Differentiation For All Learners: Applying Theory and Practice So All Children Reach Their Potential

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DIFFERENTIATION FOR ALL LEARNERS: APPLYING THEORY AND PRACTICE
SO ALL CHILDREN REACH THEIR POTENTIAL

by

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A capstone submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching.

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CHAPTER ONE

When I read historical fiction books as a child, I was always intrigued with the concept of a one-room schoolhouse. It did not seem like it could work well. How could the teacher possibly teach so many kids at different grades at the same time? When I was an elementary school student, it seemed like most students were at roughly the same academic level. The idea that one teacher could simultaneously teach students at different academic levels was inconceivable; I had no idea that this type of differentiation would be a part of my career when I began teaching four years ago. The era of one-academic-level per classroom model is longer the norm in most inner city schools in districts across the country.

Many school districts began a shift to close many of the self-contained classrooms in which specialized teachers taught students with Individualized Education Plans (IEPs) and disabilities such as Autism Spectrum Disorder (ASD) or Emotional and Behavioral Disorder (EBD) in a small group setting away from their general education peers. Instead, they pushed for a more inclusive model in which teachers instruct special education students alongside their peers as much as possible. This shift had a profound change on the academic rigor of general education classrooms. The question facing educators today is how 5th grade social studies standards can be differentiated in curriculum to meet the heterogeneous needs of students in a mixed classroom.

There are many challenges to teaching in a differentiated classroom with students of heterogeneous ability. The crux of the challenge is that it is not a single subject that needs differentiation; in the inclusion model reading, math, science, writing, and social
studies all must be customized for the various levels of student ability. Differentiating instruction in an inclusion model for special education students requires additional planning that far exceeds the time provided by the school for prep, and this task must happen in addition to all the grading, data collection, and other planning that teachers must do outside of school hours.

**My First Year**

The first few days of my first year of teaching were exhausting. In addition to setting up my classroom, I struggled to find grade level materials for my first experience teaching sixth grade. A special education teacher came to my room and dropped off a stack of IEPs and I got my first experience with the inclusion model. Focusing my preparations on creating a rigorous sixth grade room, I had not considered the presence of special education students in my classroom. In this classroom, I had three boys who had the special education label of EBD; three students labeled as having a Learning Disability (LD) and were close to first grade academic level; and a handful of kids labeled Gifted and Talented. The class turned out to have even more diversity in academic level than I imagined from reading through that stack of IEPs. What I began to discover is that with the exception of the mini lessons I taught in core subjects, all the independent work needed to differentiation.

That fall, I used assessment techniques to determine the academic level of my students, and was surprised that I needed multiple testing kits to accommodate reading levels of this class. After testing was complete, I discovered that I was given few academic materials that were not at sixth grade reading level despite the fact that most of
my class was far from grade level. This is a common experience faced by teachers in this new model of inclusion. Teachers are eager to teach and yet the resources for differentiation are not readily available.

Two of the students in that classroom started the fall reading at a first grade level. They had many friends and fit in well socially with their general education peers. However, it became clear that a huge obstacle to help them learn to read was to find books that they could read but would save them the embarrassment they would face if their peers realized their reading materials were far below grade level. The strategy that was most useful to me as a first year teacher was to focus on creating thematic units to draw upon for differentiation. For example, I tied the state social studies standards into a literacy unit about waterways and how they influence the history of a region. The concept was sufficiently broad that I was able to scrounge for books in libraries, online, and from other teachers that had a similar thread (waterways, region, and history) but at different academic levels.

This thematic unit allowed me to push the students capable of critical, independent study to explore the Dakota and other indigenous people of the Midwest. They explored how their lives were shaped by the Mississippi River and other waterways of the Midwest before and after European and early American Settlers. They were then able to make comparisons to the waterways of early civilizations that developed on the banks of the Yellow River in China, the Nile River in Africa, and the Tiber Rivers in Europe. This critical thinking kept many students focused on this central idea about waterways shaping the history of a region.
While some students were studying complex relationships between river communities, I was able to work with many of my special education students on letter sounds, fluency, and comprehension while reading books about rivers and waterways. Although the text level varied greatly across different subsets of the student body, the theme of rivers kept the classroom feeling cohesive. When we had class discussions about rivers and waterways, all students had experience with texts about water and could contribute. In addition to texts, I utilized videos to introduce the sixth grade social studies concepts to kids who could not access the written texts. These students with learning disabilities were able to talk about the Dakota and their lives; how they used the waterways in the Midwest to build their culture; and how waterways brought Europeans and early American settlers despite not reading the same texts.

Using thematic units allowed students who were academically behind their peers to contribute to discussion while also providing academic challenges to students at or above grade. All students were learning grade level material at the appropriate instructional level. This was my first experience differentiating for a class, and it was reminiscent of the one-room schoolhouse that captured my attention in my childhood.

**Collaborative Co-teaching**

In the fall of 2014, I was given the opportunity to co-teach most of the day with a teacher whose students who were autistic and had little or no experience being “mainstreamed” into general education classrooms. We started this daunting task by mainstreaming in small ways that created a classroom community that would be
welcoming to the kind of differentiation we needed to be successful. The most important of these “small tasks” was morning meeting.

In comparison to some morning meetings, ours may have seemed monotonous in that we used only a handful of greetings and activities the whole year. However, it was the repetition and the ease of the games allowed for a hundred percent inclusion of the students in our combined class. It became clear within a few weeks which students needed special spots at morning meeting, fidgets, adult assistance, and which general education peers would become both friends and helpers to the kids with different needs. It was thrilling to play a game at morning meeting we called Baseball. Students would count to 10 taking turns and get their classmates out in an elimination game. Within a few weeks all the students were playing without protest, all the kids were counting to 10 without prompts, and when special education students won the game, the entire class spontaneously erupted into cheers.

The camaraderie that grew out of morning meeting led many of these eleven special education students to explore more at recess. Many of these students had never participated in games of tag and hanging out on the swings with general education peers. The stigma of differentiation diminished as students because more accepting of each other’s differences, allowing even more differentiation without added anxiety. We used the same hook of thematic teaching to create a cohesive academic topic to differentiate to many different levels. Our first unit of the year was about how ecosystems adapt to maintain sustainability. We aligned the unit with science ecosystem standards, and the concepts of climate change and global warming.
We used this approach to teach Teon (pseudonym), a fifth grader labeled as LD, about reading and the world. Teon spent his most of his time in general education but didn’t know his letters, sounds, how to read, or how to count. Teon was charismatic and funny and wanted to stay with the general education class whenever possible because he did not want his peers to know how much he struggled. My co-teacher and I decided that the best way to help this student get the academic intervention he needed was to have him join a reading group in her adjoining room.

In this reading group, she was able to use nonfiction texts about ponds, orchards, and oceans to teach Teon to read and explore the concept of an ecosystem. It was the first time Teon actually started reading and progressing, as his academic reading level had remained stagnant since kindergarten. We built on this momentum and Teon eventually went to my co-teacher’s room for both math and writing.

We differentiated for the whole class as needed for each subject. When I was teaching about the area and volume of geometric figures, Teon was learning the difference between 2-dimensional and 3-dimensional shapes. When I was teaching how to write an essay on natural disasters, my co-teacher was having them create a graphic novel of a natural disaster that focused on the concepts of natural disasters with pictures that matched the text going in a sequential order. Teon learned a lot that year, but more importantly, he learned that he could learn! Differentiation empowers kids who have never felt successful in academic or social situations thrive in our unique combined classroom that had the variety of a one-room schoolhouse.
Exploring Creative Approaches to Differentiated Thematic Units

One of the big changes to the differentiated classroom this year was the rollout of iPads. Rolling out iPads consisted of all students in grade kindergarten through fifth grade getting iPads that they can be use at school only. Each student has a username, password, and ability to access the Internet in a second. Granting students access to technology can be both a tool and distraction, depending on utilization. One challenge to the iPad program is that they come with few subscriptions to academically rigorous materials.

One of the consistent themes in differentiated classrooms is the time and money teachers spend out of their own pocket to fund the materials needed to teach all students. The iPads have done little to change this cycle, as schools and school districts have not purchased the best resources and subscriptions for differentiation. Instead, teachers independently purchase these materials in the hope that they can help manage differentiation.

In my current inner city, Midwestern fifth grade classroom, the differentiation needs are as extreme as ever. The range in academic abilities goes from kindergarten to fifth grade. The school where I work has not purchased new textbooks in 1-2 years as they are phasing out the current curriculum, and teachers and students have no access to the existing curriculum’s online content. Because the literacy curriculum is manufactured in Australia, we are encouraged to supplement it. The scope and sequence do not reflect our seasons and the texts are not culturally relevant for our students. The curriculum does not exist or match the needs of the students, thus the teachers in my school must create and differentiate everything.
The most successful strategy continues to be building content knowledge with instructionally appropriate materials using thematic units. This year, in a unit about how people express their perspective of culture through the arts, my students studied art and culture around the world by reading texts, viewing documentaries, and participating in a bi-weekly ballroom dance class for 10 weeks. After the first week of lessons, the dance instructor gave a verbal explanation that the students were to write an essay about how they felt about dance. This assignment stumped by students. I created three differentiated graphic organizers and distributed these to my students according to their ability. The differentiated graphic organizers allowed all students to participate and express themselves appropriately. One organizer had questions with multiple choice pictures and answer, another had questions with sentence starters, and the last had just the series of questions. Not only were students below grade level able to participate to their highest potential, but students who are at grade level were given a more open ended assignment that challenged them to express themselves and didn't stifle their creativity with unnecessary sentence prompts.

The dancing project is a representative example of our classroom’s commitment to special education inclusion and academic and social differentiation. Some students with autism struggled to touch a partner and make eye contact at first, injured students became videographers, assertive EBD students became the experts at perfect dance frame but in the end the differentiation made a difference. The study of art and culture gave my students the chance to build content knowledge through learning to dance and they learned how to express their perspective by writing at their instructional level. All
students in our “one room schoolhouse” learned six ballroom dances and performed for the school, family, and friends, regardless of their differentiated plans along the way.

**Conclusion**

Educators know that best teaching practices demand for differentiation and yet teachers struggle as the demand for extreme differentiation has increased dramatically. A teacher in an intermediate classroom today must simultaneously differentiate for students at six different academic grade levels. This is a daunting task.

The next chapter revisits the essential question facing educators: how teachers can differentiate state curricular, standards can to meet the needs of students in a heterogeneous class. I demonstrate how to achieve these aims with Minnesota 5th grade social studies standards. Demonstrating how teachers can meet this objective ensures that all children learn.

The second chapter expounds upon the extensive body of research that indicates the need to teach children at their instructional level in the least restrictive environment possible. The research demonstrates the need to find balance between teaching students at their instructional level while still exposing them to grade level concepts. This is a particularly timely message as our nation's classrooms have essentially become one-room school houses in which extensive academic differentiation is needed to help all children learn and reach their potential. The research shows that school districts and administrators must make differentiation an expectation of effective teaching.

Additionally, the extant research demonstrates that four key differentiation strategies
have emerged that help educators teach grade level content and standards to classrooms with students of heterogeneous academic abilities.
CHAPTER TWO

Literature Review

The theory and strategies for best teaching practices has changed dramatically over time. In 1990, the Individuals with Disabilities Education Act (IDEA) was signed to law and demanded that all United States public schools provide access to an “appropriate education” in the “least restrictive environment.” The key to providing appropriate education is differentiation. Differentiation is how educators adapt and modify curriculum and materials to meet the needs of students. In addition to exploring the educational setting of self-contained special education classes or inclusion of special education students into general education classrooms, it is important to understand how schools and districts are preparing for the increased need for differentiation. To effectively differentiate in the classroom and to provide education for all, schools must provide teachers sufficient professional development, collaboration time, and training on specific differentiation strategies to implement in their classroom.

