. The theme of "caging the animals at Night" is repeatedly implied in Jennings' autobiography.

- Give four specific examples of this theme from the book.
- Tell what the examples symbolize.
- State an example of yourself being "caged at night." How did you handle being "caged"?

Length: 500 words, typed or neatly handwritten

2. Jennings is a young boy who must persevere and overcome numerous barriers/obstacles.

- Write four incidents where you believed Jennings remained stoic.
- How did he deal with the situation?
- What did he do to enable himself to keep going?
- When was a time where you had to repeatedly persevere? What happened? Did you persevere alone? How did your family help?

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Length: 500 words, typed or neatly handwritten

3. Jennings often retreats to the zoo.

- a) Why does he make the zoo his refuge?
- b) What makes it safe?
- c) What events forced him to resort to run to the zoo?
- d) Give an example of a place where you have had to "retreat" to a safe haven.

Length: 500 words, typed or neatly handwritten

4. Jennings option of attending school waiver throughout his autobiography.

- a) Why was he not forced to attend school?
- b) How did he feel about education?
- c) Was education a priority for his family? Why or why not?
- d) Did society believe education was valid during this time period?
- e) Specify how you have or haven't prioritized your education. What instances happened to change your thinking? How did you family view your validity of education?

Length: 500 words, typed or neatly handwritten

**Side Dish:** Select any two of the following to complete:

1. Re-design the orphanages: The rules, the interior, privileges, education, admittance, lifers/part timers
2. Select two songs whose lyrics could correlate with how Jennings was abandoned, abused, mistreated and retreated into himself. Type or write the lyrics and tell why you selected those particular songs.
3. Compose a letter to one of Jennings' brothers, mother, or Mrs. Carpenter discussing how they abandoned Jennings. Make sure there are no offensive words. 1.5 to 2 pages typed or handwritten
4. Write an editorial to the DHS (Dept. of Human Services) declaring the nun's abuse of Jennings.
5. View the AEA 267 video: "The Brother's Keeper" Compare and contrast the orphanages of AIDS victims to the orphanages in the book.
6. Create a timeline of events in the book, chapter by chapter.
7. Interview a person who was in an orphanage or foster care. Write their story.
8. Doggie was important to Jennings' survival. Invent a new item children in the orphanages or foster care could possess.
9. Other----approval needed by your teacher

**Dessert Dish:** Select one of the following to complete:

1. Make a front page of an newspaper about the treatment of orphans during the story's time period.
2. Write a letter from one of Jennings' brothers to Jennings after they were older.
3. Draw four journal entries that Jennings, Stacy Sal, or his mother would have written.
4. Construct a model of an ideal orphanage.
5. Choose a chapter in the book to illustrate.
6. Visualize what was going on in Jennings' head while he was being "caged." In a silhouette of a head, depict the emotions with words, drawings or sayings. Explain why you depicted it this way.
7. Make a Jeopardy game about the book.
8. View a television program where a person was abused, abandoned, neglected or caged. Tell the synopsis of the story. Give instances of similarities and differences to Jennings' life.  
\*This can be shown to the class with you being the discussion leader.
9. Invite one of the characters to dinner. Include your guest list, menu, and questions you would ask. Tell what occurred at the dinner party.
10. Select one of the two picture books: We Rode The Orphan Trains or Orphan Train Rider. Read the book, write a brief summary with how this connects with Jennings' life.

### Main Dish Rubric

Name:

Date:

Project:

	<b>Exemplary</b>	<b>Quality</b>	<b>Satisfactory</b>
<b>Ideas/ Organization</b>	Compelling; holds readers attention; engaging; strong main ideas supported by details; specifically answering the essay question by stating four to five examples from the book; addresses all issues; well thought out; explicit examples of their own personal life	Shows some spark and interest; quality main idea and details; answers most of the essay question in a fairly competent manner; states three or more examples from the book; put some thought into incorporating an example of writer's own personal life	Possesses main concept with few details; tried to answer the essay question but didn't give adequate thought or response; chose to only supply two or less specific examples from the book; did not give much effort to draw own personal life experience as an example

	Points:	Points:	Points:
<b>Voice</b>	Attracts reader's attention; striking insight and understanding of issues; precise vivid language; uses tone; indicates engagement with the book; well crafted transitions; provocative conclusion	Voice comes and goes throughout paragraphs; states position on the issue without being very firm; some quality details; supplies some Descriptive language; good conclusion	Some out of place information; needs re-ordering; some words seem chosen at random; voice is weak and stated position about issues is vague; conclusion is brief in order to be finished
	Points:	Points:	Points:
<b>Mechanics</b>	Neatly typed or handwritten; no errors in punctuation, capitalization and/or spelling; sentences are of varied length; appropriate and correct use of parts of speech	Typed or handwritten; legible; one to two errors in punctuation, capitalization and/or spelling; sentences are constructed well; some variation to sentence length	Typed or handwritten; three or more errors in punctuation, capitalization and/or spelling; many run on sentences; some do not possess correct language usage
	Points:	Points:	Points:
<b>Total Points</b>			
<b>Comments:</b>			

**Side Dish and Dessert Rubric**

Name:

Date:

Project:

	<b>Expectations</b>	<b>Points</b>	<b>Points</b>	<b>Points</b>
<b>Content</b>	Evidence of deeper understanding of Jennings' life and/or related issues	10 9 8	7 6 5	4 3 2

	Addressed the key concepts as posed in the activity	10 9 8	7 6 5	4 3 2
<b>Process</b>	Has a clear vision of final product	10 9 8	7 6 5	4 3 2
	Properly organized to complete project	10 9 8	7 6 5	4 3 2
	Managed class time wisely working on the project	10 9 8	7 6 5	4 3 2
	Acquired the needed knowledge base	10 9 8	7 6 5	4 3 2
<b>Product</b>	Format	10 9 8	7 6 5	4 3 2
	Mechanics	10 9 8	7 6 5	4 3 2
	Organization and structure	10 9 8	7 6 5	4 3 2
	Creative	10 9 8	7 6 5	4 3 2
	Demonstrates knowledge	10 9 8	7 6 5	4 3 2
<b>Total Points</b>				
<b>Comments</b>				

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Contemporary Literature Novel:

They Cage the Animals at Night

By Jennings Michael Burch's

Chapter Questions

Created by Vicki Cose  
Expo High School, Waterloo, IA

For the DI Unit Project,  
Part of the Iowa Alternative Schools Project  
[www.education.uiowa.edu/belinblank/programs/altschools/](http://www.education.uiowa.edu/belinblank/programs/altschools/)

## Chapter One Questions

Setting:

Major Characters:

Minor Characters:

In your mind, how do you visualize the orphanage?  
(5+ sentences)

Define "lifer"

    "part timer"

    "they cage the animals at night"

    Cowlick p.4

    Groggy p.5

    Garbled p.5

    Chicklets p.6

Why do you believe the clicker the nun uses is symbolic?  
(what does it symbolize?)

In five or more sentences, give an example in your life when you were "ruled by a clicker", felt lost/alone, or when your family gave up on you.



## Chapter One, part two

1. As you visualize the orphanage, how would you describe the mean nun?  
(5+ sentences)
2. Why do you think the nun was allowed and able to abuse the children?
3. Within chapter one, there is bullying. Name the bully: \_\_\_\_\_  
Have you ever been bullied OR were YOU the bully? Give a specific example of what happened and how you felt (5+ sentences)
4. Jennings dad died in the Korean War. Locate the year(s)  
the Korean War took place: \_\_\_\_\_
5. Possessions were taken away from the children at night.  
Jennings latched onto a dog. Do you believe this was important to his well being, safety and self esteem? Why or why not?
6. Did you have an important possession when you were in  
Elementary school? What was it? How was it important to You? Do you still possess it? BE SPECIFIC---5+ sentences, please.

## Chapter Two Questions

1. Give the meaning of the following vocabulary words:  
Taunted p. 33  
Pasty p. 36  
Scurrying p. 29  
Quivered p. 37
2. Why doesn't Jennings "step on lines"?
3. Jennings defended Mark. Tell why you believe he did this:

Give an example of a time in your life when you chose to  
Defend or protect someone. (5+ sentences)

4. The children did not get close to one another to become friends.  
What was the reasoning behind this philosophy?

Have you ever "lost your best friend"? What occurred?  
How did you feel?

5. The three main characters in this chapter are:

Jennings

Stacy

Butch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use adjectives (describing word) to describe these characters. Who do  
you feel the most sorry for? Why?

Who is the strongest? Why?

## Chapter Three Questions

1. Fill in the vocabulary definitions for the following words:

Lulled p. 39

Mollycoddle p.46

Foyer p.41

Cowered p.41

Sternly p.46

2. Describe the environment at the Carpenter's house:

What emotions did you feel when you reading on how Mrs. Carpenter treated Jennings?

\_\_\_\_\_

3. How do you think Jennings endured the treatment from Mrs. Carpenter?

How would you have reacted?

Give a specific example of a time or situation you had to persevere: (5+ sentences)

4. Mrs. Carpenter made a statement about "where will the Profits go". In three or more sentences, explain what you believe she meant by this statement.
5. Jennings shielded himself under the Carpenter's table. How were the table legs like a cage? How did he feel?

In a five sentence paragraph, share a time when you were frightened or scared from something or someone.

6. The main characters in this chapter are below. Using adjectives, describe the characters.

Jennings

Mrs. Carpenter

Mr. Carpenter

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which character do you like the least? \_\_\_\_\_ Tell why:

7. Why wasn't Jennings allowed to take Doggie with him to the Carpenter's?

8. On the internet, find information about Humphary Bogart:

Why was the television important to Mrs. Carpenter?

## Chapter Four and Five

1. Did the abuse from the Carpenters' change Jennings? Yes No  
Why or why not?
2. Jennings had two people depart from his life. Who were they?  
\_\_\_\_\_ and \_\_\_\_\_ How was he impacted by their  
departure?
3. Which character do you like the most in this chapter? Tell why.
4. Jennings implies that his mother was "sick." What do you believe is wrong  
with her?
5. Give a brief explanation of the family "dynamics":
6. Define: welt p. 52  
Marquee
7. Jennings gets abused, abandoned, loses friendships or is very alone.  
In a five sentence paragraph, write about a moment or event that occurred  
where you felt one of these emotions.
8. Why do you believe Sister Clair allowed Jennings to keep Doggie, but to  
"let him out every once in awhile"?

## Chapter Six & Seven

1. Where is Jennings taken?
2. Why do you think the “lifers” had the opportunity to attend school, but the “part timers” did not?
3. Jennings tells Sister Barbara that he spilled the cocoa on the table. What punishment was given to him? Was this fair? Why or why not?

Tell about a time or event when you were punished for something unfair or unjust: (5+ sentences please)

4. Were you surprised Jennings runs away?  
What persuaded him to do this?  
Who befriended him? \_\_\_\_\_ How did Jennings feel about this?
5. Jennings mother returns once again to take Jennings home. What does he discover when he goes back home?
6. Were the brothers resentful to see Jerome? Why or why not?
7. Jerome was given a party. Was this fair or unfair? How would you have felt if you were Jennings or one of the brothers?
8. George was determined to help the family. How was he going to manage to complete this endeavor?

## Chapter Eight

1. What holiday was not celebrated in Jennings family? \_\_\_\_\_  
Tell why:
2. Define: "rag picker"  
taunt p.118
3. Jennings was ridiculed in front of his entire class.  
Describe how you think Jennings felt. BE SPECIFIC, PLEASE.  
(5+ sentences)

How would you have reacted?

