Core Connections: Connecting Core Knowledge Between Special Education and Regular Education

Special Area: Special Education (Resource Setting) / 4th Grade Core Knowledge
Presented by: Elda Martinez & Brian Ferguson, Nathaniel Hawthorne Elementary School
San Antonio, TX
Length of Unit: 6 Lessons

I. ABSTRACT
This unit teaches the American Revolution as an integrated unit focused on reading and writing skills in both the regular education and Special Education settings. This unit will provide strategies and examples to connect content with skills, maximize teacher collaboration and to connect educational settings in an effort to provide a cohesive learning environment.

II. OVERVIEW
A. Concept Objective(s):
1. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
2. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.
B. Content from the Core Knowledge Sequence:
1. Causes and Provocations
2. Historical Figures (i.e. Crispus Attucks, Paul Revere, Thomas Jefferson, George Washington, Elizabeth Freeman, Deborah Sampson, Phyllis Wheatley, Molly Pitcher, Nathan Hale, John Paul Jones)
3. Constitution
4. Bill of Rights
C. Skill Objectives:
The students will:
1. Identify cause and effect of actions
2. Will focus attention on speaker to recall details of oral communication
3. Recall sequence of events of selection heard by retelling and illustrating
4. Recall chronological historical events by restating and illustrating
5. Explain information described on a timeline
6. Use conventional capitalization and punctuation
7. Write paragraphs related to a single main idea

III. BACKGROUND KNOWLEDGE
A. For Teachers:
1. This unit provides structured support for the special education teacher. It is not meant to provide new history content information for the students in a special education setting. That content will come from the regular education teacher. Instead, the activities presented in this unit will enable the special educator to better support his or her fourth grade students while studying the American Revolution. At the same time, students will be working on specific reading and language skills that they need in accordance with their Individualized Education Program.

B. For Students:
1. This unit relies upon the students learning about the historical content in their regular education classrooms. Consequently, this unit presumes that the students have had an introduction to the American Revolution prior to implementing the following activities.
IV. RESOURCES
A. Student resource books (see bibliography)
B. Internet sites (see bibliography)

V. LESSONS
Lesson One: Causes and Provocations
A. Daily Objectives
1. Concept Objective(s)
   a. Students will gain an understanding of the causes leading to the American Revolution.
   b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.
2. Lesson Objective(s)
   a. Students will identify the causes and provocations that led to the American Revolution
3. Skill Objective(s)
   a. Students will identify cause and effect of actions
   b. Students will focus attention on speaker to recall details of oral communication
   c. Students will recall sequence of events in selection heard by re-telling and illustrating

B. Materials
1. Pencils
2. Causes of the American Revolution Reference sheet (Appendix B)
3. Causes of the American Revolution Graphic Organizer (and a transparency) (Appendix A, Appendix D)
4. Causes of the Revolution worksheet/Teacher copy (Appendix C)

C. Key Vocabulary
1. cause- something that produces an effect, result, or consequence
2. effect- something brought about by a cause or agent; result
3. Proclamation of 1763
4. Stamp Act
5. Townsend Act
6. Quarterly Act
7. Boston Massacre
8. Intolerable Acts

D. Procedures/Activities
1. Pass out Graphic Organizer (Appendix A,D)
2. Inform the students that there are many causes of the American Revolution. Read to the students the different acts and events that take place leading up to the war. (Appendix B)
3. As the teacher fills out the graphic organizer on the overhead with causes leading to the American Revolution, the students will complete their graphic organizer accordingly (Appendix A,D)
4. For students with written language difficulties, a modified form can be used (Appendix D). This form allows students to complete sentences with content vocabulary without becoming overwhelmed by the multiple tasks required.

E. Assessment/Evaluation
1. Assign students different acts or events leading up to the Revolution.
2. Refer students to their Causes of the Revolution handout.
3. Students describe the specific event by writing a sentence/paragraph at bottom of a page and illustrating it.
4. The teacher can create a bulletin board entitled “Causes of the Revolution”. On the bulletin board recreate the graphic organizer and display the students work in the appropriate area. The pages could also be compiled as a book. Both options would be good references throughout the unit of study.