Finally, it is important to uncover the research-based frameworks for differentiation that lead to greater academic strides for all students. These frameworks for differentiation include differentiating based on instructional level, learning style, learning environment, and use of technology. This research demonstrates how educators can teach 5th grade social studies standards via differentiated curriculum using specific
differentiation strategies such as tiered instruction to meet the needs of students in a heterogeneous classroom.

**Educational Settings**

The Individuals with Disabilities Education Act (IDEA) of 1990 requires that all students receive “appropriate” education in the “least restrictive” setting. These key phrases are open to interpretation and the understanding of the meaning of “appropriate” and “least restrictive” educational setting has changed rapidly. Early solutions to this policy dilemma focused on a model of *self-contained* classrooms for students with disabilities. Educators and policy makers believed that a self-contained classroom was the environment that best facilitated learning for students with disabilities. However, schools and districts instituted these policies for the benefit of administrators and did not consider how this approach separated special education students from their peers. Today, the preferred approach is an *inclusion* model in which students with disabilities are part of a regular general education classroom, but taught with differentiated instruction.

**Self-Contained Classrooms.** The concept of self-contained classrooms made sense for many educators with the rationale that students make greater academic and social growth in a specialized setting (Lane, Wehby & Little 2005). A “self contained classroom” is one in which students with disabilities are placed in a designated classroom exclusively with students with other disabilities. In this model, students with disabilities interacted with non-special education students only during lunch or the playground, but even this playtime was largely segregated. Richard Mattison described self-contained classrooms
as ones with small-group instruction with classes of just a few students, a special education teacher, and a special education paraprofessional (Mattison 2011). These students often spent half their day or more in a setting far away from their peers. This approach was typical until 1990s. Self-contained classrooms evolved to incorporate increased connections to a general education classroom so that students became familiar with and interacted with their general education peers for activities such as Morning Meetings or mini lessons. For many special education students, this was not the least restrictive educational setting.

The self-contained classroom model faced many critiques. Researchers discovered that special education students in self-contained learning environments were actually not learning at a more rapid pace relative to their special education peers in a general education setting (Lane, Wehby & Little 2005). In reality, students fared worse in areas such as writing. Lane, Wehby and Little explain that self-contained rooms spent more time on developing social skills than general education classrooms and therefore academic subjects such as writing got less instructional time (Lane, Wehby & Little 2005).

Researchers speculate on a variety of reasons why students in self-contained classrooms struggle to meet adequate academic growth. For example, some researchers believe that teachers have less time to devote to instruction because of more time spent on dealing with behavioral issues. Students with a large number of inappropriate behaviors receive significantly less direct instruction from their teachers (Wehby, Tally & Falk, 2004). Furthermore, the lack of rigor may be attributable to repeated distractions interrupting lessons, or teacher burnout and fatigue (Wehby, Tally, & Falk, 2004).
Regardless of the cause, the lack of uninterrupted instruction led to minimal growth in students in self-contained settings.

Many students are placed into self-contained environments because of the behavioral specialized support and infrastructure the classrooms provide (Maggin, Wehby, Partin, Robertson, & Oliver 2011). The highlight of self-contained classrooms is the increased instruction in a small group setting. Despite this comparative advantage in terms of structure and environment, scholars find no difference in the use of effective teaching strategies between self-contained and general education teachers.

Despite significant research on the techniques and effectiveness of self-contained classroom, there is relatively less discussion in the scholarly literature about how well students with different disabilities fare in this environment. Missing in this literature is discussion about the diverse kinds of self-contained classrooms: Autism (ASD), Emotionally Disturbed (ED), Learning Disability LD, Developmental Cognitive Delay (DCD), Emotional and Behavioral Disorder (EBD). Mattison simply states, “Standard grade level curriculum was typically used,” when describing the academic rigor of ED self contained classroom (Mattison 2011), without providing detail about how a standard curriculum was effectively used for students with heterogeneous ability or attention spans. In many EBD and ED self-contained classrooms, teachers expose students to grade level material because they are instructionally at grade level. In contrast, students in many ASD, LD, and ED rooms are far from instructional grade level. As a result, teachers in a self-contained classroom are not exposing their students to grade-level standard concepts and materials.
**Special Education Inclusion.** Educators and scholars worried that special education students in “self-contained classroom” faced marginalization and lacked opportunities for peer interaction. Educators began to favor a model of special education inclusion, in which special education students were placed in a general education classroom in which teachers use the student’s Individualized Education Plan (IEP) and differentiation to provide the student with an education in a classroom of diverse peers.

Wang and Reynolds describe the inclusion of special education students as a progression beginning with:

“[T]otal neglect, then moving to distal arrangements for a few, to local special day schools, to special classes in regular schools, to resource rooms where students spend part of their school time--the remainder in regular classes--and, finally, to full inclusion in regular schools and classes” (Wang & Reynolds 1996, 20-21).

Just as educational policy evolved because of legislation such as the Individuals with Disabilities Education Act (IDEA), Wang and Reynolds believe that special education students’ place in the educational system continue to evolve towards absolute inclusivity. Their manifesto is that students ought to be in the school and classroom they would have attended if not disabled.

Wang and Reynolds are not alone in their belief. Obiakor describes how many students in self contained classrooms were not challenged and encouraged to their fullest extent and asserts that all special education students must be educated with their peers in environments that are inclusive (Obiakor 2011). Obiakor points out that special education
inclusion is a social justice issue about access to equitable education despite different abilities, just as *Brown v. Board of Education* (1954) and the Civil Rights Act of 1964 were a social justice issue about access to education despite racial differences. Schools have historically segregated not just on race and class, but on disability as well.

Segregating based on disability or race sends the message that these students are not part of our community, that social exclusion is acceptable, and that these students cannot learn together. Students internalize these signals and they begin to psychologically believe they are different and subordinate (Benjamin & Crouse 2002). Obiakor (2011) challenges educators to recognize the role they play in bringing about accessible, equitable, and inclusive programs to the schools in which they teach. In an inclusive program, the biggest shift is in changing the culture to an understanding that all students can achieve at high levels using an inclusive model.

DeMatthews and Mawhinney (2013) agree with Obiakor that a significant barrier to inclusion in the public schools is the need for a significant cultural adjustment. Even though students with disabilities are increasingly likely to be in general education, minority students with special education needs in inner city schools are more likely to be placed in self-contained classroom setting than their white counterparts (DeMatthews & Mawhinney 2013). This is in part because of long standing racial disparities in special education identification, student placement, and academic outcomes for minority students (DeMatthews & Mawhinney 2013). For instance, African American students identified as EBD are more likely to be assigned a self-contained setting than comparable students of other races, further isolating them from their peers. (DeMatthews & Mawhinney 2013). Additionally, students who do not receive vigorous early academic interventions lag
behind their peers, and the achievement gap increases with age. As a result, many inner
city school districts currently face class action lawsuits alleging the failures of their
special education policies and implementation to treat students with disability equally
across racial groups (DeMatthews & Mawhinney 2013).

The IDEA guarantees students the right to an education in the most “appropriate”
and “least restrictive” environment possible. Research studies show that students with
EBD demonstrate academic growth in general education that meets or exceeds the
academic benchmarks passed by their peers in self-contained EBD programs (Lane,
Wehby & Little 2005). In addition to the increased academic rigor faced by students in
general education inclusion plans, these students are also more likely to develop social
inclusion with their peers. It has become clear that what is “appropriate” and “least
restrictive” is for students with disabilities to be included in general education classroom
where their academic and social needs are addressed.

**Preparing for Differentiation**

As educators and school districts continue to make the shift from placing students
in self-contained classrooms to ones that are more inclusive, differentiation is the key for
making this transition successful. Educators must apply differentiation strategies that
teach content at different academic levels while still meeting mandated grade-level
content and standards. This can be achieved through professional development and
collaborative planning.
**Professional Development.** The key argument in Carol Ann Tomlinson’s pioneering research on differentiation is that educators should not expect good academic outcomes from students in the absence of differentiation (Tomlinson 1999). In her work, she paints the picture of a typical classroom in which students who sit side-by-side have diverse experiences and abilities. In this idealistic classroom, there are students who are gifted and above grade level, Multiple Language Learners (MLL), students with disabilities, students with diverse interests, and economic background. The challenge teachers face is the need to adjust materials and curriculum to ensure that all these students have equal access to a high quality education (Tomlinson, Brighton & Hertberg 2003).

In the past, administrators distributed the burden of differentiation by dividing kids based on their disabilities into relatively homogenous self-contained classrooms. Special education teachers then differentiated curriculum based on the student's goals and objectives outlined in their Individualized Education Plans (IEPs) and their overall instructional level. Education policymakers, administrators, and educators cannot deny that differentiated instruction is an imperative because of the, significant academic diversity in classrooms that cannot be ignored in general education classrooms (Tomlinson, Brighton & Hertberg 2003).

Tomlinson and her co-authors describe the need for professional development in all schools to establish norms for differentiated instruction (Tomlinson, Brighton & Hertberg 2003). Teresa Wallace also argues on behalf of the need for better professional development regarding implementation and best practices (Wallace 2014). She describes how “characteristics of effective professional development are not being fully implemented” (Wallace 2014, 11). Educators are not getting necessary training to learn
how to be better practitioners of differentiation in the face of increased inclusion of special education students. Wallace also highlights some important components of professional development for differentiation. She notes that the National Institute of School Leadership (NISL) lists the best practices for effective professional development which include teachers being involved in the planning, selection of resources, and that the professional development is clear and includes ongoing feedback from peers and administrators (Wallace 2014).

**Collaborative Planning.** In addition to professional development, schools and districts need to focus on providing time for collaborative planning. Collaborative planning is a time for the general education teacher to meet with student’s case managers, special education service providers, and co-teachers in order to determine how to best adapt and modify curriculum and standards to meet the needs of the student. A case manager meets with a general education teacher to make sure that special education students are making progress on goals and objectives outlined in their IEP. Special education service providers are special education teachers that provide “push in” or “pull out” educational services for students on special education plans. Push in services are when a special education teacher or therapist provides support towards a student's goals and objectives outlined in their IEP by joining them in the general education classroom. Push in services are less restrictive as they do not remove the student from the general education classroom. Pull out services are when those supports towards a student's goals and objectives outlined in their IEP are provided outside of the general education
classroom. Co-teachers are special education teachers that plan, teach in a general education classroom to, and provide some push in academic or social support.

VanTassel-Baska & Stambaugh (2005) find that students arrive into heterogeneous classrooms at very different academic levels, interests, and experiences. They explain that meetings not focused on instructional planning often consume “planning time”. Yet, in order to plan differentiated lessons correctly, there must be significant time allocated to creating materials, adjusting the curriculum and finding academic resources. VanTassel-Baska & Stambaugh (2005) suggest that educators can be smart about differentiation by “sharing the load of differentiation” with their grade level teammates through the creation and sharing of developed materials. With insufficient planning time, educators become frustrated and overwhelmed with the significant time needed to differentiate properly.

Co-teachers require a significant amount of planning time to create lessons that are co-taught, collaborate on instructional strategies and discuss how to best differentiate lessons (Rimpola 2014). Co-teaching requires a professional commitment and dedication to working together to help all the students in a classroom, with or without disabilities (Rimpola 2014). Not only do co-teachers need to be committed to spending time, but they must also share an educational philosophy that all students are capable of learning when the materials and content are appropriate for the students’ instructional level.

The only way educators have the time to plan collaboratively is when administrators make differentiation a priority, and provide the infrastructure for institutionalized planning time. For example, administrators can work to ensure that co-teachers have the same common prep time to check in and plan on a regular basis.
VanTassel-Baska and Stambaugh (2005) note that teachers can individually take on differentiation, but systematic and significant change will only take place if administrators support differentiation and take steps to make it a priority. They find that administrators must create a school climate with high expectations for teachers to differentiate and high expectations for student growth (VanTassel-Baska & Stambaugh 2005).