Give a specific example where you were ridiculed or made fun of by someone:

4. When Jennings went to Sister Gerard's class, he told her his name was Michael. Why do you think he changed his name?

Have you ever felt alone, lost or wished to run away? What occurred?

5. How did Sal identify with Jennings? What did they have in common?

## Chapter Nine

1. Define the following vocabulary words:

Pier p.143

Jeering p. 156

2. What was Jennings' reaction to the Frasier household?
3. Describe the relationship between Donald and Mr. Frasier:

What do you think Mr. and Mrs. Frasier's relationship is like?

4. Why is Jennings drawn to Sal?
5. The students donated clothes to Jennings then called him a "rag picker"?  
What do you believe that means? Why did the students do the bullying/name calling?
6. Two people befriended Jennings in this chapter. Tell who they were and how their friendship benefited Jennings.
7. The statement "holding grudges is easier than forgiving" means:

Have you ever held a grudge?

How did you feel?

Why was it easier to hold a grudge than forgive?



## Chapter Ten

1. The family dynamics are an integral part in this chapter. In six sentences, describe how you visualize them. (Example: fighting, happy, etc) BE SPECIFIC.
2. Larry commented that it “ain’t no good liking anybody”. What does this refer to?
3. In a paragraph, reflect how it would be to stay overnight in a zoo. How did Jennings survive?

How would you survive?

4. Jennings stated that it had been a long time when he had cried. Why are his emotions staying intact?

How would you cope?

Give an example of a time in your life when you cried or had to keep your emotions inside.

## Chapter 11 & 12

1. Define the following words:  
bellowed p.178  
convalescent p.184
2. Tell why you believe George doesn't like Sal:
3. What was your reaction when you read that Jennings father was alive?  
Did this surprise you? Why or why not?

What was Jennings' reaction?

Why do you think the family did not tell Jennings the truth?

4. When mom went out to repair the antenna on the roof, what occurred?

What did you expect to happen?

5. Jennings is taken to a new orphanage in Brooklyn. Why was he fortunate to have Doggie?
6. Jennings meets Mark who tells him: "It's what you feel inside about someone that makes you brothers, not the last name".  
This statement means:
7. Jennings now becomes a "lifer", why is that?

How do you think Jennings felt about that label?

## Chapter 13

1. Define ventriloquist p.225
2. When Walter arrives to take Jennings home, what does he encounter? Be specific.
3. Larry is following the footsteps of George's poor choices. What is he choosing to do?  
  
Why do you think he is doing this?
4. In this chapter, Jennings is trying to perceive his place in his family. Describe what his siblings are doing and what Jennings believes his "role" is:
5. Have you ever had to take responsibilities within your family that you wished you didn't have to? Were you asked to fulfill that role or did you feel you had to?
6. Jerome arrives back home. He offers numerous advice to Jennings. Give two examples:
7. Clarence also offers Jennings a piece of wisdom. Tell what his opinion was:
8. Jennings has an unexpected surprise in this chapter by once again meeting an old, dear friend. Who is it? \_\_\_\_\_ Did you expect this to happen? Why or why not?

How did the two feel?

Once again, fate intervenes and the two are separated.  
How did Jennings deal with this?

9. Jerome and Jennings' mother have to return to the hospital. Jennings has to be returned to an orphanage. What would he do without Doggie, his constant companion?

10. Where is Sal during this time?

11. Predict what you think will happen to Jerome:

To Jennings mother:

To Jennings:

## Chapter Fourteen

1. Why do you think George and Jennings were separated to two different foster families?

How would you have dealt with this unfair separation?

2. Jennings is beaten up by Ronnie. Why does it seem that orphanages are “territorial” to determine who is the toughest?

How would you react in this type of situation?

3. Ronnie is labeled as a “juvenile delinquent”. Does he deserve this label? Why or why not?

Jennings is called a “bully”. Is this an unfair statement? Why or why not?

Have you ever had a label placed upon yourself? State when, where and why. Did you persevere? Do you still possess the label?

4. Jennings offers a piece of advice to Kevin. What did he tell him to do?

Why do you think Jennings offered this to him?

5. Jennings is ridiculed in front of all of the children by Mrs. Abbot. What emotions was Jennings feeling?

---

What emotions were you feeling when you were this reading this part?

---

## Chapter Fifteen & Epilogue

1. Explain why Officer Bob told Jennings important things about “running away”?
2. Jennings did not tell Officer Bob about his time spent at the zoo. Why do you believe he omitted this?
3. How did Jennings’ life change when he stayed at the Daily’s?
4. Jennings was offered an opportunity to visit the zoo as an official visitor with the Daily’s. Why didn’t he take them up on their offer?
5. Jennings returns to the zoo as a runaway. How many nights did he stay there? \_\_\_\_\_ What possessed him to stand in the lion house doorway all night?

Who discovers him? \_\_\_\_\_

List four emotions you think Jennings felt at that time:

\_\_\_\_\_

6. What was your reaction to the conclusion of the book?

Did you expect it to end this way? Why or why not?

7. How old was Jerome when he died? \_\_\_\_\_  
What occupation did George pursue? \_\_\_\_\_ Were you surprised he was a member of AA?

# Differentiated Instruction Unit Projects

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## Lesson 1: Global Warming

In the concept of human population growth and natural resources, the objectives would be to summarize the current state and effects of human populations and growth, as well as explain the importance of effective resource management.

### The main ideas students need to know include:

Earth's human population continues to grow.  
The growing human population exerts pressure on Earth's natural resources.  
Effective management of Earth's resources will help meet the needs of the future.

### Vocabulary should include but is not limited to:

nonrenewable resources  
renewable resources  
ecological footprint

### Understanding:

The human impact on the ecosystem.

### These are the skills the students will use:

note taking  
use of graphic organizers  
concept map – determine cause and effect  
oral speaking or speech giving  
math skills dealing with volume, weight, and surface area

### Resources:

In any one of your district's biology or environmental science textbooks find the unit/section on ecology. Look specifically for the chapters that deal with the human impact on the ecosystem.

The books that I referenced for this unit were:  
Glencoe's [Biology: The Dynamics of Life](#)

AGS's (American Guidance Service, Inc.) [Biology Cycles of Life](#)  
McDougal Littell's [Biology](#)  
Prentice Hall's [Environmental Science: The Way the World Works](#)  
Addison-Wesley's [Environmental Science: Ecology and Human Impact](#)  
AGS's (American Guidance Service, Inc.) [Environmental Science](#)

Consult these web sites for this lesson:

Alliant Energy for Kids:  
[http://www.alliantenergykids.com/stellent2/groups/public/documents/pub/phk\\_ee\\_re\\_001502.hcsp](http://www.alliantenergykids.com/stellent2/groups/public/documents/pub/phk_ee_re_001502.hcsp)

U.S. Department of Energy - Wind Power: Energy from Moving Air:  
<http://www.eia.doe.gov/kids/energyfacts/sources/renewable/wind.html>

U.S. National Renewable Energy Laboratory - How a Wind Turbine Works:  
<http://www.nrel.gov/wind/animation.html>

graphic organizers:  
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2grap.htm>

note taking:  
<http://en.wikipedia.org/wiki/Notetaking>

### **Pre-Assessment to determine prior knowledge:**

Engage students in a discussion and listen for responses that reflect advanced knowledge or thinking. This will help identify those students who might benefit from differentiated advanced content.

Discuss how manufacturing, agriculture, mining, and transportation have improved people's lives.

Ask: How have these improvements created problems for Earth's ecosystem? (Students should mention air and water pollution, buildup of solid waste, depletion of resources, and habitat loss).

Ask: What steps can people take to help address these problems. (Answers will vary, but reducing activities that produce pollution, reducing waste by recycling, conserving resources, protecting habitats are just a few steps).

Continue to ask probing and clarifying questions until student responses indicate little knowledge or previous experiences.

### **Instructional plan:**

1. Discuss the growth of the human population.
2. Discuss the technologies that students depend on each day.
3. Connect the impact of these technologies with the growth of our human population and the pressure this puts on Earth's natural resources.
4. Explain how a renewable resource such as water could become a nonrenewable

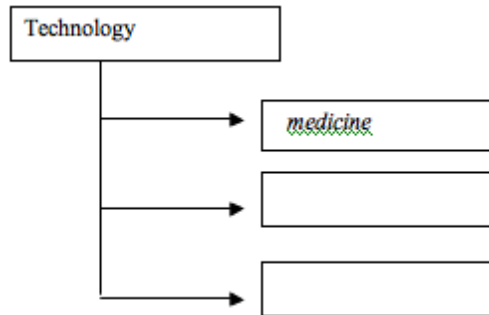


resource.

5. Analyze how our ecological footprint relates to an area of land? (Effective management of Earth's resources.)

### Note Taking:

The students may use many different forms of note taking, such as Cornell notes. You may want to try this diagram as a form of note taking to summarize how technology has helped the human population grow:



### Hands on activity (Lab):

Tell students that between 10 and 50 percent of the cost of most products bought in supermarkets go into packaging and that such packaging is one of the major sources of solid waste in landfills (<http://www.epa.gov/garbage/paper.htm>). Ask students to look at the packaged products in their homes and in stores. Have each of them bring in an example of an over-packaged product.

Students can then compare the actual volume, weight, or surface area of the product with the volume, weight, or surface area of the packaging. Have the students draw conclusions based on their data whether any certain companies/products are more likely to be over packaged. You may want to consider writing letters or emailing companies suggesting they change their practice.

### Integrating Physics:

*(Integrating physics is a means to challenge the advanced learners, therefore differentiating content for the gifted learners. For this reason, the following activities would be completed by those students for whom advanced content is appropriate.)*

Tell students that wind turbines convert the *kinetic energy* of the wind into *mechanical energy*. A generator converts this mechanical energy into electricity. A wind farm contains dozens or hundreds of wind turbines. The Nysted wind farm, located in the Baltic Sea off the coast of Denmark, has 72 wind turbines that provide about 20 percent of Denmark's electricity.

### Iowa's connection to wind turbines:

The following information and activities come from Alliant Energy Kids – Energy & the Environment web site:

[http://www.alliantenergykids.com/stellent2/groups/public/documents/pub/phk\\_ee\\_re\\_001502.hcsp](http://www.alliantenergykids.com/stellent2/groups/public/documents/pub/phk_ee_re_001502.hcsp)

When it comes to size, bigger is better – the bigger the wind turbine, the more wind it reaches and the more electricity it produces.

The turbines at Flying Cloud Wind Plant in northwest Iowa are about 240 feet tall. The largest wind turbine in the world, located in Hawaii, stands 20 stories tall and has blades the length of a football field! The tower is usually hollow and made of steel. The blades, called rotors, are made of fiberglass and polyester.

[View photos of the Spirit Lake wind turbines being built](#)

A wind farm might have only two or three turbines, or it could have as many as 150 spread across a big field. One of the largest wind farms in the U.S. is in Altamont Pass, California. It has more than 900 wind turbines.

[View photos of the Altamont Pass wind turbines](#)

### **How a wind turbine works**

A wind turbine works the opposite of a fan. Instead of using electricity to make wind, a turbine uses wind to make electricity.

The wind turns the blades, which spin a shaft, which connects to a generator and makes electricity. The electricity is sent through transmission and distribution lines to a substation, then on to homes, business and schools.

### **Make your own wind power toys!**

Now that you've read about wind power, can make your own wind-powered toy?:

[Wind power activities](#)

### **Assessment:**

1. Student will demonstrate knowledge of a wind turbine and creation of energy.
2. Student will attempt to create energy from their wind-powered toy.
3. Student will be able to communicate the relationship between the demonstration and the concept of wind energy.

