

Unit 6: LGBT/Holocaust/Amistad Mandates

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

UNIT RATIONALE

This is NOT a stand alone Unit. The lessons included in this section will be used in appropriate Units through out the school year.

The information contained in this Unit is compiled here in order to be an easy reference.

- Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
- Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

ESSENTIAL QUESTIONS

- What contributions did African Americans make to our country?
- How and why did the Holocaust happen?
- What is my responsibility as a citizen to fight racism and hatred?
- What political, economic, and social contributions did persons with disabilities and lesbian, gay, bisexual, and transgender people make to our country?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Core Curriculum - Grade 11 - Social Studies

6.1.12.D.2.a

Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.e

Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.1.12.A.4.c

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.D.4.a

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.A.5.b

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.A.6.c

Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.C.7.b

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.A.11.e

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.c

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.D.11.d

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e

Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.1.12.D.13.a

Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.2.12.D.3.d

Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

6.1.12.HistoryUP.2.a:

Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b:

Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.CivicsDP.4.a:

Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.HistoryUP.4.b:

Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12.CivicsDP.5.a:

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.CivicsDP.6.b:

Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.EconNM.7.a:

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.CivicsHR.11.a:

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryCC.11.c:

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.HistoryCC.11.d:

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.HistoryCC.13.c:

Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistorySE.14.a:

Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.2.12.HistoryUP.3.a:

Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.CivicsHR.4.a:

Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

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

WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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PRE-ASSESSMENTS

Pre-assessments for these topics will be incorporated into the appropriate chronological unit tests from one of the previous 5 units.

INSTRUCTIONAL PLAN

MODULE 1

Amistad Mandate

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

understand the contributions African Americans made to this country.

<p>Student Learning Strategies</p>	<p>This is up to the discretion of the teacher but may include:</p> <ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<p>Analyze/discuss/debate/explain the contributions African American made to the country.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>This is up to the discretion of the teacher and will be matched with the topic they are currently teaching.</p>
<p>Activities and Resources</p>	<p>A portion of resources are linked.</p> <p>Learning for Justice - classroom resources</p> <p>PBS American Civil Rights Movement Lesson/Resources</p> <p>PBS African Americans Many Rivers to Cross lessons/resources</p> <p>PBS The Rise and Fall of Jim Crow</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>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.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <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.</p>

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

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.

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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.

[Radical_Reconstruction_Lesson_Plan.pdf](#)

[Nast_Cartoons_Lesson_Plan.pdf](#)

[Marcus_Garvey_Teacher_Materials_1.pdf](#)

[Marcus_Garvey_Student_Materials_2.pdf](#)

[Emancipation_Proclamation_Lesson_Plan.pdf](#)

[Nat_Turner_Lesson_Plan1.pdf](#)

[Chicago_Race_Riots_of_1919_Teacher_Materials.pdf](#)

[Chicago_Race_Riots_of_1919_Student_Materials.pdf](#)

[Black_Power_in_Los_Angeles_Teacher_Materials.pdf](#)

[Biddy_Mason_Teacher_Materials.pdf](#)
[Black_Power_in_Los_Angeles_Student_Materials.pdf](#)
[Biddy_Mason_Student_Materials.pdf](#)
[Great_Migration_Student_Materials_0.pdf](#)
[Great_Migration_Teacher_Materials.pdf](#)
[Liberator_Teacher_Materials.pdf](#)
[Little_Rock_Nine_OUT_Student_Materials.pdf](#)
[Liberator_Student_Materials.pdf](#)
[Little_Rock_Nine_OUT_Teacher_Materials.pdf](#)
[Los_Angeles_Photos_Teacher_Materials.pdf](#)
[Montgomery_Bus_Boycott_Student_Materials.pdf](#)
[Montgomery_Bus_Boycott_Teacher_Materials.pdf](#)
[Second_Middle_Passage_Student_Materials.pdf](#)
[NAACP_Letters_Teacher_Materials.pdf](#)
[Second_Middle_Passage_Teacher_Materials.pdf](#)
[Sharecropping_Student_Materials.pdf](#)
[Sharecropping_Teacher_Materials.pdf](#)
[NAACP_Letters_Student_Materials_3.pdf](#)
[Slavery_in_the_Constitution_Student_Materials.pdf](#)
[Slavery_in_the_Constitution_Teacher_Materials.pdf](#)
[Washington_and_Du_Bois_Student_Materials.pdf](#)
[Washington_and_Du_Bois_Teacher_Materials.pdf](#)

MODULE 2

Holocaust Mandate

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>understand how and why the Holocaust and other genocides occur. understand what is my responsibility as a citizen is to fight racism and hatred.</p>
<p>Student Learning Strategies</p>	<p>This is up to the discretion of the teacher buy may include:</p> <ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<p>Discuss/analyze/explain how and why the Holocaust and other genocides occurred.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>This is up to the discretion of the teacher and will be matched with the topic they are currently teaching.</p>
<p>Activities and Resources</p>	<p>Holocaust the Range of responses The Roots and Impact of Antisemitism Justice and Judgement after the Holocaust</p> <p>US Holocaust Museum site/resources</p>
<p>Suggested Modifications</p>	<p>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</p>

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

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

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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

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
Student Learning Strategies	This is up to the discretion of the teacher but may include: <ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
Success Criteria	Analyze, discuss, explain the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
Formative Assessment (drives instructional decisions)	This is up to the discretion of the teacher and will be matched with the topic they are currently teaching.
Activities and Resources	See links below.
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>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.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <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</p>

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

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember.

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Extra time: The teacher provides students with special

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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.

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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.

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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.

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.

[Stonewall Riots Student Materials 0.pdf](#)

[Stonewall Riots Teacher Materials.pdf](#)

[stonewall-uprising 0.pdf](#)

[ADA.pdf](#)

[FDR+Lesson+Plan.pdf](#)

[| Learning for Justice Americans with Disabilities](#)

[Disability+Timeline+Lesson+Plan.pdf](#)

[Blind+Willie+Johnson+Lesson+Plan.pdf](#)

[LGBTQ-History-Timeline-References \(1\).pdf](#)

[Copy of The Forgotten Trans History of the Wild West.docx](#)

[Why a 1937 KKK Raid on a Gay Club in Miami Still Matters _ Time.pdf](#)

[Lavender-Scare-lesson.pdf](#)

[Lavender-Scare-lesson](#)

REFLECTIONS

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

LA.RL.11-12.9

Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

LA.RI.11-12.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.