**Framework for Differentiation**

In Carol Ann Tomlinson’s book *The Differentiated Classroom: Responding to the Needs of All Learners*, she argues that differentiation in classrooms must address the fact that classrooms no longer have students with homogenous academic abilities (Tomlinson 1999). The general education classroom looks much more like a one room schoolhouse in which educators must adapt and modify instruction to fit the interests, academic ability, and social skills of the students. As more special education students are included in general education classrooms, the need for differentiation will only increase as teachers try to teach grade level content and standards to classrooms at a variety of different instructional levels.

Tomlinson articulates four differentiation frameworks that educators can employ to differentiate instruction. She suggests that material should be differentiated based on content, process, product, and the learning environment (Tomlinson 1999). More recent scholarship suggests that the frameworks should be adapted to include technology as a major differentiation tactic (Kara-Soteriou 2009). Today, educators use the framework of
differentiating based on instructional level, learning style, learning environment and use of technology.

**Instructional Level.** Tomlinson explains that differentiating by *content* refers to the substantive material that students should know, understand, and be able to replicate (Tomlinson 1999). She distinguishes between the content and the *process*, which are the activities designed to help students understand the content (Tomlinson 1999). Today, many scholars argue that these two concepts refer to the same entity. The process helps ensure a student understands the differentiated content; and as such, without a process plan, differentiating content is futile.

In order to make the substantive material accessible to students with different abilities, educators must look at grade level content and determine how to differentiate that content for students’ individual instructional level. Teachers must then create the appropriate level resources necessary for students’ mastery of class content. This is the most important kind of differentiation for students with learning disabilities, students below grade level, and students learning English. When materials and resources are at students’ instructional level, they learn and are able to make more significant academic growth than peers who do not receive differentiated instruction (Tomlinson 1999). Differentiation dramatically shapes the instruction of inner city schools with notable success in terms of academic gains among students (Petrilli 2011). Petrilli notes that a principal at one school said that a group of two is not necessarily differentiation because the needs and abilities of students vary so greatly (Petrilli 2011). The principal was
making the point that educators should differentiate to the point that each student can have his or her own plan.

**Learning Styles.** Differentiating based on learning styles allows students to demonstrate their learning and understanding in diverse ways. Tomlinson argues that planning should include differentiation of *products*, which are what students create to demonstrate their understanding of the concept (Tomlinson 1999). Emphasizing the product or outcome of learning misses the many other opportunities students have to demonstrate learning on the way to mastery.

Teachers should regularly encourage students to explore visual, auditory, and kinesthetic ways to explore and learn, in addition to traditional reading and writing. Lauria (2010) explains that some students master content on paper and often appear to be the only students to have mastered the concept. However, other students might understand the concepts and can demonstrate their understanding in an alternative way but lack an opportunity to do so (Lauria 2010).

**Learning Environment.** Tomlinson describes a conversation with an educator who asked if differentiation could occur in classrooms where students sit in desks in rows. Tomlinson responds that this is possible, but questions why a teacher would limit the potential of differentiation by having everyone sit the same way (Tomlinson 1999). She explains that differentiation can happen by why differentiated by instruction level and then have a classroom space where one size fits all and students are expected to use all sit in desks in rows?
Differentiated environments are flexible, with a variety of places in a classroom in which students can learn. Many classrooms have a carpet space for whole group lessons and then tables or desks. However, why stop there? Differentiated classrooms can have comfy chairs, reading nooks, standing desks, quiet work spaces, listening centers, and sensory tools that can increase students’ focus while learning. Some students focus better when they are able to stand or make small movements. Other students excel when they can isolate themselves from distractions. Having a variety of learning environments in a classroom provides more choice and differentiation for students who have different learning needs.

**Technology.** When Tomlinson first described the framework for differentiated instruction in the 1990s, iPads, digital tablets and smart phones did not exist. Recent technology has dramatically changed the way educators meet the academic needs of their students (Lamb & Johnson 2012). It is very important to realize the potential of technology to help educate students in the modern age. Classroom teachers can use the Internet, software programs, and apps to differentiate material in a radical way (Kara-Soteriou 2009).

Internet websites help educators by differentiating material on the same content to different academic levels, or include features such as “text to speech” that read the text to struggling readers. Teachers are incorporating computers and iPads in literacy centers to empower students to become better researchers and writers by finding material that is at their instructional level (Hodges & McTigue 2014). Learning activities, websites, and
materials can be curated on classroom website as quick resources for students (Kara-Soteriou 2009).

The use of iPads and digital tablets in school has introduced students to apps that can not only be a tool to practice a strategy, but can also help monitor progress, assess student understanding, introduce and reteach material, and easily differentiate content to the instructional level of students (Kara-Soteriou 2009). Teachers should not use technology as a framework for differentiation in isolation; rather, it should build off the other frameworks of differentiation to make the most complete and rigorous learning experience at a student's instructional level.

**Strategies for Differentiation**

In Tomlinson’s book, she describes a variety of differentiation strategies that educators can use in their classroom. The strategies she described that best fit the needs of a heterogeneous classroom of fifth graders are contracts and compacts, and tiered instruction.

**Contracts and Compacts.** *Compacts* refer to students’ readiness and mastery of content. Teachers should pre-assess students to determine their level of baseline understanding. The teacher then documents three stages of the compact: (1) what the student knows, (2) what the students does not know based on pre-assessment, and (3) plan for meaningful use of time if the student has “bought” time for further exploration of independent study because they have already demonstrated mastery of the content (Tomlinson 1999, 91-92). This strategy is effective in a classroom with students of such a diverse ability because
students who have “bought” time because they have mastered content can focus on learning other things based on that topic or something that is of great interest to the student. This reinforces two things: all students are learning, and that even once a student has mastered content, there is always an opportunity to learn something new.

Contracts as described are plans for what tasks students must accomplish, and gives students choices regarding the ways in which that the contract is fulfilled (Tomlinson 1999, 89). Many times these contracts look like a tic-tac-toe board or a checklist of options from which students get to choose which activities they will complete to fulfill the requirement of the contract. Students agree to the terms of the contract, and experience rewards through getting the opportunity to choose future activities and satisfying grades. Teachers maintain accountability over the activities by providing only those choices that will help students work on needed skills.

Both contracts and compacts celebrate and reward student learning through “bought” enrichment time, and by providing students with choices about how they want to learn. Both strategies reinforce the idea that learning is a continuous, iterative process. One can always learn something new.

Tiered Instruction. Tomlinson argues that teachers use tiered instruction because it provides teachers the opportunity to have all students working on achieving same enduring understanding but at different levels of complexity, abstractness, and open-endedness (Tomlinson 1999). Creating “enduring understanding” or “desired understanding” are important concepts or ideas that you want all students to learn in the course of study. For example, the enduring understanding might be about understanding
the significance of exploration in North America. Some students might only focus on concrete aspects of exploration related to people and timelines; other students might explore the morality of explorers as it pertains to their greed, destruction of culture, and enslavement on millions. All students are learning about the same desired understanding but at an instructional level that is appropriate. Tomlinson describes how to developed a tiered activity in the table below.


When using tiered instruction, the goal is that each student comes away with same desired understanding while being appropriately challenged at his or her instructional
level. In order to achieve this, teachers must provide an activity that is interesting and engages the student in a high level of learning at their instructional level. Tomlinson then suggest that educators “clone” the activity and differentiate it to multiple instructional levels (Tomlinson 1999, 85). The final task is to correctly match students with the most appropriate activity.

**Conclusion**

The Individuals with Disabilities Education Act (IDEA) of 1990 guaranteed the right to an education that is appropriate and takes place in the least restrictive environment. This literature review clearly indicates a shift in the understanding of what is the “least restrictive learning environment” for most special education students. The least restrictive environment favored for most students is now in a general education classroom. This differentiated inclusion model not only follows the law and does not exclude students based on disability, it also benefits all students by exposing the non-special education students to diversity.

Differentiation does not happen without administrators’ commitment that academic differentiation is a priority. This commitment can be demonstrated by providing professional development about best academic practices, and follow through to make sure that the best practices are being implemented into classrooms. One of the best practices for differentiation is to provide significant collaborative planning time for teachers and colleagues to determine how best to adapt materials, content and resources to fit the academic need of their students.
The research highlighted four research based differentiation framework that leads to the greatest potential for students’ academic growth. Academic material must be tiered to a student's instructional level for students to make larger academic strides. When educators differentiate material based on the content, product, learning environment, and use of technology the potential for student academic growth is significant. The literature clearly outlines how educators can teach grade level standard using differentiated curriculum to meet the needs of students in a heterogeneous classroom.

The subsequent chapter focuses on how the theory and strategies of differentiation using tiered instruction can be applied to teaching a fifth grade level concept taught at multiple instructional levels in one general education classroom. The chapter will demonstrate how using curriculum can be designed in a way that allows for creating an enduring understanding that can be differentiated using tiered instruction to a first, third and fifth grade instructional level for a hypothetical class with very heterogeneous academic abilities. The curriculum includes a unit guide, rubric, differentiated assessments, and 12 differentiated self-guided graphic organizers that guide students’ exploration into the American Revolution in a curriculum unit titled American Colonies.
CHAPTER THREE

Methods

The goal of this chapter is to demonstrate how educators can apply research-proven differentiation frameworks to adapt curriculum for a fifth grade class with students at a variety of academic abilities. Educators are desperate to see how design and implement curriculum in such a way that it meets the differentiation needs of a classroom while still meeting grade level standards. The curriculum project differentiates fifth grade social studies standards to three different instructional levels. Many classrooms, especially in inner city schools, have a diverse group of students who are at different academic levels. This project demonstrates how teachers can use differentiated instruction to overcome the hurdle of teaching students with varying academic abilities. This chapter will show how Understanding by Design develops a unit with concepts that can be differentiated to individual student’s instructional level.

The Project

The curriculum project is to create and differentiate materials for a unit based on Minnesota 5th grade social studies standards. The hypothetical unit takes place twice a week for 40 minutes over 7-weeks. The focus is on the Colonial Period and Revolutionary War in the United States. The unit is differentiated to three instructional levels using the tiered instruction strategy of Carol Ann Tomlinson from her book, *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson 1999).
The teacher exposes all students to similar content and concepts through 12 independent lessons that are adapted to their instructional level. The unit has differentiated assessments that are used as a pre test and post test to assess students’ mastery of content and growth of overall understanding of concepts.

The unit is self-directed so that students can learn while the teacher does academic interventions with students who need them without interruption. Using the curriculum this way would substantially benefits teachers that have students at a variety of different instructional levels. Having self-directed independent work provides up to 30 minutes of uninterrupted time to do additional academic intervention for students below grade level. The students who do academic intervention at this time can complete their social studies during another independent work time.

The curriculum can be implemented twice a week to extend the literacy block or at another flexible time in the day. The teacher first supplies the differentiated materials to students during literacy time block based on literacy level, and students glue a graphic organizer into their literacy notebook for easy access at a future date. The teacher then reviews norms about work and calls a student or group of students to do academic intervention while the rest of the class works on social studies unit using the graphic organizer to guide instruction. The teacher has up to 30 minutes of instruction time with the student or group or could circulate the class and help students as needed. After about 30 minutes, the class convenes at a classroom gathering space and adds to the classroom chart and a chart in student’s notebooks that will document the learning throughout the unit in a format like figure 3.1.
The classroom chart is a “KWLQ” chart that documents the things students know (K), want to know (W), things that were learned (L), and questions about which they are still curious (Q). The K and W are filled out on the first lesson day and the L and Q are added to the chart in the closing of each additional lesson. This closing activity might be repetitive but this is purposeful. This closing activity provides an opportunity to formatively assess students understanding, clarify key points, and encourage participation of all students. This activity increases participation because the activity is predictable, allowing students who are shy or at a lower academic ability to participate with confidence.

The Rationale

This project is important because it addresses the dramatic increase in the number of special education students in general education classrooms and how the overall academic diversity is drastically increasing. Teaching in a fifth grade room might mean you have students at who are instructionally at six different grade levels. In Tomlinson’s
book, she suggests that differentiation in classrooms to addresses the fact that classrooms no longer have students with homogenous academic abilities (Tomlinson 1999).