*Note to teachers: You have latitude here as to how you'd like to grade this project. Below I've included a rubric that you may use. Regardless of what you do, I would lean towards their knowledge of the above concepts as opposed to grading the actual success of the wind turbine toy. As in all labs, there is that chance for failure. Should the attempt fail (the wind toy does not work), I don't believe they should get a failing grade. I would consider asking the student(s) if they know why it failed? Did they ever get it to work? How it might be corrected? Can they communicate the above concepts?*

If you would like to use a rubric for this wind toy here is one that would be effective for this project:

## SCIENCE RUBRIC

Exceeds - must receive no more than one 3 and the rest 4s in the other areas of the rubric.

Meets - may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric.

Approaches - may receive no more than one 1 and a combination of 2s, 3s, or 4s, in the other areas of the rubric.

Begins - must receive at least a 1 all 3 areas of the rubric.

	<b>KNOWLEDGE</b>	<b>APPLICATION</b>	<b>COMMUNICATION</b>
	Knows and understands scientific terms, facts, concepts, principles, theories and methods	Applies scientific knowledge, skills and methods to manipulate, analyze, synthesize, create and evaluate	Communicates scientific knowledge and applications through writing, speech, and visual displays
<b>4</b>	<ul style="list-style-type: none"> <li>Descriptions of scientific terms, facts, concepts, principles, theories and methods are complete and correct.</li> </ul>	<ul style="list-style-type: none"> <li>Applications are thorough, appropriate, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Written, oral and/or visual communication is well-organized and effective.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Descriptions of scientific terms, facts, concepts, principles, theories and methods are mostly complete and correct.</li> </ul>	<ul style="list-style-type: none"> <li>Applications are mostly thorough, appropriate, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the written, oral and/or visual communication is well-organized and effective.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Descriptions of scientific terms, facts, concepts, principles, theories and methods are somewhat complete and correct.</li> </ul>	<ul style="list-style-type: none"> <li>Applications are somewhat, appropriate, and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the written, oral and/or visual communication is organized and effective.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Descriptions of scientific terms, facts, concepts, principles, theories and methods are minimally present or correct</li> </ul>	<ul style="list-style-type: none"> <li>Applications are minimally appropriate and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Little of the written, oral and/or visual communication is organized and effective.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>All descriptions of scientific terms, facts, concepts, principles, theories and methods are missing and/or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>All applications are missing and/or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>All of the written, oral or visual communication is missing and/or lacks organization.</li> </ul>
<b>Score</b>			

The rubric was found at this web site: <http://www.isbe.net/ils/science/pdf/rubric.pdf>

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## Lesson #2: Air Quality

Air Quality is the unifying theme in this section. When the students are finished they should be able to describe the sources, types, and effects of air pollution, and be able to explain how air pollution contributes to acid rain.

### The main ideas need to know include:

Pollution accumulates in the air  
Air pollution is changing the Earth's biosphere.

### Vocabulary should include but is not limited to:

Pollution  
Smog  
Particulate  
Acid rain  
Green house affect  
Global warming

### Understanding:

Fossil fuel emissions affect the biosphere.

### These are the skills the students should be able to do:

use of graphic organizers, such as a fish bone and or cause and effect  
science labs write up  
metric measurements  
create graphs

### Resources:

In any one of your District's biology or environmental science textbooks find the unit/ section on Ecology. Look specifically for the chapters that deal with the human impact on ecosystem.

The books that I referenced for this unit were:

Glencoe's Biology: The Dynamics of Life

AGS's (American Guidance Service, Inc.) Biology Cycles of Life

McDougal Littell's Biology

Prentice Hall's Environmental Science: The Way the World Works

Addison-Wesley's Environmental Science: Ecology and Human Impact

AGS's (American Guidance Service, Inc.) Environmental Science

Consult these web sites for this lesson:

graphic organizers:

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2grap.htm>

note taking:

<http://en.wikipedia.org/wiki/Notetaking>

writing up a science lab:

[http://home.cogeco.ca/~parksidescience/writing\\_up\\_science\\_lab\\_reports.htm](http://home.cogeco.ca/~parksidescience/writing_up_science_lab_reports.htm)

### **Pre-Assessment to determine prior knowledge:**

Once again, preassess students' knowledge via a class discussion and listen for responses that reflect advanced knowledge or thinking. This will help you identify those students where by the advanced content differentiations may apply.

Engage students in a discussion of pollution problems that students have heard about. What pollution problems have you heard about? Can you identify the pollutant and its affect on people and other organisms? Ask, in general, why is pollution a problem for Earth? Discuss what steps are being taken to solve the problems students have discussed. Continue asking probing and clarifying questions until student responses indicate little knowledge or previous experiences.

### **Instructional plan:**

1. Discuss the following question:

As human population continues to increase and use more fossil fuels, why might acid rain become a bigger problem?

How might global warming affect seasonal temperature changes?

2. Diagramming: (all students)

Students will use a graphic organizer known as the fishbone to sort out all the pressures and effects that have an impact on air quality. The head of the 'fish' would be air quality, with the 'bones' coming from the central backbone being smog/ ozone, acid rain, and greenhouse effect. Students may also want a separate 'bone' for global warming. Attached to each of these contributing factors would be the attributes or effects of each.

Students will create cause and effect diagrams for acid rain, smog, and global warming. Diagrams should include chemical reactions and the elements and energy sources that are involved.

### **Integrating Physics:**

*(Integrating physics is a means to challenge the advanced learners; therefore the following activities would be completed by those students for whom advanced content is appropriate.)*

The type of surface that sunlight first encounters is an important factor in the greenhouse effect. Forests, ocean surfaces, grasslands, ice caps, cities, and deserts all reflect sunlight to different degrees. For example, a white glacier strongly reflects sunlight, resulting in very little heating of the surface. Dark desert soil and concrete strongly absorb sunlight, resulting in high surface temperatures, as anyone who has walked across a parking lot on a hot day knows.

*Note to Teachers: Be sure to address the greenhouse and global warming*

*misconception. The common misconception is that the green house effect and global warming are the same. The greenhouse effect is essential for keeping the atmosphere warm enough for living things to survive. This is the natural greenhouse effect. Human activities, especially the burning of fossil fuels, can enhance the natural greenhouse effect by causing a general warming trend that is called global warming.*

**Hands on Activity (Lab):** *(appropriate for gifted students)*

To demonstrate the greenhouse effect, have students work in pairs to make greenhouse models. Provide each pair with a clear-plastic 2-liter bottle with its cap on and its bottom cut out, two thermometers, cellophane tape, and graph paper. Tell students to punch a small hole near the top of the bottom and insert the thermometer into the hole, bulb end first. Have them use tape to secure the thermometer in place so that it can be easily read. Have students record the temperature on both thermometers before placing the bottle in a sunny area. Tell students to place the second thermometer near the bottle, but not to allow its bulb to be hit by direct sunlight. Have students record both thermometers temperature readings every five minutes for half an hour. Then have students graph their data and write conclusions.

Students should find that in the sunlight, the temperatures in the greenhouse bottle were higher than those of the other thermometer.

Rubric for Experiment Report:

Each applicable item is checked separately, with one point awarded for each correct time. A sum from 0 to 5 may be calculated for each scale.

<b>Quality of the Data</b>	
- Consistent data	
- Accurate measurements/ observations	
-Completed data table	
-Correct units	
-Qualitative description	
<b>Graph</b>	
-Curve is appropriate to data trend	
-Points plotted accurately	
-Appropriate scale (units included)	
-Axes labeled with correct variables	
-Has an appropriate title	
<b>Calculations</b>	
- Calculated accurately	
-Substituted correctly into relationship	
-Relationship stated or implied	
-Units used correctly	
Used all data available	
<b>Forms a Conclusion from Experiment</b>	

-Consistent with scientific principle	
-Sources of error	
-Consistent with date	
-Relationship among variable stated	
-Variable stated in conclusion	

This rubric was found at this web site:  
[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Rubric\\_Bank/rubric\\_bank.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html)

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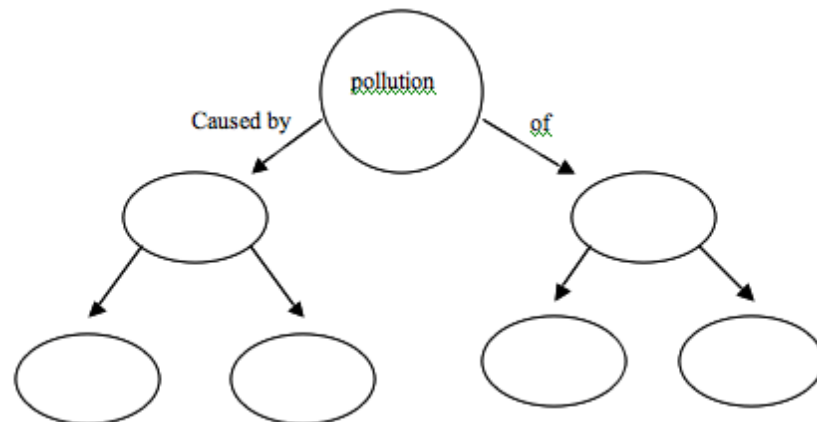
2. Air Quality

3. Post Assessment

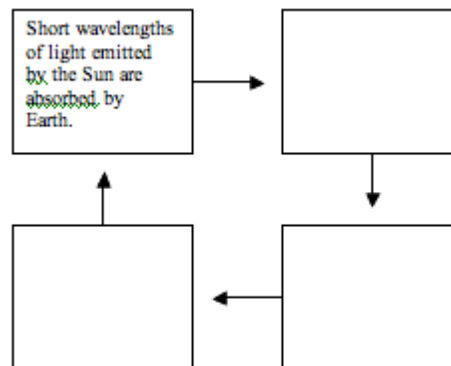
4. Additional Resources and Optional Extensions

## Post-Assessment: Unit Quiz

1. Create a concept map on the cause and effect of pollution similar to the one below:



2. Use the process diagram below to explain the greenhouse effect:



## Unit Project

Students are to complete either A, B, or C.



**A:**

Imagine that successful efforts in sustainable development have made global resource use and waste production fully sustainable by the year 2099. Develop a project that shows your knowledge of what a sustainable world might look like in 2099. Include information about resource use, waste production, pollution, biodiversity, and conservation.

**B:**

An ecological footprint is a measure of the impact of the resources we use on the environment. Develop a project that shows your knowledge of how buying a carton of milk relates to your ecological footprint.

**C:**

Develop a project that shows your knowledge of how a predator insect species that has been introduced to help control insect pests, could become a threat to an ecosystem.

*Note to teachers: These last three questions lend themselves to all sorts of options for ways students could demonstrate their knowledge. Students could create projects in written form, use the visual arts, or develop performance art pieces. I would not limit students to a certain learning style, but instead would allow them to be creative. Consider a one on one contract with expectations of how they'd like to develop their project.*

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### Additional Resources and Optional Extensions:

The DVD, [An Inconvenient Truth \(AIT\)](#) is a 100-minute documentary by former Vice President Al Gore. AIT aims to expose the myths and misconceptions that surround global warming. Gore's intent is to convey the alarming rapid rate at which rising temperatures are changing the face of the Earth.

Al Gore's book, [An Inconvenient Truth: The Crisis of Global Warming](#), provides students with an action list of suggested activities to learn how to make a difference. Teachers and students can link to the book's website and find a list of activities at [www.participate.net](http://www.participate.net).