Lesson Two: American Revolution Timeline

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
      b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.
   2. Lesson Objective(s)
      a. Students will understand the chronological sequencing of a timeline
      b. Students will understand how to arrange/add events in sequence
   3. Skill Objective(s)
      a. Students will recall chronological historical events by restating and illustrating
      b. Students will explain information described on a timeline

B. Materials
   1. white butcher paper
   2. markers

C. Key Vocabulary
   1. timeline- a tool used to locate events, past, present, and future

D. Procedures/Activities
   1. Create a timeline template by drawing a solid black line in the center of a strip of short butcher paper. The length of the timeline would vary according to space available as well as purpose. The timeline can be specifically designed for the American Revolution study or may be a permanent fixture in the classroom. This would allow for a constant chronological reference point. If this option is pursued, events studied throughout the year can be added to timeline.
   2. Mark vertical lines and year. Alternating above and below the line, add event. Students can illustrate each event and add their work to the respective event. This provides a visual reminder for each event. (Appendix E)
   3. Throughout classroom discussions, refer to the timeline to assist the students in understanding the sequence of events.

<table>
<thead>
<tr>
<th>1765</th>
<th>1776</th>
<th>1791</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stamp Act</td>
<td>Declaration of Independence</td>
<td>Bill of Rights</td>
</tr>
<tr>
<td>1770</td>
<td>1777</td>
<td>1791</td>
</tr>
<tr>
<td>Boston Massacre</td>
<td>America wins Battle of Saratoga</td>
<td></td>
</tr>
</tbody>
</table>

E. Assessment/Evaluation
   1. Classroom discussions allow for informal assessment of students’ understanding of chronological events.
Lesson Three: Historical Figures of the American Revolution

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
      b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.
   2. Lesson Objective(s)
      a. Students will research a historical figure and prepare information in written form and in presentation form.
   3. Skill Objective(s)
      a. Students will use conventional punctuation and capitalization
      b. Students will write paragraphs related to a single main idea; including: title, topic sentence, detail sentences
      c. Student will answer factual questions about a selection read: who, did what, when, why, where, what happened
      d. Students will use computer programs to locate information and complete assignments

B. Materials
   1. Research sources (books, Internet access, etc.)
   2. Posterboard/large sheets of white construction paper
   3. Colored pencils, markers, crayons
   4. Student handouts: Writing Web, Paragraph sheets
   5. Computer access for word processing

C. Key Vocabulary
   1. Biography – a written account of a person’s life
   2. Historical Figures – (i.e. Crispus Attucks, Paul Revere, Thomas Jefferson, George Washington, Elizabeth Freeman, Deborah Sampson, Phyllis Wheatley, Molly Pitcher, Nathan Hale, John Paul Jones)

D. Procedures/Activities
   1. List the historical figures of the American Revolution and briefly discuss what the students remember about each individual. Assign/Have students choose which person they would like to further research.
   2. Hand out writer’s webs (Appendix F) and review the three main questions that will guide the students’ research: What do we know about his/her life?, What were his/her accomplishments?, and What do I find interesting about this person?
   3. Using the Internet (strengthen technology skills) and/or books, students gather information on the chosen individual. They should find at least three examples for each of the three guiding questions. The guiding questions will develop into the topic sentence and the three facts will develop into supporting details later in the paragraph development.
   4. When the writing web is completed, hand out three paragraph forms (Appendix G) per student. Model how the guiding question can be re-written as a topic sentence (ex. What do we know about his/her life? Can be re-written as “I have learned many things about Molly Pitcher’s life.”). This should be written on the Paragraph development form in a complete sentence. The three examples listed on the writing web should each be re-written as supporting details on the Paragraph Development form. These supporting details should be written in complete sentences as well. Encourage the students to pay attention to capitalization, punctuation and spelling.
5. Once all three Paragraph Development forms are complete, students and/or teacher should type the sentences paying attention to indent at the beginning of each page. This will result in three paragraphs. The typed draft should be double-spaced in a larger font.