Recent academic literature suggests that educators are using the framework of differentiating based on instructional level, learning style, learning environment and use of technology. The curriculum that is developed is mindful of differentiation based on instructional reading and writing levels. The materials also include opportunities to explore visual learning by drawing sketches and viewing videos. Auditory elements help expose those students who struggle with reading to grade level concepts understand and process the content. Finally, technology is incorporated with the use of QR codes that students can scan with their iPads. Scanning the QR code sends students directly to instructionally leveled resources to help guide their learning.

Setting and Participants

The hypothetical setting for the differentiated curriculum is a fifth grade classroom in a midwestern inner city school. A human subject form was submitted to the Hamline University Institutional Review Board (IRB) as part of the capstone process. The capstone, however, is only about the development of curriculum and no subjects are involved.

The midwestern district this curriculum was developed for is very diverse with about 32% Asian, 30% Black, 22% White, 14% Hispanic, 2% Native American. The school that inspired this project has 73% Black, 16% Asian, 7% Hispanic, and 4% White students. The school population consists of 90% of all students on the Free and Reduced Lunch program indicating a very high level of poverty. In addition, 14% of the students qualify for special education services and 22% of students are English Language
Learners. This differentiated curriculum was developed to fit the needs of fifth grade students from diverse backgrounds and at different instructional levels so that despite instructional level all students have opportunity to learn grade level content.

**Curriculum Theory**

I first learned about the curriculum framework of Understanding by Design (UbD) at a conference a few years ago. What struck me as interesting was the significance of designing curriculum in a way that some people refer to as “backwards,” because the teacher designs unit assessment and long-term results before instruction is planned. Jay McTighe and Grant Wiggins designed this rigid framework as a prescription for how to create curriculum (Wiggins & McTighe, 2005). There are three main stages in developing UbD curriculum. First, you identify desired results and goals. Second, you determine the evidence that students must demonstrate and create the appropriate assessment. Once those two stages are completed, you plan learning and instruction (see Figure 3.2 below).

**Figure 3.2: The Three Stages of Curriculum Development using UbD**

According to UbD, the teacher should first identify the long-term desired results. For this unit, desired results are four fifth grade Minnesota state standards relating to
unit on the American Revolutionary War. Students explore the standards through a variety of activities, media, and analysis. For details on the standards and desired goals, see the Unit Plan in Figure 3.3 below

**Figure 3.3 Desired Results for the Unit on the American Colonies**

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>What understanding are desired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.4.17.1: Students will understand how conflicts led to the American Revolution.</td>
<td>Students will understand that:</td>
</tr>
<tr>
<td>5.4.4.17.2: Students will understand why colonists wanted self-government.</td>
<td>• American Revolution was the war for independence from England.</td>
</tr>
<tr>
<td>5.4.4.17.3: Students will understand the events of the American Revolution that led to the creation of a new nation.</td>
<td>• The taxes without representation helped to lead the American Revolution.</td>
</tr>
<tr>
<td>5.4.4.17.4: Students will understand the impact of the American Revolution on different groups of people.</td>
<td>• The colonists believed that their colonies should have their own elected government and should not be controlled by King George.</td>
</tr>
<tr>
<td>What essential questions will be considered?</td>
<td>• The American Revolution impacted the lives of slaves, free black people, indigenous people, loyalists and patriots in different ways.</td>
</tr>
<tr>
<td>• What was the American Revolution?</td>
<td></td>
</tr>
<tr>
<td>• What events led to the American Revolution?</td>
<td></td>
</tr>
<tr>
<td>• Why did colonist want self-government?</td>
<td></td>
</tr>
<tr>
<td>• How did the American Revolution impact people?</td>
<td></td>
</tr>
</tbody>
</table>

**What key knowledge and skills will students acquire as a result of this unit?**

**Students will know....**

- Key terms - patriots, loyalists, colonists, monarchy, democracy, slavery, American Revolution, taxes
- Taxes and policies led colonists to rally against the English government.
- Patriots wanted self-government and independence from England.
- Events during the American Revolution led to independence.
- The American Revolution impacted lives of people in different ways.

**Students will be able to do...**

- Compare and contrast the impact of the American Revolution on different groups of people.
- Describe why patriots wanted self-government and independence.
- Explain some events during the American Revolution that led to independence.

Once the teacher establishes the long-term desired goals, the next stage is to determine acceptable evidence. In other words, the teacher determines the ways students
can demonstrate understanding in the form of assessment (see Figure 3.4, below). The summative assessments in this unit are at three different instructional levels. Students have the opportunity to take this assessment before and after the unit to determine the amount of learning that took place. Throughout the unit, there are opportunities for formative assessments in creating an ongoing class chart, documenting learning and questions for teachers to assess comprehension of the lessons. Finally, the differentiated graphic organizers are a form of assessment to determine students’ understanding of the social studies concepts.

**Figure 3.4: Acceptable Evidence for the Unit on the American Colonies**

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiated post-assessment on the <em>American Colonies</em> unit.</td>
<td>• Oral responses to class chart about what was learned in closing of lessons</td>
</tr>
<tr>
<td>• Impact of the Revolution project where students will analyze how the revolution affected people positively and negatively.</td>
<td>• Written response in differentiated graphic organizers documenting learning</td>
</tr>
<tr>
<td></td>
<td>• Use of key terms appropriately orally and/or in written form</td>
</tr>
</tbody>
</table>

The third stage in UbD curriculum development is planning learning experiences and instruction. The learning experience must help students achieve the goal articulated in the first step and must be reflected in the assessment created through the second step. In this case, the learning experiences guide students through gaining understanding of the state standards, namely, understanding the events that lead to the American Revolution, the impact the revolution had on people, and impact on the United States Government. You can see the learning experiences described in Figure 3.5, below.
Figure 3.5: Learning Experiences for the Unit on the American Colonies

<table>
<thead>
<tr>
<th>Stage 3- Plan Learning Experiences</th>
</tr>
</thead>
</table>

**Teaching and Learning Experiences in American Colonies Unit**

This unit will take place twice a week for 40-minutes over a 7-week period. Lessons are listed below. The bold words are the lesson titles.

The lessons will be self-directed and independent using a differentiated graphic organizer and ipads that will connect students with media to help instruct the social studies content. Although the work will be differentiated based on instructional level all students will be exploring the same content and concepts. After the lesson, the class will collaborate on a KWLQ chart that will be added onto daily. Although it might seem repetitive to use chart over and over it is excellent opportunity for formative assessment, comprehension of content, and encourages participation from all students because the repetition builds confidence in less confident students.

**Format and Content**

The curriculum is a 7-week unit on the Colonial Period and the American Revolution. The instructional lessons take place twice a week, for 40 minutes. The unit begins with a differentiated pre assessment of students’ understanding of the content. This assessment is used again at the end of the unit to assess understanding of the content and measure students’ growth throughout the unit. The lessons entail independent inquiry into social studies concepts with differentiated graphic organizers created using the UbD framework, which allows students to explore history at their individual instructional level.

Students use media using QR codes to redirect them to animated videos about the American Revolution in a series called Liberty Kids for many of the lessons. PBS first broadcast Liberty Kids and the show is now available on YouTube. Students use their differentiated graphic organizers to help them keep track of their learning during and after viewing the videos. Students eventually glue the graphic organizers into notebooks for future reference.
Summary

The goal of this chapter is to outline how to create curriculum using the framework of Understanding by Design (UbD). Although the content is based on fifth grade standards, the teacher differentiates materials to three instructional levels to best support the learners in the diverse classroom. The teacher can measure the learning by comparing the student's mastery of the content from the pre to post assessment.

The following chapter focuses on the process of creating the curriculum using UbD. The chapter also addresses how using UbD as a framework forces a curriculum author to critically examine assessment as it pertains to standards *before* planning instruction. Finally, the chapter outlines how the teacher can assess and implement the curriculum.
CHAPTER FOUR

Results

Learning about the American Revolution is an important concept for all students to understand, as it led to the foundation of our government. All students, regardless of their academic instructional level, should have the opportunity to learn about this time in history at an instructional level that allows them to truly learn in a unit called the American Colonies. Chapter 3 outlined how to create the curriculum using the Understanding by Design and tiered instruction. This chapter focuses on the process of creating, implementing, and assessing the curriculum.

Understanding by Design Process

When examining different curriculum development frameworks, Understanding by Design (UbD) is among the best models for developing a rich yet concise framework to differentiate to multiple instructional levels. The first stage of curriculum development using UbD is to identify the desired results. While this initially seems counterintuitive, it is sensible in that it allows the teacher to determine what the result should be for all students regardless of their academic ability. Some educators refer to this approach as “backwards resign.” The four main “understandings” and long term desired goals are based on the state standards and are the same for all students (see Figure 4.1, below). The teacher differentiates the instructional strategies such that all students develop this understanding.
Figure 4.1: Understandings for the Unit on the American Colonies

<table>
<thead>
<tr>
<th>Stage 1- Identify Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What understanding are desired?</strong></td>
</tr>
<tr>
<td><strong>Students will understand that:</strong></td>
</tr>
<tr>
<td>• American Revolution was the war for independence from England.</td>
</tr>
<tr>
<td>• The taxes without representation helped to lead the American Revolution.</td>
</tr>
<tr>
<td>• The colonists believed that their colonies should have their own elected government and should not be controlled by King George.</td>
</tr>
<tr>
<td>• The American Revolution impacted the lives of slaves, free black people, indigenous people, loyalist and patriots in different ways.</td>
</tr>
</tbody>
</table>

The second stage of curriculum development using UbD is to examine how to assess students’ learning. The *Performance Tasks* are summative assessments that used to explore students’ learning (see Figure 4.2, below). The *Other Evidence* lists more formative assessments and ways to assess students learning on an informal or ongoing basis. The teacher assesses all of the students on the same content, based on the understandings developed in the initial stage. The assessments differ based on the differentiation in instructional level, but the goal of the assessment is the same.

Figure 4.2: Assessment for the Unit on the American Colonies

<table>
<thead>
<tr>
<th>Stage 2- Determine Acceptable Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks:</strong></td>
</tr>
<tr>
<td>• Differentiated post-assessment on the <em>American Colonies</em> unit.</td>
</tr>
<tr>
<td>• Impact of the Revolution project where students will analyze how the revolution impacted people positively and negatively.</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td>• Oral responses to class chart about what was learned in closing of lessons</td>
</tr>
<tr>
<td>• Written response in differentiated graphic organizers documenting learning</td>
</tr>
<tr>
<td>• Use of key terms appropriately orally and/or in written form</td>
</tr>
</tbody>
</table>
In the final stage, the teacher develops the learning experiences. The learning experiences are the scope and sequence that facilitates getting students to the desired understanding, based on 5th grade standards (see Figure 4.3, below). The learning plan outlines the concepts that all students explore throughout the 7-week unit. The desired understandings and assessments cover the same content so the learning experiences must also cover the same content for all students regardless of instructional level.

**Figure 4.3: Learning Experiences for the Unit on the American Colonies**

<table>
<thead>
<tr>
<th>Teaching and Learning Experiences in American Colonies Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will take place twice a week for 40-minutes over a 7-week period. Lessons are listed below. The bold words are the lesson titles.</td>
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</table>

The lessons will be self-directed and independent using a differentiated graphic organizer and ipads that will connect students with media to help instruct the social studies content. Although the work will be differentiated based on instructional level all students will be exploring the same content and concepts. After the lesson, the class will collaborate on a KWLQ chart that will be added onto daily. Although it might seem repetitive to use chart over and over it is excellent opportunity for formative assessment, comprehension of content, and encourages participation from all students because the repetition builds confidence in less confident students.

1) **Pre-assessment** on *American Colonies* unit and creation of KWLQ chart. Brainstorm on chart under K and W about what students know and want to know about the American Revolution. Introduce the Essential Questions about how the unit will be assessed.