Also at [www.participate.net/educators](http://www.participate.net/educators) teachers can find three free lessons aligned with curriculum standards. The lesson plans are contained in downloadable pdf files. In the first lesson, the students will critically discuss the global warming issue. They will also investigate the relationship between greenhouse gas emissions and global warming. (This is most effective when students have already seen the DVD). In the second lesson, the students will locate the primary source documents and analyze them for bias. They will also make informed decisions involving science and society. They may also prepare presentations with support materials (e.g., tables, graphs, power point, or other productions). Lesson three, is semester based and project oriented. This lesson will conclude with the students brainstorming a list of problems associated with global warming, identifying which is most important, brainstorming solutions, and then implementing those solutions.

The web site: [www.participate.net](http://www.participate.net) is the official social action network for the Alliance for Climate Protection and is partnered with Al Gore's Live Earth concert series for climate change. Here students may join in with others from around the world and blog on the issues of global warming and the environment. The web site: <http://www.climatecrisis.net/blog/> is another site tied to AIT that allows visitors to post comments in response to the DVD and the issues tied to it.

The website [www.pbs.org/now/classroom/globalwarming.html](http://www.pbs.org/now/classroom/globalwarming.html) offers additional global warming lesson plans. Through these lessons, students will: form definitions of greenhouse effect, participate in group brainstorming, analyze global warming diagrams and resources, hypothesize about the effects of global warming on climate, conduct research, complete a venn diagram, take a position on global warming, and create a project that supports their point of view about the global warming issues. The needed materials are all provided on the website, along with extension ideas and related resources.

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6. Graphic Images

7. Search and  
Seizure8. A Debate on  
Cruel and Unusual  
Punishment

9. Due Process

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## Part 1 Federal Government Structure and Authority

### How is our government set up to wage the War on Terror?

#### Lesson 1: Introduction Knowledge

**Class Time Required:** 45 minutes.

**Purpose, Background and Context:** A background discussion of the 9/11 attacks

**Objectives for Student Understandings:** Students should understand the 9/11 attacks, and come up with ideas as to why they occurred

**Objectives for Student Skill Development:** Students should generalize from given facts, predict and draw conclusions based on partial information, and predict consequences of actions.

**Materials, Resources and Readings:** Notes on the 9/11 attack from the Wikipedia (<http://en.wikipedia.org/wiki/9/11>); vocabulary words (See vocab list at end of the unit's overview); each student may also need to be reminded before class begins to get a pencil or notebook. **DISCLAIMER:** The Wikipedia is an open-source project and may contain biased statements written by amateur scholars. However, the information on Wikipedia listed here should provide a balanced and basic understanding of 9/11 facts, and, later in the unit, the USA Patriot Act.

#### Lesson Questions:

What happened on 9/11?

What is our government doing to prevent an attack in the future?

#### Procedures:

##### Preface (10 Minutes)

Place a transparency with the related vocabulary words on the overhead. Tell your students to copy the words and definitions. This gets students into the habit of coming to class on time, and reminds them that there are consequences for being late. Tell those students who do not write down the words and definitions from the overhead that the projector will be turned off 5 minutes after class starts, and that there will be a

test on the words at the end of the week. Be sure to give them examples of the words and explain their context in detail so they know how to use them.

**Procedure 1 (5 Minutes)**

Write the following question on the board: What happened on 9/11? Give students 2 minutes to write down their answers, but be liberal with the clock.

**Procedure 2 (20 Minutes)**

Ask them to tell you what they have written down. You may also need to correct factual inaccuracies about the 9/11 attacks. You can check the Wikipedia document to make sure that their facts are correct.

**Procedure 3 (15 Minutes)**

After establishing their knowledge, ask them the Lesson 1 Essential Questions. Brainstorm, and write their answers on the board. Remind students to write down what is written on the board in their notebook, and then collect their notebooks for grading. Check their notebooks for notes, and give them 5 points if they have the information from the board written down.

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## Lesson 2: News Flash: Save Your Rights! Comprehension

**Class Time Required:** two 45 minute periods.

**Purpose, Background and Context:** Students will be introduced to basic rights by completing a chart ranking those rights. To check for understanding, the class will discuss what rights they think are the most important. Moreover, this lesson will offer the teacher the opportunity to witness student capabilities and to track those capabilities for differentiation in the rest of the unit. Also, the pre-assessment quality of this lesson will allow teachers to focus on what students need to learn about the Bill of Rights.

**Objectives for Student Understandings:** Students should understand vocabulary words relevant to the Constitution and the federal government, the principles and workings of the Constitution, the Constitution and its amendment process, and the Bill of Rights.

**Objectives for Student Skill Development:** Students should read for understanding, learn to make choices based on reasoned arguments, predict and draw conclusions based on partial information, and verify the value of evidence.

**Materials, Resources and Readings:** News Flash Worksheet (<http://www.kidsvoting.org/classroom/saveyourrights.pdf>).

### Lesson Questions:

What is a basic right?

What basic rights are the most important to you?

Which of your basic rights are being violated?

### Procedures:

#### Preface (5 Minutes)

Vocabulary words (See vocab list at end of the unit's overview).

#### Procedure 1 (10 Minutes)

Write the first lesson question on the board: Give students time to answer. Then ask them for their answers, and write them on the board. Make sure you have all of the basic rights from the worksheet on the board. You may have to list additional rights to complete the list. Be sure you explain each right by writing down the definition or an example on the board.

**Procedure 2 (15 Minutes)**

Pass out the News Flash Worksheet. Ask for a volunteer/s to read through the "Mad Scientist's Bulletin." The instructions for the worksheet are as follows: students should identify which of the 10 rights are the most important to them. They should then rank them from most important to least important, five being the most important right to them. Because students will be working with a partner in the second part of this assignment, they work alone on this part.

*For example, a student might rank rights as follows:*

*5 Points: Freedom of Speech*

*4 Points: Right to Bear Arms*

*3 Points: Access to Legal Counsel*

*2 Points: Freedom to Assemble*

*1 Point: Freedom of Religion*

**Procedure 3 (20 Minutes)**

Explain the back half of the worksheet. In Column 1, they should place the number of points for each right next to the right's name. So, in Column 1, the above student should have the number 5 in the box that aligns with Freedom of Speech, 4 in the box that aligns with Arms, 3 should align in Column 1 with Counsel, and so forth. Complete the words in our example.

After they have placed their rights on the scoreboard, they should share their answers, in 6 groups or less. As a pre-assessment for the next lesson, be sure to take notes on performance and ability so you can differentiate for following exercises.

The groups of students should come to some consensus about rights and priorities, and those answers should be placed in Column 2. After students are done doing this, you are ready to return to whole group instruction again.

**Procedure 4 (20 Minutes)**

Use a different column for each group's answers. You can ask groups to come to the board to place their numbers, or you can have them read their answers aloud, and place them in the columns yourself. Once you have all of the columns filled in, you can total them up in the far right hand column. The rights with the highest column total are the ones that are most important to the class. The ones with the lowest are the least important. Begin the discussion by asking the class what basic rights are the most important to them, based on what they learned from this exercise.

**Procedure 5 (20 minutes)**

You can check for student understanding by asking them what rights they feel are being violated. At an alternative school, you should have no problem finding a student who feels that their rights are being violated, and you should ask them for an example. Put the example on the board. Then pass out paper for them to draw a cartoon of their basic rights being violated. For example, they may think that their parents violate a protection from unreasonable search and seizure, and they may choose to illustrate that violation. They may all chose the same right, but the purpose of this part of the exercise is to conduct a second pre-assessment, an evaluation of their artistic skills. The cartoons will allow you figure out which students are high ability artists, and which may be approached for further artistic investigation. When they have completed their cartoon, you are ready for the next lesson. If students permit, you can put the cartoons on the classroom wall. Or, you can have a discussion about the content of the cartoons and lesson questions. They should receive 10 points for the cartoon they finish.

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## Lesson 3: Amendment Comics Application (Differentiated)

**Differentiation:** This lesson will take advantage of student differentiation by asking students to create comic books based on the bill of rights. It provides high ability students the opportunity to translate the Bill of Rights into cartoons by either translating the text or by using illustration skills.

**Class Time Required:** two 45 minute periods.

**Purpose, Background and Context:** Students will be working with The Bill of Rights by making a comic book based on the document. This will familiarize them with the Bill of Rights and the principles contained in Amendments 1 – 10. They will work in groups of 3, with each person completing a role based on individual achievement from the prior lesson. For example, the strongest illustrators will illustrate the cartoons. Students with strong verbal-linguistic skills will interpret the amendments, and strong readers will read the amendments.

**Objectives for Student Understandings:** Students should understand the workings of the Constitution, the Constitution and its amendment process, and the Bill of Rights.

**Objectives for Student Skill Development:** Students should be able to read for understanding, evaluate primary documents, develop an increased vocabulary, translate facts that are read into other methods of information delivery, generalize from given facts, predict consequences of actions, and verify the value of evidence.

**Materials, Resources and Readings:** Copies of the Bill of Rights ([http://en.wikisource.org/wiki/United\\_States\\_Bill\\_of\\_Rights](http://en.wikisource.org/wiki/United_States_Bill_of_Rights)); blank paper, colored pencils or markers.

### Lesson Questions:

How do rights apply to you?

Are all of the rights important to you?

Who determines how your rights are protected?

### Procedures:

#### Preface (5 Minutes)

Vocabulary words (See vocab list at end of the unit's overview).

**Procedure 1 (10 Minutes)**

Write the following question on the board: How do rights apply to you? Give students five minutes to write down the answer to the Lesson Question. Then ask them for their answers, and write them on the board. Students will focus on some of the rights discussed in the previous lesson, but this lesson will focus on ALL of the rights in the Bill of Rights. Explain that the Constitution was passed in 1787 and is the document that forms the basis for our government. It is comprised of two parts: articles, which will be discussed in the following lesson, and amendments, or changes that people thought should be made to the original document. Be sure to tell the students that the Bill of Rights are the first 10 amendments, and that these were added almost as soon as the original Constitution became law.

**Procedure 2 (75 Minutes)**

**DIFFERENTIATE BY** Create groups of three students by mixing the best artists, best readers and best interpreters. Each group should have 3 people, and there can be as many groups as there are students. Also, try to distribute students with poor attendance records accordingly, as they may not be able to do all of the work if this assignment lasts beyond one class period.

Each group is to read through the Amendments. One student is to read the amendment, one is to lead the discussion about it in the group, and one is to draw a picture of the amendment in practice. For example, student 1 can read Amendment 1, student 2 can explain Amendment 1 to the other students, and student 3 can draw a picture of someone praying to illustrate the amendments.

When the students are done working, you may have the groups share their illustrations. Ask for some examples of each amendment, so you can have a discussion about how they chose to illustrate their rights, and which ones affect them the most. Also, you can get a sense as to which authority enforces these rights by looking at their cartoons, and asking them about any authority figures in the cartoons.

At the end of the discussion, collect and evaluate the cartoons, giving 3 points for each cartoon the group completes.

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## Lesson 4: Separation of Powers Analysis

**Class Time Required:** 45 minutes

**Purpose, Background and Context:** Students will take notes on the three branches of government and the checks and balances system. This is the only direct instruction part of the unit, as it is the most important and the hardest to explain.

**Objectives for Student Understandings:** Students should understand the three branches of government and our system of checks and balances.

**Objectives for Student Skill Development:** Students should develop an increased vocabulary.

**Materials, Resources and Readings:** Copies of the Separation of Powers (<http://www.c-span.org/classroom/PDF/checksbalances.pdf>), overhead transparency of key (see end of lesson for image).