6. In teacher/student or peer conferences, the students should edit their drafts for spelling, punctuation and capitalization errors. Corrections should be made with a colored pencil (this draws attention to needed corrections) on the paper draft. When all editing is complete, the computer version should also be corrected. (See Lesson Five for specific editing activity.)

7. Either after the biographies are complete or concurrently, students should also work to complete a portrait of the historical figure they are studying. Encourage students to use resources to help them visualize what the person looked like with attention to historical details (wigs, wardrobe, etc.), but to develop their own image of the individual.

E. Assessment/Evaluation
1. Review the final draft and assess the entire editing process to ensure that the students are aware of punctuation, spelling and capitalization rules/patterns.
2. Have a share session in which the students present their research to the group and/or to their classroom peers. This introduces/reinforces the contributions of the historical figures of the American Revolution. Further it allows the students the opportunity to develop their presentation skills.

Lesson Four: Editing Process
A. Daily Objectives
1. Concept Objective(s)
   a. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
   b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.

2. Lesson Objective(s)
   a. Students will complete the editing process to produce a final, edited draft

3. Skill Objective(s)
   a. Students will capitalize proper nouns and words at the beginning of sentences
   b. Students will use punctuation (periods, question marks, exclamation marks) as endmarks
   c. Students will use punctuation (commas, apostrophes) in sentences

B. Materials
1. Solid colored contact paper (or book covers with adhesive): red & blue cut into small squares, yellow cut into small strips
   (If not available, colored highlighters can be used in lieu of contact paper.)
2. Colored Pencils
3. Writing Rubric (Appendix H)
4. Typed draft of writing piece (double spaced, large font)

C. Key Vocabulary
1. Punctuation- the use of standard marks and signs in writing and printing to separate words into sentences, clauses and phrases in order to clarify meaning
2. Capitalization- the use of upper case letters in printing or writing
3. Spelling- the form of words in accepted order

D. Procedures/Activities
1. Have students sit with their own draft. Students pass their draft to a peer editor. Together, the entire group looks for spelling errors on their assigned draft and marks each misspelled word by placing a yellow strip (contact paper) on the word. Have the
students read the draft from the end to the beginning. This focuses their attention on the individual words and helps to find mistakes. Then have the students read the draft from beginning to end. This helps to ensure that correct words were used in context.

2. Pass the papers on and hand out red contact paper squares. This time the group focuses on punctuation (specifically end punctuation). Students should read their assigned draft and put a red square at the end of each sentence. If the correct punctuation mark is already there, there is no need to add a red square.

3. Pass the papers forward and hand out blue contact paper squares. This time the group focus is on capitalization. Students should read their assigned draft and put a blue square over the letters with capitalization errors. Remind students that capital letters are needed at the beginning of each sentence (follows end punctuation) and at the beginning of proper nouns.

4. Drafts are returned to author for review. Author makes corrections with a colored pencil (this helps to draw visual attention to corrections). As corrections are made, the colored squares are removed. This helps the students to monitor which corrections have been made.

E. Assessment/Evaluation
1. Students edit their typed drafts by typing the corrections they made. After reviewing the edited draft once more for errors, a final draft is submitted for evaluation. A writing rubric (Appendix H) can be used to record assessments and identify specific errors the students did not recognize/correct.

Lesson Five: Taking Notes on the Constitution
A. Daily Objectives
1. Concept Objective(s)
   a. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
   b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.

2. Lesson Objective(s)
   a. Students will develop notetaking strategies to identify important information from discussion/presentation

3. Skill Objective(s)
   a. Students will answer factual questions about selection heard: who, what, why, when, where, what happened
   b. Students will use dictation skills to complete: lists, notetaking, complete sentences/phrases

B. Materials
1. Children’s book on the U.S. Constitution (i.e. A More Perfect Union)
2. Butcher paper labeled “Important Facts about the U.S. Constitution
3. lined paper
4. markers
5. small American flags (optional)

C. Key Vocabulary
1. Constitution- the document on which the system of fundamental laws and principles that prescribe the nature, function, and limitations of a government is recorded.

D. Procedures/Activities
1. Inform the students that you are going to read a book about United States Constitution. It is their job to pick out the important information from the book.
2. Pass out paper, paper, and flags. Tell the students that when they hear an important fact about the Constitution, they should raise their flag.