2) Uncover how the ideas of **Self-Government** in the Colonies began long before the American Revolution started but greatly influences the idea that the American Colonies should be independent and free from England videos and differentiated graphic organizers. Pull together group and add the Essential Questions to classroom chart. Explain that when the answers to the questions are discovered throughout the unit we can put a line through the question and add to the things learned. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

3) Introduce the concept of **No Taxation Without Representation!** using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

4) Explore how the **Quartering Act** added to colonist’s frustration using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

5) Learn how a speech about **Liberty or Death** increased support for independence using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

6) Uncover how a **Shot Around the World** led to escalation in the American Revolution using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

7) Learn about the people and the events that led to the writing the **Declaration of Independence** using videos and differentiated graphic organizers. Close lesson by adding to
KWLQ chart. Add to the L and Q sections about things learned and questions students have.
8) Discover which country finally becomes an **Ally at Last** to the patriots using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.
9) Learn how the battle of **Yorktown** was a turning point in the American Revolution using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.
10) Uncover how a slave argued that she was **Born Free and Equal** and won her freedom using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.
11) Explore how after the revolution leaders write the United States Constitution and decide the colonies will have **No King** using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.
12) Discover how **Going Home** and the end of the American Revolution was a difficult transition for many people using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.
13) Explore the **Impact of American Revolution** in a critical thinking project reflecting on how the revolution impacted these groups of people positively and negatively.
14) **Post Test** on **American Colonies** unit.

In summary, after the three stages of curriculum were developed then it was time to differentiate so that all the learning experiences and assessments were differentiated based on instructional level but in a way that the enduring understanding would be the same for students using differently adapted materials. Using UbD was very effective in facilitating what the main takeaways should be for all students and the lines of questioning that would be used to determine the lessons that should be developed to help students attain the desired results of the unit. UbD was chosen because it helped to develop a standard based unit that would involve opportunities for student inquiry and critical thinking based on the new learning and class discussions.

**Creation and Development**

It is relatively easy to create a curriculum outline using UbD. This difficult part is figuring out how to create the differentiated graphic organizers that are essential to the
learning experiences of students. The graphic organizers facilitate the learning experience for students based on their instructional level, and help shape the key understandings students achieve after completing the lesson.

**First Grade Instructional Level.** For this hypothetical unit, the first grade graphic organizers were the most complicated to create because I needed to modify the vocabulary to reflect the reading level of the students using the materials. I also incorporated more text reinforcing the main ideas of the daily lesson, and used images to reinforce the vocabulary (see Figure 4.4, below). The writing sections are also more open-ended in that students must simply respond to the prompt, and the answer can be in words or pictures and words depending on the student. Finally, note the QR code in the upper left corner, which directs the student to a Liberty Kids video clip.

**Figure 4.4: First Grade Instructional Differentiation for the Unit on the American Colonies**

**Directions:** Read this paragraph and then watch the video.

The problem was the people were still ruled by the king. The people did not like it. They wanted freedom!

**Answer the question.** Use the video and paragraph to find the answer.

<table>
<thead>
<tr>
<th>Why did the people want self-government?</th>
</tr>
</thead>
</table>
**Third Grade Instructional Level.** The third grade graphic organizers are significantly more challenging than the first grade ones (see Figure 4.4, below). They include extensive vocabulary, specificity in historical details, and questions to assess critical understanding of the social studies content. The third grade graphic organizers have scaffolding in place to help guide students to the important information such as fill in the black or short answer. These graphic organizers have fewer images to guide learning and more of an emphasis on reading and writing.

**Figure 4.5: Third Grade Instructional Differentiation for the Unit on the American Colonies**

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

Do you know what self-government is? It is a system in which the citizens rule ______________ and not be outsiders. The problem was even though colonist had assemblies the King of England was still in control. The colonists believed in ______________. John Locke believed the main purpose of government was to ______________. The natural rights were ______________, ______________, and ______________.

**Fifth Grade Instructional Level.** The graphic organizers at fifth grade instructional level are rigorous in both academic language and expectation of critical thinking and analysis (see Figure 4.6, below). More of these graphic organizers involve questions with sufficient space to respond in a few sentences or paragraphs. Many of these organizers also have opportunities for students to build on their prior knowledge through open-ended
critical thinking questions. These questions allow students to articulate complex understanding of the circumstances that lead to the American Revolution.

**Figure 4.6: Fifth Grade Instructional Differentiation for the Unit on the American Colonies**

**Directions:** Read this paragraph and answer the following question in your own words?

Self-Government is a system when citizens rule themselves and not from an outsider like a king or monarch. The colonists created their own local governments, but the king of England still was in control and made rules and laws the colonists didn’t like. The colonists decided they wanted freedom and started the American Revolution. The colonists believed that should have a voice in their own government and elect representatives they choose.

**What is self-government and why would the colonists want it?**

In creating this curriculum, I learned how hard it is to differentiate technical or content specific vocabulary for different instructional levels. When teaching this unit I would bridge this gap during the closing of the lesson when the class gathered. At this time, I would reinforce that sometimes people use different words for the same people.

*Did you know that the people who supported the King were called many different names? Sometimes the people who support the king are called red coats, loyalists, or British. These are different words but they are still describing the same thing. These people support the king in England and think America should still be apart of England.*
I would continue to build on this vocabulary by exploring names used to describe the people fighting for independence as patriots, colonists, and Americans. Using these words on a daily basis helps all students solidify that there were multiples names to categorize the people of these two main belief systems. Furthermore, this oral repetition introduces lower readers to vocabulary that may exceed their reading level but not their ability to comprehend.

**Characteristics of American Colonies Unit.** The *American Colonies* unit is unique in that I designed it with the fundamental belief that all students can achieve understanding of grade level social studies content when the instructor differentiates it to multiple instructional levels. I also developed the unit to be independent self-directed work, so that the teacher can use this time to provide more uninterrupted academic intervention. The pacing of the American Colonies unit is the same for all instructional levels, so all students are learning about the same things on the same day, and are able to share and collaborate with peers regardless of instructional level.

**Implementation and Assessment.**

**Implementation.** I designed the unit for an instructor to implement over a 7-week period. Students will quickly become accustomed to the norms of how to be a successful learner during this social studies unit. First, kids will get out their notebook and glue in the graphic organizer that appropriate for their reading level. Second, students will get out their iPad and headphones. Third, they will find a quiet space where they can work without distraction. Finally, they will read the directions and scan the QR code to spur
their exploration of the day’s content. After about 30 minutes, the teacher will call the class to join him/her at a classroom gathering space and complete the KWLQ chart. The K and W function as a formative assessment on the first day of instruction, to document what students know and want to know. In the subsequent days, the class will collaborate on filling out the L and Q about things thing students learned, and questions the students still have going forward. All students will have explored the same social studies content regardless of instructional level, so this is time where all students can participate. This is also a great opportunity to clarify understandings, assess understanding, ponder questions, and reinforce content specific vocabulary.

**Assessment.** The UbD curriculum developed for this unit has two summative assessments.

The teacher gives one assessment on the first day of the unit and the second assessment on the last day. This latter assessment measures learning from the beginning to the end of the unit, but will be taken with no use of resources such as students’ graphic organizers.

The second type of assessment is the Impact of the Revolution project in which students analyze how the revolution influenced people positively and negatively. This project takes place a day or two before the unit assessment, and is an opportunity for students to demonstrate their critical understanding of the content using their graphic organizer as a reference tools when needed. This project assessment focuses on the student’s comprehension of the content and ability to compare and contrast, and not rote memorization. Together, the unit assessment and project assessment will help to
determine if the students’ understanding about the American Revolution should be classified as beginning, developing, or proficient using the unit assessment rubric.

**Figure 4.7: Assessment Rubric for the Unit on the American Colonies**

<table>
<thead>
<tr>
<th>American Colonies Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Assessment</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Impact of the Revolution Project</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Summary**

This chapter focuses on the process of creating curriculum that uses the UbD approach. This process uses frameworks and strategies to create differentiated instruction to for an *American Colonies* unit. The full content of the unit is available in the
Appendix. This curricular approach is predicated on the belief that all fifth grade students can learn fifth grade social studies regardless of their instructional level when the materials are differentiated. Finally, this chapter demonstrates how an educator can implement the curriculum in a hypothetical classroom and assess their student’s learning.

The final chapter of this capstone reviews the premise of this capstone and why the topic appealed to me. The concluding chapter reviews the literature that influences my project. I also reflect on the implications of this project for teachers in classrooms with diverse academic abilities.
CHAPTER FIVE

Conclusion

I started this project exploring the similarity between my midwestern inner-city classroom and the one-room schoolhouses from centuries past. I noted how my own fifth grade classroom includes students ranging in ability from kindergarten to sixth grade. This diverse classroom caused me to wonder how to best teach 5th grade Minnesota social studies content to a group of students who had such a range of instructional levels.

The Literature

The literature review documented the dramatic change that has taken place since The Individuals with Disabilities Education Act (IDEA) of 1990 guaranteed the right to an education that is appropriate and takes place in the least restrictive environment. The literature indicates a shift in the understanding of what is the “least restrictive learning environment” for many special education students. Before the 1990s, many students with disabilities learned in self-contained classrooms away from their peers. Not only were these classrooms socially exclusionary, but also became academic deprived spaces that lacked academic rigor. The least restrictive environment now favored for most students is a placement in a general education classroom. This model of including students with disabilities in general education classrooms not only follows the law and does not exclude students based on their disability, but a differentiated classroom benefits all students because it increases the diversity of experiences and perspectives within the student body.
Differentiation is not happening to the same rigor in classrooms and school districts across the country. The crucial difference is often administrators’ attitude and commitment towards academic differentiation as a priority. Administrators can show their commitment to differentiation though access to ongoing professional development on best practices, and follow through to make sure that teachers implement best practices into classrooms with fidelity. One of the best practices for differentiation is to provide significant collaborative time for teachers to share about their practices and philosophy; plan for how to best teach and adapt materials and as needed; and ongoing reflection time to figure out what can be done to better meet needs of students.

The research highlighted four frameworks for differentiation that lead to the greatest potential for students’ academic growth. When teachers differentiate materials based on the content, product, learning environment, and use of technology, the potential for student academic growth is significant. Academic material must be tiered ensuring that all students are learning and challenged at their instructional level. The literature clearly outlines how educators can teach 5th grade social studies standards by using differentiated tiered curriculum to meet the needs of students in a heterogeneous classroom.

The most significant contributor to my research was the work of Carol Ann Tomlinson and her book *The Differentiated Classroom: Responding to the Needs of All Learners*, more specifically (Tomlinson 1999). She is a leader in both developing the framework for differentiation and suggesting practical strategy that educators can use with their students. She continues to publish relevant academic work that advocates on behalf of differentiation in classrooms.
Tomlinson outlines the process for creating tiered activities as one of her differentiation strategies. I primarily used tiered instruction for literacy and math activities, and was surprised to see how difficult it was to create tiered social studies curriculum based on fifth grade standards that students of varying academic abilities could read and interpret. I found it especially difficult to tier vocabulary such as “colonist” and “patriots” to synonyms that could be read by a students with only first grade reading skills.

Creating this curriculum gave me greater appreciation for people who have created adaptive curriculum based on social studies and science standards that are often technical, specific in terms of vocabulary, and content. I also see the need for time to plan and develop curriculum like this for classrooms like mine that vary in academic ability to such a high degree. Creating a unit, like my American Colonies unit, takes a significant amount of time and collaboration with peers to make sure that the enduring understanding is the same regardless of instructional level, that the materials used contain appropriate word choice, provide the needed scaffolding, and challenge students at all levels to participate in critical thinking.

**Implications and the Future**

The implication of my curriculum development is that I learned the time it takes to create a unit with complete tiered instruction throughout. Since I began co-teaching 4 years ago, I have become an advocate in my inner city school and in my community for the need for differentiated materials. I have mostly written grants and self funded these endeavors but that impact is significant for my students but many other kids in my school
and community are not receiving this differentiated instruction that is critical for academic growth. Students who need and do not receive differentiated instruction lose interest and confidence in their ability to learn and that has had dramatic impact on the matriculation of high school rate.