### Lesson Questions:

How is our federal government set up?

Which branch of the most powerful, and why?

### Procedures:

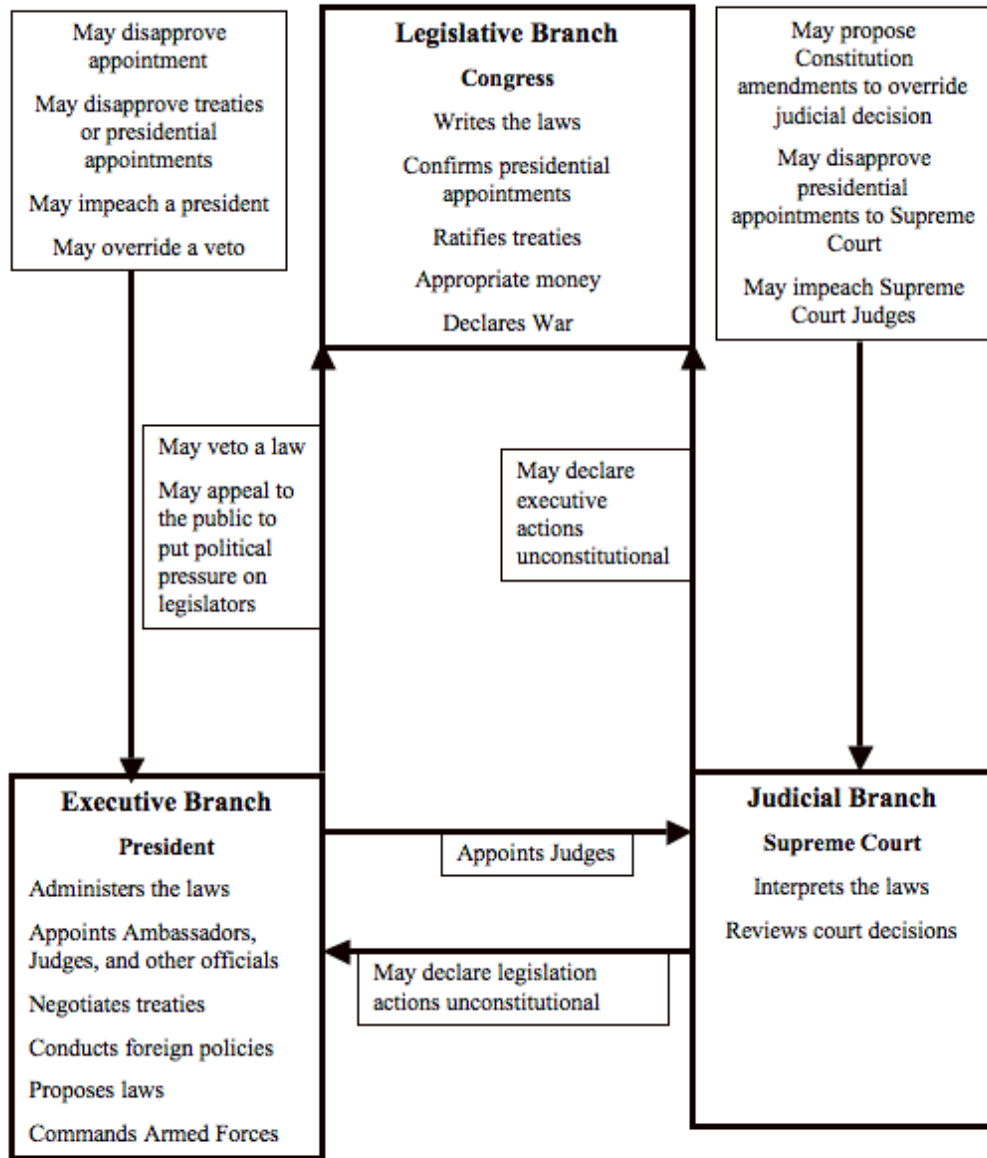
#### Preface (5 Minutes)

Vocabulary words (See vocab list at end of the unit's overview).

#### Procedure 1 (45 Minutes)

Pass out the Separation of Powers worksheet, and place a copy of it on the overhead projector. Go over the branches with the students, giving examples for each branch. Be sure to illustrate how the checks and balances system has worked in practice. It is very important that teachers understand the system of checks and balances, as this will serve as the backbone of the unit. The Executive Branch contains the Presidency and has the authority to enforce laws, the Legislative Branch, or Congress, passes laws, and the Judicial Branch can declare entire laws, or parts of them, unconstitutional and void. Conclude this lesson by asking the students which branch is the most powerful. Have them write their answers down, and collect their notebooks for evaluation, 5 points per completed chart.

## Lesson 4: The Three Branches of Government Separation of Powers and Checks and Balances



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## Lesson 5: Vocabulary Check for Understanding Evaluation and Synthesis

**Class Time Required:** half of a 45 minute period.

**Purpose, Background and Context:** Students will use their notes and the previous 4 lessons to affirm their understanding of the vocabulary words.

**Objectives for Student Understandings:** Students should understand the vocabulary words relevant to the Constitution and the federal government.

**Objectives for Student Skill Development:** Students should have developed an increased vocabulary, translate facts that are read into other methods of information delivery, and predict and draw conclusions based on partial information.

**Materials, Resources and Readings:** Work for this lesson will be done on the board.

### Lesson Questions:

What words do you need to know in order to learn about the government?

### Procedures:

#### Procedure (22 Minutes)

Write all 10 vocabulary words on the board. Ask them to write down examples of the word on a separate piece of paper. Collect and evaluate. For extra credit, have them list other words that they have learned in these lessons and want to include in future vocabulary lists.

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## Part 2

### Federal Government and the War On Terror: How is our government waging the War on Terror?

#### Lesson 6

#### Visual Commentary on The War on Terror Application (Differentiated)

**Differentiation:** This lesson will take advantage of student differentiation by offering students two levels of cartoons and photographs to analyze. The top row of images has more evident meanings than the bottom row.

**Class Time Required:** 45 minutes.

**Purpose, Background and Context:** Students will look at 4 pictures that relate to the War on Terror, and comment on what they think is appropriate.

**Objectives for Student Understandings:** Students should understand some of the government's strategies in the War on Terror.

**Objectives for Student Skill Development:** Students should assess contrasting theories, generalize from given facts, predict and draw conclusions based on partial information, and verify the value of evidence.

**Materials, Resources and Readings:** Worksheets from the National Archives for Cartoons and Photographs [www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)

and

[www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf), Lesson 6A worksheet (which contains cartoons and pictures – see end of lesson for worksheet)

#### Lesson Questions:

What should the government do to find terrorists in America?

#### Procedures:

##### Procedure (30 Minutes)

Ask each student, as they enter the classroom, if they want a cartoon analysis

worksheet or a photographic analysis worksheet. Assign your high ability students to make sense of their choice of a bottom image, and your grade-level ability students to make sense of the top images. When they take their seats, place a transparency of the Lesson 6A worksheet on the overhead. Then, ask them to analyze either the cartoon or the photograph. When they have finished the worksheet, go around the room, spending only a few minutes on each image. Ask them to comment on their chosen image and reflect on the Lesson Question. Collect worksheets and give students 5 points to conclude the assignment.

### Lesson 6A: Patriot Act and 9/11 Images



"Suspicious package under the Christmas tree? OK, please just stay calm and remain on the line."

<http://www.cartoonstock.com/newscartoons/cartoonists/mba/lowres/mban17811.jpg>



[http://www.nctimes.com/content/articles/2006/09/10/perspective/18\\_39\\_259\\_9\\_06.jpg](http://www.nctimes.com/content/articles/2006/09/10/perspective/18_39_259_9_06.jpg)



[http://www.aclu-sc.org/attach/p/patriot\\_cartoon:\\_ash\\_900100.jpg](http://www.aclu-sc.org/attach/p/patriot_cartoon:_ash_900100.jpg)



[www.oklahomacitybombing.com/oklahoma-city-bombing-1.jpg](http://www.oklahomacitybombing.com/oklahoma-city-bombing-1.jpg)





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## Lesson 7: Amendments 4 & 9 - Search & Seizure Laws Under the Patriot Act Application

**Class Time Required:** two 45 minute periods.

**Purpose, Background and Context:** Students will read an article about the Patriot Act and decide if they want to change the law.

**Objectives for Student Understandings:** Students should understand the principles and workings of the Constitution, the Bill of Rights, and the legal implications of the War on Terror.

**Objectives for Student Skill Development:** Students should be able to read for understanding, evaluate secondary documents using a variety of strategies, learn to make choices based on reasoned arguments, assess contrasting theories, generalize from given facts, predict and draw conclusions based on partial information, predict consequences of actions, and verify the value of evidence.

**Materials, Resources and Readings:** Reading on the USA Patriot Act from the Constitutional Rights Foundation ([http://www.crf-usa.org/terror/patriot\\_act.htm](http://www.crf-usa.org/terror/patriot_act.htm)); information about the Patriot Act from the Wikipedia ([http://en.wikipedia.org/wiki/USA\\_PATRIOT\\_Act](http://en.wikipedia.org/wiki/USA_PATRIOT_Act)).

### Lesson Questions:

What do you do that you don't want people to know about?

What is the 'right to privacy'?

How does the current government understand this right?

### Procedures:

#### Procedure 1 (15 Minutes)

Start by telling your students that everyone does things they don't want other people to know about, even the teacher. Mention things like going to the bathroom. If you have a strong relationship with your students, they will volunteer things that they do that they probably shouldn't tell you, like underage drinking or smoking, or taking money or alcohol from their parents. Your students might even tell you about crimes they may know about that they or other students have committed. Give them time to write down some of the things they do in private that they don't want people to know about. When they are done, ask them to tell you what they have written. Students may emphatically say that they will not tell you, or write anything down, but

you will know that they indeed do things they do not want to tell you. This desire for secrecy adds to the lesson, as you will see.

Conclude this part of the lesson by asking them broadly what a right to privacy means. They should be able to define this right by using information from the last few lessons.

**Procedure 2 (5 Minutes)**

Remind the students about the 9th Amendment, which says that there are rights that they have that are not in the Constitution. This amendment is sometimes used to guarantee people a right to privacy. Also, the 4th amendment protects them from unreasonable search and seizure of their property by the government. Remind students that under this amendment, in most cases, the government **MUST** get a search warrant before they can look into their lives or take anything they own.

**Procedure 3 (10 Minutes)**

Restate the Franklin quotation from the last page of the document: "If you want give up your rights, you don't deserve to have them in the first place." Ask them to tell you what Franklin means by it, and then give them some background knowledge of the Patriot Act (passed by Congress right after 9/11, surrenders rights to government, etc.).

**Procedure 4 (30 Minutes)**

Before class, you can establishing some groups using what you have seen the previous lessons. Each group should have a good mix of high ability and lower ability students, as well as talkers and writers, and experienced and inexperienced students. Have them answer targeted questions. So, start off by giving half the groups Discussion and Writing Question 1, and half the groups Discussion and Writing Question 2. Also, ask each group to explain to each other what Sections 213, 215, and 216 specifically do to help the government fight terrorists.

You may try to break them into groups by ability and give the high ability students more difficult questions. However, the low ability learners may require more help than you can provide during this lesson. After they are done, return to whole class discussion, and have them give their answers out loud.

