

# Unit 4: History, Culture, and Perspectives (Weeks 29-36)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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In this unit, students will explore biographies and culturally diverse texts to understand how people from various cultures and backgrounds have impacted history. By seeing history through various perspectives, students will gain a deeper understanding of historical people and events and their influence on today's world.

## ESSENTIAL QUESTIONS

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1. What is culture?
2. Why is the United States a country of many cultures?
3. How are families alike and different?
4. Who were the first people in North America?
5. What is a timeline?
6. How do the actions of individuals make a difference in our lives and for our country?
7. What people and events in history are significant to the development of our country?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

##### 6.1.2.CivicsPI.4:

Explain how all people, not just official leaders, play important roles in a community.

##### 6.1.2.CivicsPD.1:

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

##### 6.1.2.CivicsDP.2:

Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

### **6.1.2.CivicsDP.3**

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

### **6.1.2.CivicsCM.3:**

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### **6.1.2.HistoryCC.1:**

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

### **6.1.2.HistoryCC.2:**

Use a timeline of important events to make inferences about the big picture of history.

### **6.1.2.HistoryCC.3:**

Make inferences about how past events, individuals, and innovations affect our current lives.

### **6.1.2.HistoryUP.1:**

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

### **6.1.2.HistoryUP.2:**

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **6.1.2.HistoryUP.3:**

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

### **6.1.2.HistorySE.1:**

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

### **6.1.2.HistorySE.2:**

Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

### **6.1.2.HistorySE.3:**

Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

### **6.1.2.HistoryCA.1:**

Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

### **6.3.2.CivicsPD.1:**

With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

### **6.3.2.GeoGI.1:**

Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

### **6.3.2.GeoGI.2:**

Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
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SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
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SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and

comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.K-2.8.2.2.EC.1

Identify and compare technology used in different schools, communities, regions, and parts of the world.

CS.K-2.8.2.2.ITH.3

Identify how technology impacts or improves life.

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

## PRE-ASSESSMENTS

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### [Unit 4 Pre-Assessment](#)

## INSTRUCTIONAL PLAN

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### MODULE 1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 1</b> We are learning to understand the features of a culture.  *You may choose to spread this lesson across two days.
<b>Student Learning Strategies</b>	Students will - define culture - explore features of a culture, such as clothing, art, language, food, music, and beliefs - reflect on their own cultures, providing examples of clothing, art, language, food, music, or beliefs
<b>Success Criteria</b>	I can identify the features of a culture, including dress, art, language, food, music, and beliefs.

**Formative Assessment (drives instructional decisions)**

- Turn & talk
- Class discussion
- Poem

**Activities and Resources**

**Read:**

[What Is Culture?](#) by Bobbie Kalman on Epic!  
(You may choose to read [My Culture](#) by Bobbie Kalman on Epic! instead. This is a lower level and more simplified book which addresses the same topic.)

**Activity:**

As you read, engage the students in a meaningful discussion about their own cultures.

On chart paper, write the “Vow of Peace” (on page 30 in *What is Culture?*) and display it in the classroom. Chorally read it together as a class and discuss its importance. You can also print out copies for each student to decorate. You may choose to have students glue them into their Social Studies notebooks.

**Suggested Modifications**

**English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being

taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers.

**Give directions/instructions verbally and in**

simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning.

**Many teachers use the 'ask 3 before me' approach.** This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as

the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 2</b> We are learning to reflect on aspects of our own cultures.
<b>Student Learning Strategies</b>	Students will <ul style="list-style-type: none"> <li>- reflect on their own cultures</li> <li>- provide examples of clothing, art, language, food, music, or beliefs that define their own cultures</li> </ul>
<b>Success Criteria</b>	I can identify aspects of my culture that are important to me to share with others.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>- Turn &amp; talk</li> <li>- Class discussion</li> <li>- Culture Hearts</li> </ul>
<b>Activities and Resources</b>	<b>Activity:</b> Complete the Culture Hearts craft/activity. Allow students to share their hearts with the class. You can use this as a display in your classroom or in the hallway.
<b>Suggested Modifications</b>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p>

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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### **Gifted & Talented Strategies**

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**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Lesson 2 Culture Hearts