I intent to share my project and insights with colleges and policy leaders in my district to encourage more collaboration time among co-teachers so that more units like this one can be developed and shared. It would make a lot of sense to organize teams of teachers who teach the same grade to develop units based on different standards and share the burden of creating tiered instruction. This would not only benefit teachers and their workload, but would help many students reach their highest potential.

The limitation of this capstone it that I created tiered curriculum for only one unit for one grade. This kind of work is essential for raising achievement in inner city schools where classrooms have students with such diverse academic ability. I hope that this projects limitation turns into being the rallying cry for where my school and districts across the country can begin helping by facilitate sharing of tiered curriculum that will help for educators and students.

**Reflection**

This process instilled in me an appreciation for how fundamental differentiation is to the teaching practice. Differentiation has been a part of education for centuries and it likely will not change. What has changed dramatically is the access to information, especially through the Internet, that makes differentiation easier to implement.

I cannot imagine how much harder a project like this would have been if I could not look up educational theories on a research database connected to a university library.
In addition, to how much my research was impacted by the Internet so was the curriculum I developed. The curriculum uses images created through screen shots, and QR codes that connect students with videos posted on YouTube. The curriculum I created could not have even been imagined when Tomlinson first published her book almost twenty years ago.
The appendix includes the following materials:

- A American Colonies UbD Unit Plan
- B American Colonies Assessment Rubric
- C Differentiated Unit Assessments
- D KWLQ about the *American Colonies*
- E Differentiated Self-Guided Graphic Organizers

1 Self-Government
2 No Taxation Without Representation!
3 Quartering Act
4 Liberty or Death
5 Shot Around the World
6 Declaration of Independence
7 Ally at Last
8 Yorktown
9 Born Free and Equal
10 No King
11 Going Home
12 Impact of American Revolution
### APPENDIX A: American Colonies UbD Unit Plan

<table>
<thead>
<tr>
<th>American Colonies UbD Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Title:</strong> American Colonies <strong>Grade Level:</strong> 5th</td>
</tr>
<tr>
<td><strong>Topic/Subject Areas:</strong> social studies, American history</td>
</tr>
<tr>
<td><strong>Key Words:</strong> American Revolution, patriots, loyalists, slavery</td>
</tr>
<tr>
<td><strong>Designed By:</strong> Kate Kreitzer <strong>Time Frame:</strong> 7 weeks</td>
</tr>
<tr>
<td><strong>School District:</strong> ____________________________ <strong>School:</strong> ____________________________</td>
</tr>
</tbody>
</table>

#### Stage 1 - Identify Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.4.17.1: Students will understand how conflicts led to the American Revolution.</td>
</tr>
<tr>
<td>5.4.4.17.2: Students will understand why colonists wanted self-government.</td>
</tr>
<tr>
<td>5.4.4.17.3: Students will understand the events of the American Revolution that led to the creation of a new nation.</td>
</tr>
<tr>
<td>5.4.4.17.4: Students will understand the impact of the American Revolution on different groups of people.</td>
</tr>
</tbody>
</table>

#### What essential questions will be considered? What understanding are desired?

- What was the American Revolution?
- What events led to the American Revolution?
- Why did colonists want self-government?
- How did the American Revolution impact people?

**Students will understand that:**
- American Revolution was the war for independence from England.
- The taxes without representation helped to lead the American Revolution.
- The colonists believed that their colonies should have their own elected government and should not be controlled by King George.
- The American Revolution impacted the lives of slaves, free black people, indigenous people, loyalists and patriots in different ways.

#### What key knowledge and skills will students acquire as a result of this unit?

**Students will know…:**
- Key terms- patriots, loyalists, colonists, monarchy, democracy, slavery, American Revolution, taxes
- Taxes and policies led colonists to rally against the English government.
- Patriots wanted self-government and independence from England.
- Events during the American Revolution led to independence.
- The American Revolution impacted lives of people in different ways.

**Students will be able to do…**
- Compare and contrast the impact of the American Revolution on different groups of people.
- Describe why patriots wanted self-government and independence.
- Explain some events during the American Revolution that led to independence.
<table>
<thead>
<tr>
<th>Performance Tasks: Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiated post-assessment on the <em>American Colonies</em> unit.</td>
</tr>
<tr>
<td>• Impact of the Revolution project where students will analyze how the revolution impacted people positively and negatively.</td>
</tr>
<tr>
<td>• Oral responses to class chart about what was learned in closing of lessons</td>
</tr>
<tr>
<td>• Written response in differentiated graphic organizers documenting learning</td>
</tr>
<tr>
<td>• Use of key terms appropriately orally and/or in written form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3- Plan Learning Experiences</th>
</tr>
</thead>
</table>

**Teaching and Learning Experiences in *American Colonies* Unit**

*This unit will take place twice a week for 40-minutes over a 7-week period. Lessons are listed below. The bold words are the lesson titles.*

The lessons will be self-directed and independent using a differentiated graphic organizer and ipads that will connect students with media to help instruct the social studies content. Although the work will be differentiated based on instructional level all students will be exploring the same content and concepts. After the lesson, the class will collaborate on a KWLQ chart that will be added onto daily. Although it might seem repetitive to use chart over and over it is excellent opportunity for formative assessment, comprehension of content, and encourages participation from all students because the repetition builds confidence in less confident students.

1) **Pre-assessment** on *American Colonies* unit and creation of KWLQ chart. Brainstorm on chart under K and W about what students know and want to know about the American Revolution. Introduce the Essential Questions about how the unit will assessed.

2) Uncover how the ideas of **Self-Government** in the Colonies began long before the American Revolution started but greatly influences the idea that the American Colonies should be independent and free from England videos and differentiated graphic organizers. Pull together group and add the Essential Questions to classroom chart. Explain that when the answers to the questions are discovered throughout the unit we can put a line through the question and add to the things learned. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

3) Introduce the concept of **No Taxation Without Representation!** using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

4) Explore how the **Quartering Act** added to colonist’s frustration using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things...
learned and questions students have.

5) Learn how a speech about *Liberty or Death* increased support for independence using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

6) Uncover how a *Shot Around the World* led to escalation in the American Revolution using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

7) Learn about the people and the events that led to the writing the *Declaration of Independence* using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

8) Discover which country finally becomes an *Ally at Last* to the patriots using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

9) Learn how the battle of *Yorktown* was a turning point in the American Revolution using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

10) Uncover how a slave argued that she was *Born Free and Equal* and won her freedom using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

11) Explore how after the revolution leaders write the United States Constitution and decide the colonies will have *No King* using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

12) Discover how *Going Home* and the end of the American Revolution was a difficult transition for many people using videos and differentiated graphic organizers. Close lesson by adding to KWLQ chart. Add to the L and Q sections about things learned and questions students have.

13) Explore the *Impact of American Revolution* in a critical thinking project reflecting on how the revolution impacted these groups of people positively and negatively.

14) **Post Test** on *American Colonies* unit.
## APPENDIX B: American Colonies Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Assessment</strong></td>
<td><strong>Student demonstrated understanding of up to one of the following:</strong></td>
<td><strong>Student demonstrated understanding of two of the following:</strong></td>
<td><strong>Student demonstrated understanding of ALL of the following:</strong></td>
</tr>
<tr>
<td></td>
<td>• American Revolution was the war for independence from England.</td>
<td>• American Revolution was the war for independence from England.</td>
<td>• American Revolution was the war for independence from England.</td>
</tr>
<tr>
<td></td>
<td>• The taxes without representation helped to lead the American Revolution.</td>
<td>• The taxes without representation helped to lead the American Revolution.</td>
<td>• The taxes without representation helped to lead the American Revolution.</td>
</tr>
<tr>
<td></td>
<td>• The colonists believed that their colonies should have their own elected government and should not be controlled by King George.</td>
<td>• The colonists believed that their colonies should have their own elected government and should not be controlled by King George.</td>
<td>• The colonists believed that their colonies should have their own elected government and should not be controlled by King George.</td>
</tr>
<tr>
<td><strong>Impact of the Revolution Project</strong></td>
<td><strong>Student demonstrated very little understanding</strong> that the American Revolution impacted the lives of slaves, free black people, indigenous people, loyalist and patriots in different ways.</td>
<td><strong>Student demonstrated some understanding</strong> that the American Revolution impacted the lives of slaves, free black people, indigenous people, loyalist and patriots in different ways.</td>
<td><strong>Student demonstrated complete understanding</strong> that the American Revolution impacted the lives of slaves, free black people, indigenous people, loyalist and patriots in different ways.</td>
</tr>
</tbody>
</table>
APPENDIX C: Differentiated Unit Assessments

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.1-5.4.4.17.4

Name ___________________________ Date _______________________

American Colonies Pre ___ Post ___ Assessment

Directions: Answer the questions as completely as possible.

1. What is self-government?
   a) king controls from far away
   b) control of government by own people

2. Why would they want self government?
   a) get a vote in laws
   b) to

3. Why were patriots angry?
   a) control of government by own people
   b) taxes and bad laws

3. Why were patriots angry?
   a) control of government by own people
   b) taxes and bad laws

4. What happened during the Boston Tea Party?
   a) throw tea in sea
   b) drink tea

5. Who helped the colonies fight?
   a) French Army
   b) Spanish Army

6. What was the Declaration of Independence?
   a) a law
   b) a paper saying they wanted freedom

7. Complete the table below. How did these people feel. Why?

<table>
<thead>
<tr>
<th>Free Blacks</th>
<th>Patriots</th>
<th>Slaves</th>
<th>The King</th>
<th>Red Coats</th>
</tr>
</thead>
<tbody>
<tr>
<td>😞 😞 😞</td>
<td>😞 😞 😞</td>
<td>😞 😞 😞</td>
<td>😞 😞 😞</td>
<td>😞 😞 😞</td>
</tr>
</tbody>
</table>
Directions: Answer the questions as completely as possible.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is self-government?</td>
<td></td>
</tr>
<tr>
<td>2. Why would the colonists want self-government?</td>
<td></td>
</tr>
<tr>
<td>3. What caused the patriots to become upset with the King? Be specific.</td>
<td></td>
</tr>
<tr>
<td>4. What is one way the patriots protested the king? Explain what happened.</td>
<td></td>
</tr>
<tr>
<td>5. What was the Declaration of Independence?</td>
<td></td>
</tr>
<tr>
<td>6. What was the Great Compromise?</td>
<td></td>
</tr>
<tr>
<td>7. Complete the table below. How did these people feel? Why?</td>
<td></td>
</tr>
<tr>
<td>Free Blacks</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Directions: Answer the questions as completely as possible.

1. What is self-government and why would the colonists want it?

2. What events caused the patriots to become upset with the king and loyalists? Describe more than one event.

3. What was the purpose of the Declaration of Independence? Was it successful? Explain your opinion.

4. What was the Great Compromise? What might have happened if it had never happened?

5. The American Revolution impacted people in different ways. Choose 3 of these groups of people and explain the positive and negative impacts of the revolution. (slaves, patriots, loyalists, king, free blacks, indigenous people)
### APPENDIX D: KWLQ about the *American Colonies*

<table>
<thead>
<tr>
<th>K Things I Know</th>
<th>W Things I Want to Know</th>
<th>L Things I Learned</th>
<th>Q Questions I Have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: Differentiated Self-Guided Graphic Organizers

A.5.1 Self-Government

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.2

Name ____________________________ Date ____________________________

Lesson One: Self Government

Directions: Read this paragraph and then watch the video.

The problem was the people were still ruled by the king. The people did not like it. They wanted freedom!

Answer the question. Use the video and paragraph to find the answer.

<table>
<thead>
<tr>
<th>Why did the people want self-government?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
</tr>
</tbody>
</table>

Directions: Read this paragraph and then watch the video.

