**Single Subject Lesson Design - Box Format**

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| **1. TITLE OF THE LESSON**  Indian Removal Act / Trail of Tears  Lesson #1 of 10  Unit: Local Native American Tribes | **2. CURRICULUM AREA & GRADE LEVEL**  U.S. History  11th grade  35 students |
| **3A. STUDENT INFORMATION: English Language Learners**  **Miguel:  11th grader,**  **English Language Learner. EA Level. RFEP.**  Identity: Mexican-American.  Lower middle class.  Speaks Spanish at home.  Parents speak Spanish and struggle with English.  **Developmental Needs**   * Readiness – Struggles with her English writing and grammar skills.  If she reads slowly and re-reads material she understands the material. She comprehends books after discussions and participates after another student states an opinion. * Interest – Enjoys soccer and socializing.  Very family oriented. * Learning Profile – Miguel works well in pairs.  He tends to shy off during group work and works better when he can focus on one other person.  Miguel needs extra time to work on his assignments to do his best work.  Miguel is also a very visual learner and works well if he can use a graphic organizer.   **Differentiation Strategies**   * Content/Readiness: Allow more time for reading.  Ensure class discussions about reading to help aide Miguel in comprehending the material. * Process/Readiness & Affect: Provide graphic organizers to allow Miguel to visualize what he is learning. * Process & Learning Environment/Learning Profile: Allow Miguel to work in pairs.  Ensure that I write directions and give Miguel paper copies of things to look at.  Provide graphic organizers and encourage him to create his own if it is not a part of the assignment. * Product/Interest & Learning Profile: Provide visual instructions through lists.  Allow Miguel to create images with his assignments.   **Elena, Early Intermediate Level ELL**   * Identity: 10th grade, Mexican American, first language is Spanish, upper middle class, Mother & ·       Father are educated professionals, large extended family, visits grandparents in ·       Mexico in summer, shy, & works well in small groups. ·       Developmental Needs ·       Readiness – can read and write at early intermediate level, needs assistance with ·       reading, writing & speaking specifically - vocabulary, tenses, & pronunciation. ·       Interests – Reading, Ballet Folklorico dancing, Mexican Heritage ·       Learning Profile – kinesthetic & linguistic multiple intelligences, likes working in small ·       Groups **Differentiation Strategies** ·       Content/Readiness: Provide material in Spanish because of her Spanish literacy skills. ·       Process/Readiness & Profile: Work in small groups with Spanish/English bilingual Ss. ·       Product/Readiness: Allow Elena to use vocabulary sheet to complete assignment. | **3B. STUDENT INFORMATION: Students w/ Special Needs**  **Dwayne, 11th grader with Specific Learning Disability**  Identity: African-American, Lower middle class, English Only Speaker, single family home.  Lives with mother and siblings.  **Developmental needs**   * Readiness – Speaks only English.  Struggles with his literacy skills (decoding and forming complete, complex sentences while writing) started receiving bad grades and going to summer school in 4th grade. * Interests – Basketball, football, sports, school sports teams, socializing with his friends. * Learning Profile – Dwayne is an extremely kinesthetic learner, he also enjoys group work but does not want to be in charge of the group.   **Differentiation Strategies**   * Content/Readiness: Give adequate time to allow Dwayne to read and comprehend the material.  Allow extra time to complete assignments, especially reading and writing assignments. * Process/Interest: Allow Dwayne to work in groups.  Try to incorporate basketball/sports into his assignments which helps motivate him. * Product/Readiness: Continue to motivate Dwayne to do his work (specific request made by him) Allow for revisions after I give feedback and speak directly with Dwayne about his work.   **Alex, 10th grader with a Specific Learning Disability**  Identity: White, Middle Class, English Only Speaker, no information about family provided on task stream, but he takes medication daily for asthma and uses inhaler.  **Developmental Needs**   * Readiness - Struggles with literacy skills (acquisition of sound/symbol relationships, word identification, & decoding, demonstrated in reading & writing). He reads at the 7th grade level. * Interests – no information is provided about Alex’s interests except that he does not readily join in whole-class conversations or contribute to group learning situations. He tends to sit alone and break and lunch. * Learning Profile – Little information is provided about his learning preferences except that he self-isolates.   **Differentiation Strategies**   * Content/Readiness: Provide vocabulary sheet with images and word definitions. * Process/Interest & Profile: Provide supports for a group activity – such as specific roles for each member & group with Ss. that Alex has had success working with in the past. * Product/Readiness: Verbally assess through class to confirm understanding.   **Daniel, 11th grade student who suffered a serious motocross injury.**  Identity: White, English Only, Middle Class.  Suffers from seizures (very rarely) Suffered serious motocross accident.  **Developmental Needs**   * Readiness – Daniel can read at grade level and when given adequate time, can produce well constructed work.  Because of his accident, Daniel now has issues trying to articulate what he is trying to say though he has the answers in his head. * Interests – Very interested in motocross despite his injury.  Very social. * Learning Profile – Daniel is a very kinesthetic and visual learner.   **Differentiation Strategies**   * Content/Interest: Allows his reading to be motocross related. * Process/Profile: Ensure that Daniel has adequate time to absorb the material.  Give Daniel time to process before he responds to a question.  Ensure Daniel knows that I expect an answer from him but call on other students first so Daniel can complete his thought. * Process/Interests: Allow for assignments written about motocross.  Daniel also enjoys talking about his accident; allow him time to do so. (This helps him work through it) * Product/Readiness: Allow Daniel to revise his work if he chooses to get a better grade.  Daniel will many times, rush through his assignments without getting his full thoughts out, thus writing incomplete thoughts. |