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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**MODULE 3**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 3</b> We are learning to recognize the Wampanoag Native Americans as some of the first groups of people to live in North America.
<b>Student Learning Strategies</b>	Students will <ul style="list-style-type: none"> <li>- identify the Wampanoag Native Americans</li> <li>- explain the role of the Wampanoag in early North America</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- I can identify the Wampanoag people as some of the first people in North America.</li> <li>- I can share my learning about the Wampanoag people and their culture.</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>- Turn &amp; talk</li> <li>- Class discussion</li> <li>- Worksheet</li> <li>- Share</li> </ul>
<b>Activities and Resources</b>	<p><b>Read &amp; Discuss:</b>  <a href="#">Wampanoag</a> by Katie Lajiness on Epic!</p> <p><b>Activity:</b></p>

Have students complete the “Wampanoag” worksheet to share their learning about the Wampanoag people.

(You may also choose to utilize any of the Wampanoag resources from Scholastic News, which can be found [here](#).)

### **English Language Learners**

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**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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## **Suggested Modifications**

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**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## Wampanoag

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SOC.6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

## MODULE 4

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 4</b> We are learning to understand Squanto's influence on the Pilgrims.
<b>Student Learning Strategies</b>	Students will - identify Squanto - explain Squanto's influence on the Pilgrims and how that impacted history and our lives today
<b>Success Criteria</b>	I can explain how Squanto and the Wampanoag people helped the Pilgrims.
<b>Formative Assessment (drives instructional decisions)</b>	- Turn & talk - Class discussion - Writing activity - Share
<b>Activities and Resources</b>	<b>Read &amp; Discuss:</b> Squanto: Native American Translator and Guide by Hannah Isbell (available on <a href="#">Epic!</a> )  <b>Activity:</b> Have students complete the Squanto worksheet, where they will write and illustrate sentences explaining what Squanto did to help the Pilgrims. You may choose to have students glue this into their Social Studies notebook.  <b>Optional Extension:</b> Squanto's Snack writing activity
<b>Suggested Modifications</b>	<b>English Language Learners</b>  <b>Native language support:</b> The teacher provides auditory or written content to students in their native language.  <b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers

can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this

way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning.

Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you

will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Squanto\\_s Snack](#)

[Squanto Writing](#)

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 5</b> We are learning to understand how food helps tell the story of people in history.
<b>Student Learning Strategies</b>	Students will <ul style="list-style-type: none"> <li>- explore Native American culture</li> <li>- justify the significance of food in Native American culture</li> <li>- make connections to their own cultures</li> </ul>
<b>Success Criteria</b>	I can explain the significance of fry bread, and share a food that is important in my family's culture.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>- Turn &amp; talk</li> <li>- Class discussion</li> <li>- Worksheet</li> <li>- Share</li> </ul>
<b>Activities and Resources</b>	<b>Read OR Watch &amp; Discuss:</b>

Fry Bread: A Native American Family Story by Kevin Noble Maillard.

[A video read aloud can be found here on Epic!](#)

**Activity:**

Have students complete the “Fry Bread” worksheet. You may choose to have students glue these into their Social Studies notebook, or use them as a classroom or hallway display.

\*You may also choose to have students bring this home as a homework assignment, to discuss with their families!

**English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

**Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily

**Suggested Modifications**

overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts

being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers.

**Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.**

**Peer Support:** Peers can help build confidence in

other students by assisting in peer learning.

Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are

done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## [Fry Bread](#)

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

<b>Student Learning Intentions (SLI) WALT:</b> <b>(We are learning to...)</b>	<b>Lesson 6</b> We are learning to understand the life and experiences of Ruby Bridges.
<b>Student Learning Strategies</b>	Students will <ul style="list-style-type: none"> <li>- identify Ruby Bridges</li> <li>- explain Ruby Bridges' experience with prejudice by putting important events in order (in a timeline)</li> <li>- explain how Ruby Bridges' experience impacted history</li> </ul>
<b>Success Criteria</b>	I can explain how Ruby Bridges' life experiences represent the impact of prejudice on people.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>- Turn &amp; talk</li> <li>- Class discussion</li> <li>- Worksheet/Flip Up Book</li> </ul>
<b>Activities and Resources</b>	<p><b>Read &amp; Discuss:</b>          Choose one of the following books about Ruby Bridges to read aloud and discuss with students:</p> <ul style="list-style-type: none"> <li>- I am Ruby Bridges by Ruby Bridges (video read aloud can be found on <a href="#">YouTube</a>)</li> <li>- The Story of Ruby Bridges by Robert Coles (video read aloud can be found on <a href="#">YouTube</a>).</li> </ul> <p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>- Ruby Bridges timeline worksheet</li> <li>- Ruby Bridges Flip Up Book (this option will likely take a couple days to complete)</li> </ul> <p>(You may also choose to utilize any of the Ruby Bridges resources from Scholastic News, which can be found <a href="#">here</a>.)</p>
<b>Suggested Modifications</b>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This</p>

could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students

who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

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**Peer Support:** Peers can help build confidence in other students by assisting in peer learning.