The people who came to America wanted a better life. They started the colonies. The people had a lot of slaves who worked on their farms. The people wanted to be free from the king.

Use the video and paragraph to answer the question.

<table>
<thead>
<tr>
<th>The people wanted freedom. They also had slaves. What do you think of that?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Lesson One: Self Government

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

Do you know what self-government is? It is a system in which the citizens rule ______________ and not be outsiders. The problem was even though colonist had assemblies the King of England was still in control. The colonists believed in _________________. John Locke believed the main purpose of government was to _________________. The natural rights were ________________, ________________, and ________________.

**Directions:** Watch this video and then answer the following questions about life at the time of the Thirteen Colonies.

<table>
<thead>
<tr>
<th>Settlers to the colonies came from what counties? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/image1.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were some of the ways the colonists seemed British?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was grown on plantations? Who worked on Plantations? Do you think it was fair?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Lesson One: Self Government

Directions: Read this paragraph and answer the following question in your own words?

Self-Government is a system when citizens rule themselves and not from an outsider like a king or monarch. The colonists created their own local governments, but the king of England still was in control and made rules and laws the colonists didn’t like. The colonists decided they wanted freedom and started the American Revolution. The colonists believed that should have a voice in their own government and elect representatives they choose.

What is self-government and why would the colonists want it?

Watch the videos and answer the following questions. Remember to take good notes you will need these later :) 

<table>
<thead>
<tr>
<th>Settlers to the colonies came from what counties? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were some of the ways the colonists seemed British?</td>
</tr>
<tr>
<td>What is a plantation?</td>
</tr>
</tbody>
</table>

Watch the videos and answer the following questions. Remember to take good notes you will need these later :) 

<table>
<thead>
<tr>
<th>What was the triangle trade? Explain it. You might want to draw a sketch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened on the Middle Passage?</td>
</tr>
<tr>
<td>Once the Africans were brought to the colonies as slaves how were they treated?</td>
</tr>
<tr>
<td>The colonist had slaves but they wanted freedom from the king. How do you feel about that?</td>
</tr>
</tbody>
</table>
A.5.2 No Taxation Without Representation!

Directions: Read this paragraph and then watch the video.
The problem was the people were still ruled by the king. They did not get a vote. But they had to pay a lot of money in taxes. They had to pay extra money for tea. This made the patriots angry.

Answer the question. Use the video and paragraph to find the answer.

What happened at the tea party?

What did you learn about Phillis Wheatley?

Critical Thinking: Watch the video. What happened? Write or draw a picture.
Lesson Two: No Taxation Without Representation!

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

Moses and James head to Boston to get Sara who is coming from England. Sam Adams and other colonists are angry about the ____________, ____________ and ____________ act. These colonists called patriots are also angry about the Boston ____________. The are mad that they don’t get a vote or voice in government. Sam Adams says it’s time to become ____________ who are men of action. The patriots dress up as native americans and ____________.

They are protesting the ____________ act. The patriots yell, “No taxation without ________!” The Red Coats are the English ____________ who try to put the patriots in jail.

<table>
<thead>
<tr>
<th>Who is this?</th>
<th>Why was she important? Be specific.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Critical Thinking: Watch video and then write down what happened. Then answer the critical thinking question below.

<table>
<thead>
<tr>
<th>Boston Massacre</th>
<th>Police Shootings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How is the Boston Massacre like police violence today? Explain your opinion.
Lesson Two: No Taxation Without Representation!

Directions: Read this paragraph and then watch the video. Answer the questions below about the events that led to the American Revolution.

The colonists are angry about some new laws made by the king. They decide to protest the king and the unfair laws. The colonists who protest are called patriots. The soldiers who support the king are called Red Coats or loyalists, because they are loyal to the king. The colonists want freedom and to have a voice in their government.

Sam Adams tells the colonists that they should call themselves patriots and protest. How do they protest? Explain in detail.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Explain how Phillis Wheatley and Moses’s lives are similar and different.

________________________________________________________________________

________________________________________________________________________

Critical Thinking:
Watch videos and then compare the Boston Massacre and police violence today, Explain your opinion.

Boston Massacre  Police Shootings
A.5.3 Quartering Act

Directions: Read this paragraph and then watch the video.
The king was really angry about the Boston Tea Party. He was so angry that he made even more laws.

Why were they mad about Red Coats?

Why did they want to use a printing press?

Choose the best answer.

Benjamin Franklin said that he was not a traitor to the king because he was not British. He was a _________________.

King  Red Coat  American
Lesson Three: Quartering Act

Watch the video and answer the questions below. You might need to watch the video more than once or pause it to write down important information.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is quartering? The colonists call them the Intolerable Acts.</td>
<td></td>
</tr>
<tr>
<td>What is a printing press? Why do the colonists use them?</td>
<td></td>
</tr>
<tr>
<td>How does Benjamin Franklin explains he is not a traitor?</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking**

If you break a law that is unjust should you get in trouble? Explain your thinking.
Lesson Three: Quartering Act

Watch the video and answer the questions below. You might need to watch the video more than once or pause it to write down important information.
Quartering was part of the Intolerable Acts. What was quartering? Why did it happen? Why did it make the colonists angry?

Why was the printing press so important to the colonists? Explain.

Was Benjamin Franklin a traitor? Explain your thinking.

If you break a law that is unjust should you get in trouble? Explain your thinking.
A.5.4 Liberty or Death

Directions: Read this paragraph and then watch the video. Then answer the questions.

The king was mad so he blocked the boats from bringing supplies. James and Moses need to get a new press so they can print the news. James is worried because they are going to a place with slaves. A patriot says that freedom is important.

The king blocks the boats bringing supplies. What do you think is on the boats?

What happens when they see slave auction?

Patrick Henry says freedom is important. Do you agree?
Lesson Four: Liberty or Death

**Directions:** Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

The king of England was so mad about the Boston Tea Party that he set up a blockade which blocked ships from coming to or leaving Boston. James and Moses need to go to Virginia to get a ________________ but James is worried because there is ________________ in Virginia.

The kids see a ________________ auction where they sell people. Moses sees his brother Kato get sold.

Patrick Henry is a patriot who does not like the king or slavery. He believes in freedom. There are about ___ million people in the colonies at this time. He says that people who want freedom must fight. He says, “Give me liberty or give me ________________!” That means that freedom is so important it is worth dying for.

Kato finds out that people who join the British to fight the patriots will get ________________. Kato says that ________________ is a crime.

**Critical Thinking**
What is something you think is important and people should fight for? Would you ever join a protest?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Read this paragraph and then watch the video. Then answer the questions below.

The king is angry about the Boston Tea party so he blockages the harbor. The tension in the colonies continues to rise. The kids learn about slavery in Virginia. They also learn about the message of a famous patriot, Patrick Henry, who says, “Give me liberty or give me death!”

How do you think the patriots respond to the blockade? How do you think their feelings towards the king are changing?

Describe the situation the kids see in Virginia with Moses’s brother Kato. What does Kato think the British are promising?

Patrick Henry says, “Give me liberty or give me death!” What does that mean?

Critical Thinking
What is something you think is important and people should fight for? Would you ever join a protest?
A.5.5 Shot Around the World

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.1-5.4.4.17.4

Name __________________________ Date __________________________

Lesson Five: The Shot Heard Around the World

Directions: Read this paragraph and then watch the video. Then answer the questions.

Sara and James go to see the soldiers and patriots. The soldier tells Sara he is fighting for money. The patriots want to be free from the king. The soldiers and patriots get into 2 fights. The fights will start a war between America and England.

Why are the soldiers fighting?

Why are the patriots fighting?

How do you think people felt when people died? How did Sara feel?
Lesson Five: The Shot Heard Around the World

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

The patriots have decided they want the _________________ that every other englishman has. Sara things that both sides need to understand each other. Sara decided she need to learn about how English soldiers feel. The are two militias that are organized to fight the soldiers. They are the _________________ and alarm. The alarm is the ringing of the ____________ to tell that the soldiers are near.

Battle at Lexington
The militia leader Captain Parker says, “Stand your ground and don’t fire unless fired upon!” When the soldiers arrive they say the militia needs to _________________ and _______________. In the confusion a shot is fired and nobody knows which side shot. The soldiers and militia begin to _________________ at each other. Captain Parker tells James that it doesn’t matter who shot first, but it has brought us to ________________.

Battle at Concord
Before the next battle it becomes clear that the guns they use are not accurate. Both sides decide that reporters and journalists should be able to watch but _______________. The militia decide not to shoot at soldier unless they are fired upon _______________. Both sides meet at the bridge. Sara worries that this will not be just a war or ideas, but a war with arms. When Sara talk about arms she means _______________. Benjamin Franklin decides that a fight between _________________ and _________________ will for sure happen. He says we must now prepare for ________________.

Critical Thinking
“Printing the right thing is worth a thousand soldiers,” says the militia leader Captain Parker. What does this mean? Explain your thinking.

__________________________________________

Benjamin Franklin finally returns are says that, “England is far away both geographically and politically.” What does that mean?

__________________________________________

What does it mean that the “Shot was heard around the world?”

__________________________________________
Lesson Five: The Shot Heard Around the World

**Directions:** Watch the video and then answer the questions below. Answer each question with as much detail as possible.

Describe what happened at Lexington? Why do you think James describes the confrontation as being similar to the Boston Massacre?

What happened at Concord? How did the English soldiers feel? How did the militia feel? Use details to support your answer.

**Critical Thinking**

“Printing the right thing is worth a thousand soldiers,” says the militia leader Captain Parker. What does this mean? Explain your thinking.

Benjamin Franklin finally returns and says that, “England is far away both geographically and politically.” What does that mean?

What does it mean that the “Shot was heard around the world? What will start because of this “shot”?”
A.5.6 Declaration of Independence

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.1-5.4.4.17.4

Name __________________________ Date __________________________

Lesson Six: Declaration of Independence

Directions: Read this paragraph and then watch the video. Then answer the questions.

In the video James learns that words are very important. The king of England sent more soldiers to fight the patriots. Thomas Jefferson wrote a declaration to break away from the king.

Why are the patriots worried about more soldiers coming to America?

What is Thomas Jefferson writing? Why is it important?

General George Washington wants a declaration so that _________ will help them fight the king of England. (choose from words below)

France  Germany  Ireland
Lesson Six: Declaration of Independence

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

The king decided he needed more troops to fight in the war so he made a deal to get ________________ German soldiers called Hessians. General George Washington tells James that the patriots need to write a declaration to get the ________________ to help to fight the English. James tries to warn Benjamin Franklin but runs into _________________. Tories are colonists who are supporting the king and English soldiers.


John Adams and Benjamin Franklin convince _________________________ to write the Declaration of Independence. He has to write many drafts the declaration because _________________________.

The congress needs all the colonies to agree for independence. Thomas Jefferson is annoyed that they ______________________ to his writing. After a lot of debate the congress agrees on the Declaration of Independence on ______________________ (date).

Critical Thinking
Explain what James learns about the importance of words.

________________________________________

Do you think the colonists will be able to convince the French to help in war? Why or why not? Explain your thinking.

________________________________________

Thomas Jefferson wrote the Declaration of Independence but he had slaves and black children that he didn’t give freedom to. What do you think about that?

________________________________________
Lesson Six: Declaration of Independence

Directions: Watch the video and then answer the questions below. Answer each question with as much detail as possible.

Why were the colonists worried about the arrival of the Hessian? Give details to support your answer.

________________________________________

________________________________________

________________________________________

Thomas Jefferson has a difficult task in writing the declaration. Describe what happens.

________________________________________

________________________________________

________________________________________

Do you think the colonists will be able to convince the French to help in war? Why or why not? Explain your thinking.

________________________________________

________________________________________

________________________________________

Thomas Jefferson wrote the Declaration of Independence but he had slaves and black children that he didn’t give freedom to. What do you think about that? Was that hypocritical (look up that word on your?)

________________________________________

________________________________________

________________________________________
A.5.7 Ally at Last

Directions: Read this paragraph and then watch the video. Then answer the questions.