**Procedure 5 (5 Minutes)**

Return to group work, and assign each group one of the aspects of the Patriot Act to either support or not support. Give them five minutes to think of specific reasons why they think the act violates the 4th and 9th Amendments, or why each part of the Patriot Act is necessary to protect our freedoms. If they do not support the specific part of the act, ask them to explain why that part is not important to the War on Terror. Students need to know before discussion they cannot repeat other's responses; therefore they must prepare multiple responses.

After they are done, ask each group to explain why they do or do not support the specific Patriot Act provisions about privacy. Be sure each group gives examples and reasons for their decisions. Collect and evaluate notebooks at the end of the lesson for 5 points.

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## Lesson 8: Amendment 8

### A Debate on Cruel and Unusual Punishment Analysis

**Note on Lesson 8:** This lesson deals with a practice that has several names. Some call it torture, while some call it "extraordinary interrogation tactics." Nonetheless, the Constitution expressly prohibits cruel and unusual punishment. This lesson contains sensitive readings, which may offend some people. It also contains sensitive material, which requires delicate teaching and unbiased detail. As the lesson progresses, remember to let the students construct the knowledge and definitions so that they can come to their own understandings of the practice and the role the U.S. Constitution may play in that definition. On the other hand, if you feel that your students are not mature enough to handle this lesson, or if you don't feel comfortable working with the material, you can omit it from the unit. If you do, be sure to adjust the points and Lesson 10 accordingly.

**Class Time Required:** 45 minutes

**Purpose, Background and Context:** Students will read an article about torture and decide if they want to continue or eliminate the torture of terror suspects. Also, the first part of this lesson will examine what students already know, and how they feel about, torture in general. This will allow you to pre-assess students for the debate at the end of this lesson.

**Objectives for Student Understandings:** Students should understand the principles and workings of the Constitution, the limits of executive power, our system of checks and balances, the Bill of Rights, and legal implications of the War on Terror.

**Objectives for Student Skill Development:** Students should be able to read for understanding, learn to make choices based on reasoned arguments, translate facts that are read into other methods of information delivery, assess contrasting theories, generalize from given facts, predict and draw conclusions based on partial information, and predict consequences of actions.

**Materials, Resources and Readings:** Anticipatory worksheet, reading selections, and debate worksheet (see end of lesson for worksheets and readings).

#### Lesson Questions:

What is torture?

What role does it play in the War on Terror?

### **Procedures:**

#### **Procedure 1 (5 Minutes)**

Ask your students to define torture. Give them a few minutes to write their answers down, and then put their answers on the board. Try to come to a common understanding of what torture is, and that in the case of the War on Terror, it is allowed and encouraged by the current United States government. You can balance the idea of torture against the idea of "extraordinary interrogation tactics," and ask students if these terms have different meanings.

#### **Procedure 2 (10 Minutes)**

Pass out the anticipation guide. This will give students a sense of the full extent of the Torture issue, and will give you an opportunity to test for prior student knowledge. After they have completed the worksheet, place a transparency of your own copy of the worksheet on the overhead, and make notes as you go over the list as to what questions the students are in agreement about. You can do this by taking a survey of agreement or disagreement for each question, and it will tell you what areas they need more information about. It will also help you figure out who knows what, or what opinion each student has on the issue. You may ask them for a show of hands for each question so you have clearer responses. Also, this worksheet and discussion will allow you to pre-assess how familiar your students are with U.S. interrogation practices.

#### **Procedure 3 (20 Minutes)**

Break the class into 2 groups. One group will argue for torture in the War on Terror, and the other group will argue against it. Split your high ability learners evenly among the groups. You can split them into three groups if you have more than 12 students if you feel comfortable doing so. If there are three groups, one will argue for more torture, one will argue for less, and one will argue that the amount of torture is just right. Either way, each group should have no more than 6 students. If you have an odd number of students, you can ask the most capable student to a Supreme Court Judge / Moderator for this lesson. Be sure to choose a strong willed, but fair student for this task, as they will be responsible for writing down the arguments and serving as the judge.

Now that your students are in groups, give them specific tasks as described on the Torture Debate Worksheet. This worksheet is just for their side, so be sure to remind students that they need to keep their work secret. They may want to move away from other students so that they can work in private. They can circle which side they have at the top, and then use the next two areas on the sheet to identify which arguments they might want to look for in the readings. They can then put those arguments on the page. When each group has a sufficient number of arguments and counter-arguments, the debate is ready to begin.

#### **Procedure 4 (10 Minutes)**

Alternative students may have trouble staying on task and engaging in an ordered debate, so it is up to the teacher and moderator to keep them on task. There are no winners or losers during this debate, but at the end, the judge may declare a winner. The most important thing in this lesson is the understanding of torture motivations, which will help them work towards their final project, during which time they will need to declare what they want to do about torture. For participation, they will receive 20 points.

Possible Debate Schedule:

McCain Group	3 Minutes to prove their point
Cheney Group	3 Minutes to prove their point
McCain Group	3 Minute Rebuttal
Cheney Group	3 Minute Rebuttal

Shout Down 1 Minute, everyone at once.

## Lesson 8: Amendment 8

### Torture Questions

What is torture?

Before you read the passage, answer the following questions:

1. T or F Torture always works in interrogations.
2. T or F Torture helps America fight the War on Terror
3. T or F There are some instances in which torture is justified
4. T or F There are no laws about the use of torture in the United States
5. T or F Other countries are not allowed to torture Americans
6. T or F Prisoner abuse is different than torture
7. T or F Torture happens in the United States
8. T or F Americans are abused in prison in the United States
9. T or F The CIA organizes torture in the United States
10. T or F All Congress people support torture.

## Lesson 8: Amendment 8

Readings on Torture

### Third Geneva Convention

Article 13: "Prisoners of war must at all times be humanely treated. Prisoners of war must at all times be protected, particularly against acts of violence or intimidation and against insults and public curiosity."

Article 17: A prisoner of war is required "to give only his surname, first name and rank, date of birth, and army, regimental, personnel or serial number. No physical or mental torture, nor any other form of coercion may be inflicted on prisoners of war to secure from them information of any kind whatever, Prisoners of war who refuse to answer may not be threatened, insulted, or exposed to any unpleasant or disadvantageous treatment of any kind."

This Convention also states: "Should any doubt arise," all fighters are covered by the Geneva Conventions until "a competent tribunal decides they are not."

### UN Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Part 1, Article 1: "torture means any act by which severe pain or suffering whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession."

Article 3: "No State Party shall expel, return or extradite a person to another State

where there are substantial grounds for believing that he would be in danger of being subjected to torture.

Article 4: "Each State Party shall ensure that all acts of torture are offenses under its criminal law. Each State Party shall make these offenses punishable by appropriate penalties which take into account their grave nature."  
The Convention also declares, "No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability, or any other public emergency, may be invoked as a justification for torture."

### **Bybee Memo**

Jay Bybee has written that "physical pain amounting to torture must be equivalent in intensity to the pain accompanying serious physical injury, such as organ failure, impairment of bodily function, or even death." To be considered torture, the harm "must cause some lasting, though not necessarily permanent, damage." (8/1/02)  
After this memorandum became public in the summer of 2004, its extension of the meaning of torture created an uproar. The administration disavowed it, and in December 2004 issued a new legal opinion about torture. But it did not disclaim interrogation techniques authorized earlier or state specifically which of them the CIA continues to use. The president has said repeatedly that the U.S. does not torture prisoners, that such treatment is wrong. "Torture is wrong no matter where it occurs, and the United States will lead the fight to eliminate it everywhere." (6/24/04)

### **Bush Statement on Interrogations, Feb 2002**

I accept the legal conclusion of the Department of Justice and determine that none of the provisions of Geneva apply to our conflict with al-Qaida in Afghanistan or elsewhere throughout the world because, among other reasons, al-Qaida is not a High Contracting Party to Geneva.

I also accept the legal conclusion of the Department of Justice and determine that common Article 3 of Geneva does not apply to either al-Qaida or Taliban detainees, because, among other reasons, the relevant conflicts are international in scope and common Article 3 applies only to "armed conflict not of an international character." Based on the facts supplied by the Department of Defense and the recommendation of the Department of Justice, I determine that the Taliban detainees are unlawful combatants and, therefore, do not qualify as prisoners of war under Article 4 of Geneva. I note that, because Geneva does not apply to our conflict with al-Qaida, al-Qaida detainees also do not qualify as prisoners of war.

Of course, our values as a nation, values that we share with many nations in the world, call for us to treat detainees humanely, including those who are not legally entitled to such treatment. Our nation has been and will continue to be a strong supporter of Geneva and its principles. As a matter of policy, the United States Armed Forces shall continue to treat detainees humanely and, to the extent appropriate and consistent with military necessity, in a manner consistent with the principles of Geneva.

**Cheney Amendment Commentary (taken from the Washington Post) <http://www.washingtonpost.com/wp-dyn/content/article/2005/10/25/AR2005102501388.html>**

Mr. Cheney is asking Congress to approve legal language that would allow the CIA to commit abuses against foreign prisoners it is holding abroad. The CIA is holding an unknown number of prisoners in secret detention centers abroad. In violation of the Geneva Conventions, it has refused to register those detainees with the International Red Cross or to allow visits by its inspectors. Its prisoners have "disappeared," like the victims of some dictatorships. The Justice Department and the White House are

known to have approved harsh interrogation techniques for some of these people, including "waterboarding," or simulated drowning; mock execution; and the deliberate withholding of pain medication. CIA personnel have been implicated in the deaths during interrogation of at least four Afghan and Iraqi detainees.

### **McCain Bill** (from Wikipedia)

The McCain Detainee Amendment prohibits inhumane treatment of prisoners, including prisoners at Guantanamo Bay and requires military interrogations to go by the book.

The amendment affected the United States Senate Department of Defense Appropriations Act, 2006, commonly referred to as the *Amendment on (1) the Army Field Manual and (2) Cruel, Inhumane, Degrading Treatment, amendment #1977* and also known as the *McCain Amendment 1977*. It became the **Detainee Treatment Act of 2005** as Title X of the Department of Defense Authorization bill. The amendment prohibits inhumane treatment of prisoners, including prisoners at Guantanamo Bay, by confining interrogations to the techniques in FM 34-52 Intelligence Interrogation. Also, section 1005, part (e) of the Act prohibits aliens detained in Guantanamo Bay from applying for a writ of habeas corpus.

### Lesson 8: Amendment 8

#### Framing the Debate

My side is the Cheney Amendment / McCain Recommendation (circle one)

1. Our plan follows these laws and policies of the United states:

Geneva and Torture Contentions  
Bybee Memo  
Statements of President Bush  
Our national image

2. It DOES NOT FOLLOW these laws and policies of the United States:

Geneva and Torture Conventions  
Bybee Memo  
Statements of President Bush  
Our national image

Our Plan is good because:

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

The other side will argue that our plan is bad because:

- 1.
- 2.



3.

4.

Their arguments are bad and our plan is really good because:

1.

2.

3.

4.

We will win the debate because their plan is bad because:

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# Differentiated Instruction Unit Projects

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Iowa Department of Education

Belin-Blank Center - University of Iowa

Project  
OverviewLanguage  
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Arts (2)

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Unit Overview

1. Introduction

2. Rights Scorecard

3. Amendment  
Comics4. Separation of  
Powers5. Vocabulary  
Assessment

6. Graphic Images

7. Search and  
Seizure8. A Debate on  
Cruel and Unusual  
Punishment

9. Due Process

10. Project

## Lesson 9: Amendments 5 and 6 Due Process and Secret Courts Evaluation (Differentiated)

**Differentiation:** This lesson will take advantage of student differentiation by assigning high ability learners more difficult questions that ask for student opinion. Grade-level or below-grade ability learners will be given questions that ask for facts.