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student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning,

**another portion after lunch and the final part the next day.**

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Ruby Bridges Flip Up Book](#)

[Ruby Bridges Timeline](#)

SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## MODULE 7

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

### Lesson 7

We are learning to understand the influence of Malala Yousafzai on women's rights.

**Student Learning Strategies**

Students will

- identify Malala Yousafzai
- explain Malala's experience with women's rights
- justify why and how Malala's experiences impacted

	<p>history and women's rights today</p>
<p><b>Success Criteria</b></p>	<p>I can explain the positive influence Malala had on women's rights.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>- Turn &amp; talk</li> <li>- Class discussion</li> <li>- Magic Pencil craft</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Read &amp; Discuss</b>  Malala's Magic Pencil by Malala Yousazai (video read aloud available on <a href="#">YouTube</a>).</p> <p><b>Activity:</b>  Follow the discussion questions on the lesson plan <a href="#">here</a>.</p> <p><b>Optional Extension:</b>  Have students brainstorm how they could personally make a difference. Then, have them complete a "Magic Pencil" writing prompt. You may choose to display these on a bulletin board, in your classroom, or have students glue them into their Social Studies notebooks.</p>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p><b>Front-Loading Vocabulary:</b> The teacher front loads vocabulary. This means providing students with a list</p>

of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

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**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

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### **Students at Risk of School Failure**

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**Peer Support: Peers can help build confidence in other students by assisting in peer learning.**

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

## MODULE 8

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<b>Lesson 8</b> We are learning to understand Celia Cruz's influence on Cuban music.
<b>Student Learning Strategies</b>	Students will - identify Celia Cruz - explain how Celia Cruz's music represented her Cuban culture - justify Celia Cruz's significance in music and history
<b>Success Criteria</b>	I can explain who Celia Cruz is and how she is remembered today.
<b>Formative Assessment (drives instructional decisions)</b>	- Turn & talk - Class discussion - "Craftivity"
<b>Activities and Resources</b>	<b>Read &amp; Discuss:</b> Celia Cruz: Queen of Salsa (video read aloud available <a href="#">here</a> ).  <b>Activity:</b> Have students read the passage and complete the Celia Cruz "craftivity".

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**Optional Extension:**

Show students [this quick 2-minute video](#) of Celia Cruz performing on Sesame Street!

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**English Language Learners**

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**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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**Special Education Students**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for

**Suggested Modifications**

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers.

**Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.**

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning.

**Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows**

who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This

means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Celia\\_Cruz\\_Craftivity](#)

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

**MODULE 9**

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p><b>Lesson 9</b> We are learning to understand Clementine Hunter's life and artwork.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will</p> <ul style="list-style-type: none"> <li>- identify Clementine Hunter</li> <li>- explain how Clementine Hunter's artwork represented African American life and culture</li> </ul>

	<ul style="list-style-type: none"><li>- justify Clementine Hunter's significance in Art and history</li></ul>
<b>Success Criteria</b>	I can explain who Clementine Hunter is and how her artwork represents African American culture.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>- Turn &amp; talk</li><li>- Class discussion</li><li>- Zinnia artwork</li></ul>
<b>Activities and Resources</b>	<p><b>Read &amp; Discuss:</b> Art From Her Heart: Folk Artist Clementine Hunter by Katherine Whitehead (video read aloud available <a href="#">on YouTube</a>).</p> <p>You may also choose to explore <a href="#">this website</a>, where you can find more information about Clementine Hunter's life and artwork!</p> <p><b>Activity:</b> Follow the Clementine Hunter Drawing Guide to have students create their own Clementine Hunter inspired Zinnia art! You may choose to have students use various art materials, such as crayons, markers, or paint. This can be made into a hallway or bulletin board display!</p>
<b>Suggested Modifications</b>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p>

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## Clementine Hunter Drawing Guide

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SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

## **REFLECTIONS**

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## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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