| **4. RATIONALE**  **A. Enduring Understanding -** Students will understand that the U.S. government, while a very good model of government is not without its blemishes.  **B. Essential Questions** - Did the U.S. government have a right to forcibly and coercively remove the Native Americans from their land? What are the lessons we can learn from this? Was Manifest Destiny a justifiable reason for removal? Are there any groups of people that are still mistreated either by the government or society in general?  **C. Reason for Instructional Strategies and Student Activities** - The strategies and activities I have chosen meet the varied needs of my students and effectively tie into the ITU, which is an important theme closely related to the community my students live in. Furthermore, as an introduction to the ITU I wanted to engage the students in an activity that will captivate them on an emotional level regarding the history of Native Americans. | |
| **5. CONTENT STANDARD(S)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | **6. ELD STANDARD(S)**  **Writing conventions**  Use sentences with consistent variations in grammatical form. |
| **7. LEARNING GOAL(S) - OBJECTIVE(S)**  **A. Cognitive** - After analyzing images and passages related to the Indian Removal Act and the Trail of Tears SWBAT defend a pro or con position as demonstrated by the completion of a reflective written piece citing specific examples from the images and passages.  **B. Affective** - After analyzing images and passages related to the Indian /removal Act and the Trail of Tears students will be able to sympathize with the Native Americans as demonstrated in reflection.  **C. Psychomotor**  **D. Language Development** | **8. ASSESSMENT(S)**  **A. Diagnostic/Entry Level**  **B. Formative-Progress Monitoring:** I will roam the room while students analyze the images. I will also spot read their reflections.  **C. Summative** |
| **9A. EXPLANATION OF DIFFERENTIATION FOR**  **ENGLISH LANGUAGE LEARNERS**   1. **Content/Based on Readiness, Learning Profile or Interest:** Readiness is appropriate because all of the content material is based on images not literacy. 2. **Process/Based on Readiness, Learning Profile or Interest:** Learning profile is appropriate because they will be paired up with a student that can help them. 3. **Product/Based on Readiness, Learning Profile or**   **Interest** | **9B. EXPLANATION OF DIFFERENTIATION FOR**  **STUDENTS WITH SPECIAL NEEDS**   1. **Content/Based on Readiness, Learning Profile or Interest -** The content is based on readiness, as my entire special needs students struggle with literacy this lesson allows them to get the content from visual images. It also addresses my visual learners. 2. **Process/Based on Readiness, Learning Profile or Interest:** The process is based on readiness and learning profiles. Readiness: Because these students will paired with other students capable of helping them. Learning Profile: working with others. 3. **Product/Based on Readiness, Learning Profile or Interest** |
| **10. INSTRUCTIONAL STRATEGIES**  (Describe what the teacher does. Include differentiation strategies.)  **A. Anticipatory Set/Into (5min)**   1. When students enter class they will have a prompt on the board asking them to write about a time when someone made them do something that they thought was not justified? For example, saying sorry to someone for something you didn't do or having to do something because of someone else...     **B. Instruction/Through (10min)**   1. I will show the class an image that represents the Trail of Tears. 2. I will tell the class to take notes regarding the image. 3. I will discuss the image and essential items, feelings it may evoke, and possible interpretations and meanings. 4. I will then introduce the class to a POSERS worksheet.    * I will instruct them on how to use this tool in relation to the images.     **C. Guided Practice/Through (10min)**   1. I will pair students up. 2. I will show the class another image and we will go through the POSERS worksheet together.    * I will call on students to help me fill out worksheet.     **D. Independent Practice/Through (20min)**   1. I will show students two more images. 2. As they complete the POSERS analysis I will roam the room to make sure they are making progress. 3. I will have students write a reflection. In the reflection they will have to discuss how they feel about the Trail of Tears and take a pro or con stance on whether or not the U.S. government did the right thing.     **E. Closure - I will have students share their views on whether they are pro or con.**    **F. Beyond** | **11. STUDENT ACTIVITIES**  (Describe what the students does. Include differentiation activities.)  **A. Anticipatory Set/Into**   1. Students will write a response to the prompt on the board. After they have finished writing the prompt they will share what they wrote with a partner.     **B. Instruction/Through**   1. Students will pay attention to and take notes on the comments that I make regarding the image.     **C. Guided Practice/Through**   1. Students will pair up according to my directions. 2. Students will help me complete the POSERS analysis of the image.    * They will answer questions related to the image as called on.     **D. Independent Practice/Through**   1. Students will work in their pairs to complete the last two POSERS analysis images. 2. Upon completing the POSERS students will write a reflective essay.     **E. Closure -** Students will share out loud with the class their stance on the Trail of tears.    **F. Beyond** |
| **12. RESOURCES**  (Attach any materials needed to implement the lesson, such as a power point presentation, graphic organizer, reading…) | |