**Class Time Required:** 45 minutes

**Purpose, Background and Context:** Students will read an article about the rights of accused terrorists, and decide how expansive the 5th and 6th amendment should be.

**Objectives for Student Understandings:** Students should understand the principles and workings of the Constitution, the limits of executive power, our system of checks and balances, the Bill of Rights, and legal implications of the War on Terror.

**Objectives for Student Skill Development:** Students should be able to read for understanding, learn to make choices based on reasoned arguments, predict and draw conclusions based on partial information, and predict consequences of actions.

**Materials, Resources and Readings:** Reading from the New York Times ([http://www.nytimes.com/learning/teachers/lessons/20041027wednesday.html?searchpv=learning\\_lessons](http://www.nytimes.com/learning/teachers/lessons/20041027wednesday.html?searchpv=learning_lessons)

and

[http://www.nytimes.com/learning/teachers/featured\\_articles/20041027wednesday.html](http://www.nytimes.com/learning/teachers/featured_articles/20041027wednesday.html));

blank map of War on Terror from the Truman Presidential Library ([http://www.trumanlibrary.org/whistlestop/teacher\\_lessons/worldmap1.jpg](http://www.trumanlibrary.org/whistlestop/teacher_lessons/worldmap1.jpg));

map of Al Qaeda – countries in red are home to terrorists (<http://home.wlu.edu/~blackburnj/afg/alqaeda.jpg>);

and Due Process questions (see end of lesson for questions)

### Lesson Questions:

What does the public get from having open justice?

Should the government be more public or less public about terror trials?

### Procedures:

**Procedure 1 (5 Minutes)**

Ask your students what they know about Iowa Courts Online. This is a public record database of all crimes and criminals committed in Iowa, and some of your students may be in it. You may be as well if you ever received a speeding ticket. Once you have explained how it works, ask them why they think it exists. One student may say that it exists to make crimes and punishments public, but if no one does, you can add that information. Again, be sure to write down what students say on the board. Be cautious if students don't want others to know anything about themselves or their family. A look at this website could be damaging for some students, so you might want to choose someone like the governor, Chet Culver (he has a few civil proceedings against him) to examine. Or, chose a well-known local trial that students know about.

**Procedure 2 (10 Minutes)**

Explain the global war on terror using the map transparency. I have included a link to blank map so you can fill in your own countries and make your own transparencies as well. They may also use any maps you may have at your school. The maps reveal areas of Al Qaeda activity. Tell your students that terrorists are captured all around the world, and that they are being held in detention facilities all around the world.

**Procedure 3 (20 Minutes)**

**DIFFERENTIATE BY** Passing out Due Process questions, and giving questions A, B, H, I, and J, which ask for the respondent's opinion, to high ability students. Your understanding of high ability students should come from their performance on prior lessons. The other questions look for facts, and may be given to your grade level learners. These questions will be discussed, so make sure that you give each question to a student so that every member of class feels that they are contributing to the assembly of knowledge.

**Procedure 4 (20 Minutes)**

After they have completed their questions, go over the answers as a class. Make sure they have the answer to every question on the list, as they need this information to continue on to the next part of the assignment. Then, go back to the lesson question, and ask them again about public justice.

**Procedure 5 (10 Minutes)**

Students should now be put into groups of three students so as to come up with a better method of prosecuting suspected terrorists. The assessment for this lesson should be a plan that incorporates three problems with the current system, and a suggestion for how their plan will solve each problem. Their plan needs to include specifics as to why each of the three problems they specified will be solved. Once the plans are turned in, the students are ready for the final project. Once students describe their plan, they can receive 10 points for the lesson.

**Lesson 9: Amendments 5 and 6 - Due Process Questions**

A. What does a new legal opinion by the Bush administration conclude is fair treatment for some non-Iraqi prisoners?

B. According to the article, how does this new opinion differ from public statements made by members of the administration since March 2003?

C. How can non-Iraqi prisoners be treated under the new rule?

- D. According to the article, what do the Geneva Conventions stipulate about the deportation of protected civilians?
- E. Where have Qaeda and Taliban prisoners been sent by the United States?
- F. Where will the dozen prisoners taken out of Iraq by the U.S. be taken?
- G. When were these prisoners taken out of Iraq?
- H. What explanation did the U.S. Justice Department give for only disclosing the information now?
- I. How might the new opinion affect prisoner transfers in the future, according to the article?
- J. What are some of the factors that might affect a prisoner's status, according to administration officials cited in the article?
- K. Of what charges has Lt. Col. Steven L. Jordan been accused?
- L. What allegations did Mr. Jordan make about U.S. military policy to register Iraqi prisoners?
- M. According to the October 2003 memorandum, can Iraqi prisoners be taken out of Iraq for questioning?

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## Part 3

### A New Model for the War on Terror

#### Given our government's laws, how can America prevent terrorism?

#### Lesson 10: Project Synthesis (Differentiated)

**Differentiation:** This lesson will take advantage of student differentiation by giving students choices in the summative assignments. They will be given opportunities to choose which types of assignment they want to complete, and then be graded accordingly.

**Class Time Required:** four 45 minute periods.

**Purpose, Background and Context:** Students will use their notebooks to create new methods of waging the War on Terror. This will be the most creative component of this lesson, as students will be allowed to expand beyond their understanding of the current war. This lesson will also cater to individual student strengths by presenting a multitude of ways to turn in completed work.

**Objectives for Student Understandings:** Students should understand vocabulary words relevant to the Constitution and the federal government, the principles and workings of the Constitution, the limits of executive power, our system of checks and balances, the Constitution and its amendment process, the Bill of Rights, and the legal implications of the War on Terror.

**Objectives for Student Skill Development:** Students should be able to read for understanding, evaluate primary and secondary documents using a variety of strategies, develop an increased vocabulary, learn to make choices based on reasoned arguments, translate facts that are read into other methods of information delivery, assess contrasting theories, generalize from given facts, predict and draw conclusions based on partial information, predict consequences of actions, and verify the value of evidence.

**Materials, Resources and Readings:** Menu for the Summative Project (see end of lesson for Menu) and computers for research and work-related projects. If there are no computers, the teacher may provide additional information to students specific to

their project.

### Lesson Questions:

What has government done to fight terrorism?

What are two pros and cons of the method the government has chosen?

What might be better ways of fighting terror?

### Procedures:

#### **Procedure 1 (15 Minutes)**

Review the lesson questions that deal with how the government fights terrorism.

#### **Procedure 2 (120 Minutes)**

Hand out the Menu for Summative Project and explain it in detail. Students will have a choice of picking 1 item from the top line, and 1 item from the bottom line to complete. Each item will be worth 25 points, and there is an attached rubric for grading.

By completing two of these assignments, students will be twice exposed to their understanding of the War on Terror. It will give them the chance to articulate how they feel about the war in several different ways.

As this is a project for an alternative school, you may have students rush to finish early, but you can ask them to be more specific or to find deeper answers.

### **Lesson 10: Return to the Essential Question**

Given our government's laws,  
how can America prevent terrorism?

1	2	3	4
Write a 3 page essay from the perspective of an FBI agent. Be sure to describe how the government is currently fighting terrorists in America.	Complete a 5 Minute movie about the government's search for terrorists. You can do this from the perspective of someone wrongly accused of being a terrorist	Write 3 pages of journal entries from the perspective of someone who lost relatives in the 9/11 attacks. Are you satisfied with what the government is doing to fight terrorism in America?	Complete a diagram of the federal government and it's activities in the War on Terror. You can do this from the perspective of an FBI agent.
5	6	7	8

Write 3 songs, or make parodies of 3 existing songs, from the perspective of someone who has wrongly been accused of being a terrorist. Make sure you sing about what the government is doing to you in its search	Create a museum exhibit dedicated the government's activities in the War on Terror. Make sure you do this from the perspective of the future, and that the exhibit shows the effectiveness of the strategies used to fight terror.	Complete a mural dedicated to the 9/11 attacks. Make sure it shows how the government responded to the attacks, and what the long and short-term effects of the attacks on the government have been.	Complete an Ad campaign run by the FBI. Explain why the FBI needs all of our help to fight terrorists, and what they are doing to win the War on Terror.
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Name: \_\_\_\_\_ I chose activities # \_\_\_\_\_ and # \_\_\_\_\_

Date: \_\_\_\_\_ Due Date: \_\_\_\_\_

**Rubric for Lesson 10**

Each item is worth a possible five points.

1	2	3	4
Has a title	Has a title	Each journal entry has a title	Has a title
Makes use of readings in previous lessons	Makes use of readings in previous lessons	Makes use of readings in previous lessons	Items in sequential order and relationships between items shown by arrows/lines
3 paragraphs about what the government is doing right	Discusses 3 tools the government is using to find terrorists.	Discusses tools used by the government to find terror	Shows separation of powers and relationships between branches of government
3 paragraphs about how the government can do a better job fighting terror	Shows advantages and disadvantages to each tool described	Captures appropriate tone of someone who has lost relatives in terror attacks	Describes major components of government
Introduction and conclusion; correct spelling, mechanics, grammar	Movie has good technical qualities (actors can be heard, picture is not blurry, edits are appropriate)	Correct spelling, mechanics, grammar	Suggests improved ways to fight terror

5	6	7	8
Has a title	Has a title	Has a title	Has a title
Makes use of readings in previous lessons	Makes use of readings in previous lessons	Makes use of readings in previous lessons	Makes use of readings in previous lessons
Lyrics reference all branches of government	Exhibit map includes 3 areas that deal with terrorism	Explains how life was affected by 3 strategies used in War on Terror	Uses persuasive language to encourage people to help the government fight the War on Terror
Recordings contain good voice projection and expression	Museum does a balanced job of explaining war on terror.	Mural deals with both long and short term effects of War on Terror	Appeals to all three branches of government to help fight War on Terror
Short explanation of each song included	Situates all branches of government and how they are involved in War on Terror	Illustrates all branches of government and how they are involved in War on Terror	Include color and pictures related to topic



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Depression and  
the New Deal

2. Global Affairs  
and the Beginning  
of WWII

3. Rubrics

## The Great Depression, FDR, and the New Deal

### Know:

The causes of the Great Depression.

The impact of the Great Depression on the American people and the world.

President Hoover's action and philosophy in dealing with the Stock Market crash and as the Depression took hold on the country.

The protest of the American public and the election of a new President to guide the country out of the crisis it was facing.

The purpose of the New Deal, its programs and the effectiveness of them.

The criticisms of President Roosevelt and his New Deal.

The role of popular culture in allowing citizens to briefly escape the reality that they lived in.

Vocabulary: 'fireside chats', 'Brain Trust', 'Hundred Days'

### Understand: (taken from Lessons from History)

Multiple causes of the Great Depression impacted its severity and duration.

The Depression had an surmountable effect upon the country's people, its society, upon culture, ideas and politics.

The New Deal took on the task of answering the economic crisis in a way never attempted before by the government.

The success, failure, and overall significance of the New Deal to the society and politics of the United States is still seen and felt in our society decades later.

### Skills:

Interactive communication  
Reflective journaling

Critical thinking and application of knowledge obtained.  
Expression of learning style.

### 1. Class Discussion

a. Great Depression- why it began?

\* Four primary causes: overproduction of goods, unequal distribution of wealth, high unemployment, massive poverty.

b. President Hoover

\* Took a conservative approach to dealing with the problem.

\* How did the recent economic history of the United States play a part in his decision to let the situation fix itself?