Sara learns that she does not like it when the soldiers take over. Moses meets a Jewish man who does not treat nice. Benjamin Franklin tries to get help from France for the war.

How does Sara feel when English soldiers take over?

Why does Benjamin Franklin want help from French?

Henri and this guy are spies? What do spies do? Why?
Lesson Seven: Ally at Last

**Directions:** Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

Philadelphia is occupied by the ____________ army. Sara does not like it. Sara says to the English General that patriots will only accept independence, “you may occupy their homes but you will never occupy their ____________ and _____________. The colonists believe they can _____________________________________________.

Moses meets a Jewish man called Moses Michael Hays he learns a lot about freedom. Moses Hays is accused of not being loyal to American Independence. They want him to sign an ____________ to the revolution. He says he is not a traitor or tory but he is being accused because he is _____________. He says he is not considered a citizen because he is an Israelite. Moses Hays convinces people that is is wrong to single him out because of his religion. The patriots decide all people should sign oath.

**Critical Thinking**

Why do you think Sara’s opinion of the English soldiers is changing?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Why is Benjamin Franklin trying to do while in France?

_________________________________________________________________

_________________________________________________________________

Why would it be important that a man like Moses Michael Hays was a patriot? What might have happened to people with other beliefs if he had not spoken up?

_________________________________________________________________

_________________________________________________________________
Lesson Seven: Ally at Last

Directions: Watch the video and then answer the questions below. Answer each question with as much detail as possible.

Explain what Benjamin Franklin trying to do while in France?

There are multiple spies in this episode. A man spies on Benjamin Franklin for the king of England and Henri spies on the English soldiers. Why is there so much spying?

Why do you think Sara’s opinion of the English soldiers is changing?

Why would it be important that a man like Moses Michael Hays was a patriot? What might have happened to people with other beliefs if he had not spoken up?
### A.5.8 Yorktown

General George Washington wants to win the war. He wants America to be free. He gets the French army to help him fight.

<table>
<thead>
<tr>
<th>What jobs does Kato do for the English army?</th>
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<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
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</table>

<table>
<thead>
<tr>
<th>Why do you think the British and Americans soldiers build trenches?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
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<table>
<thead>
<tr>
<th>General Washington is happy the ____________ army helped him beat the English soldiers. (choose from words below)</th>
</tr>
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<tbody>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
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<table>
<thead>
<tr>
<th>Irish</th>
<th>German</th>
<th>French</th>
</tr>
</thead>
</table>
Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

General George Washington lets people gossip about where they will travel to next. Many think that they are going to __________________ but they are really traveling to __________________. General Washington’s plan is to work with the French army to surround the English soldiers in _________________.

The French ships battle with the ________________ ships. The French win and head to help the Americans.

The English army made all the former slaves dig the trenches. Moses brother Kato is part of the army and digging trenches. Moses is also digging trenches, but for the ________________ army. The English army is racist and runs out of food and send the black soldiers into battle without weapons. The Hessians save Kato and many of the black soldiers during the battle.

General __________________’s plan works and the English soldiers are surrounded. Washington’s soldiers fire cannons at Yorktown and eventually the English and Hessian soldiers surrender.

Critical Thinking
Why do you think the English army freed slaves if they would join the army? Give an example to support your answer.

__________________________________________

Why was James Armistead Lafayette so important to the battle at Yorktown? What did he do?

[Image of James Armistead Lafayette]
Lesson Eight: Yorktown

Directions: Watch the video and then answer the questions below. Answer each question with as much detail as possible.

Describe General Washington’s plan for victory. What was his strategy? Was he successful?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Why do you think the English army freed slaves if they would join the army? Give an example to support your answer.

_________________________________________________________________________

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Many freed slaves were returned to slavery after the English army was defeated. What was General Washington’s perspective on this? Do you agree or disagree?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Why was James Armistead Lafayette so important to the battle at Yorktown? What did he do?

_________________________________________________________________________
A.5.9 Born Free and Equal

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.1-5.4.4.17.4

Name ___________________________ Date ____________________

Lesson Nine: Born Free and Equal

Directions: Read this paragraph and then watch the video. Then answer the questions.

Mum Bett is a slave. She hears people talking about freedom. She wants to be free. She finds a lawyer to help her. King George does not want to lose the war.

What happens to Mum Bett?

How does Mr. Sedgwick help Mum Bett?

What does King George decide to do in the end?
A slave named Mum Bett hears the reading of a copy of the Declaration of Independece and learn that the document all men are created equal and have certain rights including ___________. and the ___________. Mum Bett meets with Mr. Sedgwick, a lawyer, and asks him to help him win her ___________. Mr. Sedgwick decides to take Mum Bett’s case. Mr. Sedgwick makes two argument that there are no laws saying slavery is legal and new constitution. He says Mum Bett, “Can’t be lawful slave, because slavery is __________._” Mum Betts wins the case and gets her ___________ and is awarded _________ shillings and is told that she needs to get paid for all her work since she was 21 years old. She decides to give herself a new name and go by name ___________.

The king of England George III is very angry about the defeat at the battle of Yorktown. He doesn’t want to lose the war. Eventually he agrees to sign a treaty with ___________ and the United States of America ending the war.

**Critical Thinking**

Why do you think it was so difficult for King George to make peace with France and the United States of America?

________________________

________________________

________________________

________________________

Mum Bett got her freedom in 1781. Slavery for the whole country didn’t end till 1863. How many years till all slavery ended in the United States? Why do you think it took so long?

________________________

________________________

________________________

________________________
Lesson Nine: Born Free and Equal

Directions: Watch the video and then answer the questions below. Answer each question with as much detail as possible.

Describe the series of events that transformed Mum Bett into Elizabeth Freeman.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Mr. Sedgwick represented Mum Bett at a time that slavery was still popular. He took a stand for something he believed in even though it was unpopular. What is an example of when people today stand up for those who are not treated fairly? Describe an example.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Mum Bett got her freedom in 1781. Slavery for the whole country didn’t end till 1863. How many years till all slavery ended in the United States? Why do you think it took so long?

________________________________________________________________________
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________________________________________________________________________

Why do you think it was so difficult for King George to make peace with France and the United States of America?
The war is over. The soldiers are mad. They need money. General Washington says he will help. He says he will not be a king. He wants to become a farmer.

**Why are the soldiers angry?**

[Image of soldiers]

**How does General Washington convince the men to listen to him?**

[Image of General Washington]

**What does the King George think about Washington choosing to not be a king?**

[Image of King George]
Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

Benjamin Franklin says, “We have won the war, but can our new nation survive in ________.”

James overhears American soldiers complaining that they haven’t been __________. General George Washington understands why they are angry. He says that we need a strong __________ government that has power to raise taxes and pay the soldiers. Some soldiers want George Washington to become __________. George Washington convinced the soldiers to not rebel by putting on __________. George Washington worked out pay for the officers for ________ years.

George Washington speaks to congress. He says, “I can in here a general, I leave as a __________.” He decides to go back to being a __________.

Critical Thinking
King George is confused about General Washington choosing not to be king and going back to being a farmer. He says about Washington that he must be the “Greatest man alive.” What do you think he means by this?

________________________

________________________

________________________

General George Washington convinces people who are angry to not use violence. Who is another leader who has used nonviolence? (hint: google ‘nonviolence leaders kids’ if you need suggestions)

________________________

________________________

________________________
Directions: Watch the video and then answer the questions below. Answer each question with as much detail as possible.

How does General Washington resolve the situation with the frustrated soldiers? Be specific. What did he do to convince them to listen to him? What did he get from congress for them in the end?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

General George Washington convinces people who are angry to not use violence. Who is another leader who has used nonviolence? (hint: google ‘nonviolence leaders kids’ if you need suggestions)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

King George is confused about General Washington choosing not to be king and going back to being a farmer. He says about Washington that he must be the “Greatest man alive.” What do you think he means by this?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A.5.11 Going Home

Directions: Read this paragraph and then watch the video. Then answer the questions.

Benjamin Franklin gets to go home to America. He is really happy. Some people are not happy. Sara’s friend lost her money and needs to move away. Kato wants to go to Canada to be free.

Why is Benjamin Franklin happy?

Sara’s friend was loyal to king. How does she feel now that war is over?

What is Kato’s plan to get freedom?
Minneapolis, Fifth Grade Social Studies Standards 5.4.4.17.1-5.4.4.17.4

Name ___________________________ Date ___________________________

Lesson Eleven: Going Home

Directions: Read this paragraph it is missing some important information. Watch the video. You might need to watch the video more than once or pause it to write down important information.

________________________ is so excited to hear from congress that he can return to the United States from France.

Moses wants to start a _______________ for black boys and girls. Moses and his brother Kato are reunited. Kato says that some ____________ people are helping him stay free. Kato says some black people are try to go back to ____________ others are trying to go north to Nova Scotia in Canada. Kato heads to Canada with Sara’s friend to start a new life with freedom.

James listens to some former soldiers who are having trouble now that the war is over. What is going on?

________________________

________________________

________________________

Sara’s friend Ms. Radcliffe is a tory. That means she was loyal to King George. She is struggling and needs to move to Canada. Why do you think she needs to move?

________________________

________________________

What do you think the message is in the series Liberty Kids about newspapers? Why are they important? Give examples to support your answer.

________________________

________________________

________________________
Lesson Eleven: Going Home

**Directions:** Watch the video and then answer the questions below. Answer each question with as much detail as possible.

What do you think the message is in the series Liberty Kids about newspapers? Why are they important? Give examples to support your answer.


Sara’s friend Ms. Radcliff is a tory. What does that mean? Why do you think she needs to move? Who is going to help her start over?


James meets some former soldiers who are having trouble now that the war is over. What is going on? How does he help them?


**A.5.12 Impact of American Revolution**

Minnesota Fifth Grade Social Studies Standards 5.4.4.17.4

Name ___________________________ Date ___________________________

**Impact of the American Revolution Project**

*Directions: Describe the impact of the American Revolution on these groups of people. Use your graphic organizers and KWLQ chart to answer as completely as possible.*

<table>
<thead>
<tr>
<th></th>
<th>How did war impact these people? Good? Bad? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The King</td>
<td>![Emoji] ![Emoji] ![Emoji] Why?</td>
</tr>
<tr>
<td>Red Coats</td>
<td>![Emoji] ![Emoji] ![Emoji] Why?</td>
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<tr>
<td>Free Blacks</td>
<td>![Emoji] ![Emoji] ![Emoji] Why?</td>
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<tr>
<td>Patriots</td>
<td>![Emoji] ![Emoji] ![Emoji] Why?</td>
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<tr>
<td>Slaves</td>
<td>![Emoji] ![Emoji] ![Emoji] Why?</td>
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</tbody>
</table>
Impact of the American Revolution Project

**Directions:** Describe the impact of the American Revolution on these groups of people. Use your graphic organizers and KWLQ chart to answer as completely as possible.

<table>
<thead>
<tr>
<th>Label the pictures below. Look at first example</th>
<th>How did war impact these people? Give examples to support your answer? Use the sentence starter below to get started.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="The King of England" /></td>
<td>The American Revolution impacted the King by...</td>
</tr>
<tr>
<td><img src="image2.png" alt="The King of England" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="The King of England" /></td>
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</tr>
<tr>
<td><img src="image4.png" alt="The King of England" /></td>
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</tbody>
</table>


Impact of the American Revolution Project

Directions: Describe the impact of the American Revolution on these groups of people. Use your graphic organizers and KWLQ chart to answer as completely as possible.

<table>
<thead>
<tr>
<th>Draw a sketch to remind you of the group of people below.</th>
<th>Describe in detail how each group of people was impacted positively, negatively or both by the American Revolution. Be specific and give examples to support your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slaves</td>
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<tr>
<td>King</td>
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<tr>
<td>Patriots</td>
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<td>Loyalists</td>
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<tr>
<td>Free Blacks</td>
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REFERENCES