### 2. Reading and Journaling

a. Read excerpts of first hand accounts of people living in the Depression and the hardship it caused, providing an opportunity for students to have empathy for their plight.

b. Free journal writing

\* Opportunity for students to express their thoughts and feelings about the reading.

### 3. Class Discussion

a. 1932- The Depression takes a firm hold on the country, without much improvement taking place. 1932 was a presidential election year, and Franklin Roosevelt focused on how the government could do more to meet the crisis head-on and make a change for America.

b. Read an excerpt of Roosevelt's "Commonwealth Club Address" from September 23, 1932 (printed "NY Times"- 9/24/32) (available at <http://www.americanrhetoric.com/speeches/fdrcommonwealth.htm>)

\* How does Roosevelt's speech illustrate a plan different than Hoover's?

\* How might this be appealing to voters in the Election of 1932?

c. Election of 1932- a new President and a new hope for the American people.

d. The New Deal- the idea behind it, a new role for government in society.

e. Roosevelt's first "Hundred Days"

\* Legislation, Bank Holiday, Brain Trust, fireside chats, "The only thing to fear, is fear itself".

\* Why was the first 100 days so critical? What made it monumental?

### 4. DI Activity: MENU- New Deal Programs (see end of lesson for MENU)

a. Students choose one program from the list and address the items on their menu with that program in mind.

\* Description of that program, its purpose and its effectiveness

\* Opportunity for student analysis and application

### 5. Class Discussion

a. Go over and share the information the students discovered about their chosen

New Deal program.

b. Discuss the criticism of the New Deal overall.

\* How did it affect the election of 1936?

\* Discuss the prejudice and racism that existed within the New Deal programs.

**6. Summation Activity- Think Strip: Reform, Relief, and Recovery** (see end of lesson for Think Strip)

a. Provide analysis of the New Deal and how its programs can be classified as either Reform, Relief, or Recovery.

b. Discuss the result of the activity and address any follow up questions.

*(Think Strip applies differentiation principles by providing choices that offer students with different learning styles and abilities an opportunity to express their knowledge within their individual ability.)*

**7. Journal Activity**

a. Thoughts and reflections on this period of US history

b. Why was the New Deal important for America?

c. How could it have been made more effective for more Americans?

**8. Final Assessment**

a. Short answer essay exam.

**Pre- Assessment:** Use of discussion, teacher-student interaction at the start and end of each class, to gauge knowledge retained and progression of understandings.

**Ongoing Assessment:** Observation of students in their work, questions they address, and analysis of journal writing.

**Post-Assessment:** DI Activities and exam, graded with rubrics (found in section 3).

**MENU- New Deal Programs**

**Directions:** Select one of the programs listed and complete this menu

Agricultural Adjustment Act (AAA), Civilian Conservation Corps (CCC), Civil Works Administration (CWA), Public Works Administration (PWA), Tennessee Valley Authority (TVA), National Recovery Administration (NRA), Social Security Act, Rural Electrification Administration (REA), Works Progress Administration (WPA), Federal Project One, Fair Labor and Standards Act.

**Main Dish – Complete All**

1. What is the name of your New Deal Program? What date was it implemented?
2. What was the purpose of the program? How did it work?
3. How successful was this program? Explain.

**Side Dish – Choose One**

1. Create an illustrative poster that could be used as an advertisement to educate the public on your New Deal program.
2. One page paper – How does your program influence our society today? What is evidence of your program today?

### **Dessert – Extra Credit**

Research/interview a family member that lived during the Depression on how the New Deal affected their life.

### **Think Strip – Relief, Reform, Recovery**

All the New Deal programs could be categorized into 3 groups, a form of: Relief, Reform, or Recovery.

Select one of the three choices below to complete this think strip.

1. Select 10 New Deal programs discussed in this unit. Create a 3 column chart: Relief, Reform, Recovery.
  - a. Classify each of the chosen programs into one of the columns that you feel is most appropriate.
  - b. For each category, explain why you selected the programs for that column – why do they belong?
2. Select 3 New Deal programs – one that served for Relief, one for Reform, and one for Recovery.
  - a. Use up to one page to answer the following:
    - \* Compare the programs – why is your classification valid?
    - \* What makes each different from the other?
    - \* How do they all fit together?
3. Create a political cartoon that focuses on one New Deal program.
  - a. Cartoon should illustrate the program's success or failure in its role for Reform, Relief, or Recovery.

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## Global Affairs and the Beginning of WWII

### Know:

Key People: Roosevelt, Hitler, Mussolini, Stalin, Tojo, Chamberlain

Vocabulary: fascism, imperialism, totalitarianism, appeasement, pacifism, Axis and Allied powers, isolationism, lend-lease policy

The causes for a fractured Europe after WWI and the beginnings of another world war.

The outlook of the major countries in Europe, Japan, and the United States, and the economic interaction between them.

The aftermath of WWI and the Treaty of Versailles- its role in the spread of radical leadership in Europe.

The purpose behind Japan's imperialistic ambition in the Pacific.

The role of appeasement in the outbreak of WWII in Europe.

Role of the United States at the beginning of the war in Europe: isolationist v. contributor.

The reason for, and the result of, the Japanese attack on Pearl Harbor.

### Understand:

Manipulation and exploitation are vital tools in gaining and maintaining power of the people through propaganda, scapegoating, and appeasement.

### Skills:

Interactive discussion, communication

Small group activity, ability to work with others in accomplishing tasks, learning multiple perspectives on topics and situations.

Application of information through the use of selected activities: writing, visual illustration, artwork.

**Essential Questions:**

How did the Treaty of Versailles hurt the economy of Europe, in particular, Germany?  
How did this fact allow the dictatorships of Adolph Hitler and Benito Mussolini to gain mass amounts of power and control?

How did geography, resources, and economic power fuel the desire of Japan to become imperialistic?

How did appeasement fuel war instead of preventing it?

How was the debate in America between remaining isolated from global affairs and being responsible in giving aide to Allies in need expressed in American society?

How was the attack on Pearl Harbor a success and a failure for Japan, as the US entered the war militarily?

**1. Class Discussion**

a. Student homework (done previously)- reading(s) on the global events of the time: spread of European dictatorships, totalitarianism in Europe.

b. Review the material the students covered.

\* Focus on the hardship on Germany as a result of the Treaty of Versailles and the exploitation of this hardship by Hitler to gain political power.

c. Cover the imperial action of Japan to develop an empire across the Pacific rim of Asia and how its geography and resources fueled their desire to expand.

**2. Small Group Activity: Role Play**

a. Players: Germany, Great Britain/France, Soviet Union

b. Assign each student one of the 3 players in the role play. Once assigned, each student needs to use the classroom resources to develop an informational card that details the status of their country, their concerns, their needs and their goals in that time period.

c. Once developed, place the students in groups of three, one player representing each country, and have the students participate in a timed negotiation. The focus is to discuss among the players their countries' concerns and how they could best come up with a compromise to ensure peace in Europe.

\* The focus of this role play is for the student to establish an understanding of the volatile environment that Europe had become and how another world war was hoped to be avoided.

d. Allow a few minutes for the student groups to write a short synopsis of their negotiation and the end result of it.

e. Summation- as a class, discuss the experience of the negotiation...was it successful or not? Why?

**3. Discussion- World War II begins.**

- a. Germany breaks pact- invade Poland, blitzkrieg
- b. Alliances formed, declarations of war
- c. Germany- quick expansion across Europe, putting Great Britain on the brink of collapse and the Soviet Union under Hitler's sights.
- d. What should the US do?
  - \* Obligation to the world v. American First Committee
  - \* Roosevelt's stance

#### 4. DI Activity: Totally 6- Pearl Harbor

a. This activity provides the student an opportunity to select from a variety of choices of varying learning styles, to complete the assignment.

#### 5. Summation- Discussion

- a. Analyze the planning, execution, and aftermath of Pearl Harbor.
  - \* Japanese goal
  - \* Success/failure
  - \* Declaration of war...officially entering World War II

**Pre-Assessment:** Discussion of homework readings, activities, overviewed look at the day to day progress of the students in class.

**Ongoing- Assessment:** Observation of activities, student interaction and performance. Discussion of activities, making sure essential questions are being processed...understood.

**Post Assessment:** Activity assessment using rubrics (found in section 3).

#### Totally 6 Activity – Pearl Harbor

Directions: Select and complete activities that equal a total of 6 points.

2 points – half page minimum informational writing about a US Naval vessel that was attacked in Pearl Harbor.

2 points – half page minimum informational writing about a Japanese Naval vessel that was used in the attack of Pearl Harbor.

4 points – Create an original song or poem that commemorates the event of Pearl Harbor.

4 points – Create a propaganda poster that uses the Japanese attack on Pearl Harbor for popular support of the US going into war.

6 points – Create a visual display of Pearl Harbor on December 7, 1941 – focusing on the key targets for the Japanese – illustrating why they were important.

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## Visual Presentation Rubric

Student Name:

Category	4	3	2	1
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6ft. away and describes the content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics-Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Graphics-Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.

<b>Content Knowledge</b>	Student demonstrates full knowledge of the content.	Student is at ease with content but fails to elaborate.	Student is able to demonstrate basic concepts, but is uncomfortable with the content.	Student does not grasp the information and cannot demonstrate basic concepts.
<b>Grammar and Spelling</b>	There are no grammatical and spelling mistakes.	There are no more than 2 mistakes.	There are three mistakes.	There are four or more mistakes.
<b>Capitalization and Punctuation</b>	There are no mistakes in capitalization and punctuation.	There are no more than two mistakes.	There are three mistakes.	There are four or more mistakes.

### Creative Writing Rubric

Student Name:

Category	4	3	2	1
<b>Organization</b>	Information is logical, interesting sequence which reader can follow.	Student presents information in logical sequence which reader can follow.	Reader has difficulty following work because student jumps around.	Sequence of information is difficult to follow.
<b>Content Knowledge</b>	Student demonstrates full knowledge of the content.	Student is at ease with content but fails to elaborate.	Student is able to demonstrate basic concepts, but is uncomfortable with the content.	Student does not grasp the information and cannot demonstrate basic concepts.
<b>Grammar and Spelling</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two errors.	Presentation has three errors.	Presentation has four or more errors.
<b>Capitalization and Punctuation</b>	Presentation has no punctuation or capitalization errors.	Presentation has no more than two errors. Presentation has three errors.	Presentation has three errors.	Presentation has four or more errors.
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.

## Letter Writing Rubric

Student Name:

Category	4	3	2	1
<b>Salutation and Closing</b>	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
<b>Sentences and Paragraphs</b>	Sentences and paragraphs are complete, well constructed and of varied structure.	All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Grammar and Spelling</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and pun	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
<b>Neatness</b>	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections.	Letter is nearly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed or written and is crumpled or slightly stained. It may have 1-3 distracting error corrections.	Letter is typed or written and looks like it had been shoved in a pocket or lock. It may have several distracting error corrections.

## Essay Rubric

Student Name:

Category	4	3	2	1
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
<b>Sequencing</b>	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.

<b>Content Knowledge</b>	Student demonstrates full knowledge.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.
<b>Closing Paragraph</b>	The conclusion is strong and leaved the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion- the paper just ends.
<b>Grammar and Spelling</b>	Author makes no errors in grammar or spelling that distracts the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling.	Author makes more than 4 errors in grammar or spelling.
<b>Capitalization and Punctuation</b>	Author makes no errors.	Author makes 1-2 errors.	Author makes 3-4 errors.	Author makes more than 4 errors.