3. The teacher will write the information on the butcher paper, which is labeled “Important Facts about the Constitution”. The students will write down the information on their own piece of paper.

4. Inform the students that later we will be taking an open note quiz on the Constitution. The students can use their notes that they write down now to help them.

5. Read the book on the Constitution. Model appropriate times to raise your flag and discuss why certain things are important and others points may be irrelevant.

6. When the students raise their flags, be sure to ask them why they think that certain fact is important.

E. Assessment/Evaluation

1. Pass out an “open-note” quiz. The quiz should be based on the book chosen and the information discussed. Facts should include who, what, where, when, why, what happened responses. Students will be allowed to use their notes. After the quiz, have students review their quiz. If they were able to identify the important facts from the reading passage, they should have done well on the quiz. If they did not do well on the quiz, discuss what information they found relevant. Review the factual questions that should help guide their notetaking.

Lesson Six: Re-writing the Bill of Rights

A. Daily Objectives

1. Concept Objective(s)
   a. Students will gain an understanding of the causes leading to the American Revolution, events of the Revolution and the effects the Revolution had on our country.
   b. Students will apply their reading and written language skills to their written assignments reflecting the Core Knowledge content.

2. Lesson Objective(s)
   a. Students will re-state the amendments by summarizing information read/discussed

3. Skill Objective(s)
   a. Students will be able to summarize the important points of a passage read/heard
   b. Students will be able to re-state in their own words a passage read/heard to display understanding
   c. Students will be able to use their note taking strategies to identify important details

B. Materials

1. Student book on the Bill of Rights (i.e. The Bill of Rights)
2. paper
3. pencils
4. illustrating paper

C. Key Vocabulary

1. Amendment- a formal statement of a change

D. Procedures/Activities

1. Read a book listing the Bill of Rights (ex. ) and make sure to relate to the Constitution. As each amendment is addressed, discuss the importance of each. Also, assist the students in comprehending the historical relevance of each amendment. The students should be encouraged to make real-life connections.

2. Assign a student (or pairs if needed) to a specific amendment. The student(s) should re-read their assigned amendment and restate it in their own words. This helps the teacher to informally assess the students’ comprehension of the amendments.
3. Students should write their summary statement of their assigned amendment and edit it for spelling, punctuation and capitalization errors.
4. Each amendment summary should be typed and published. The font should be large so that the restated amendment fills the page as it will later develop into a class book and the larger font will be easier for the students to read in a whole class setting. Student(s) should also illustrate the amendment (either from a historical or current perspective) on a separate full sheet.

E. Assessment/Evaluation
1. The pages should be compiled into a class book. The book can be then used as a reference throughout the remainder of the American Revolution study. The book can also be presented to the regular education class(s) as an introduction/reinforcement of the Bill of Rights.

VI. HANDOUTS/STUDENT WORKSHEETS
A. Appendix A – Causes of the American Revolution
B. Appendix B – Causes of the American Revolution Reference Sheet
C. Appendix C – Causes of the American Revolution Teacher Copy
D. Appendix D – Causes of the American Revolution (Modified)
E. Appendix E – Events During the Revolutionary America
F. Appendix F – Writer’s Web
G. Appendix G – Paragraph Sheet
H. Appendix H – Writing Rubric

VII. BIBLIOGRAPHY
   ISBN 0-516-41232-9

Web Sites
http://haxorish.8m.com/molly.html (Molly Pitcher)
http://www.britannia.com/history/monarchs/mon55.html (King George)
http://www.gov.nb.ca/legis/kgeorge.htm (King George)
http://www.beavton.k12.or.us/Barnes/revwarreports/washington.html (George Washington)
http://www.history.org/people/bios/biohen.htm (Patrick Henry)
Appendix A – Core Connections

Causes of the American Revolution

Diagram with boxes connected by lines, representing causes of the American Revolution.

J. Carsten, 2000
Causes of the Revolution

King George issued the Proclamation of 1763. It told the colonists that they had to stay to the east of the Mississippi River. They could not move any further. This made it easier for King George to keep the colonists under his control. It also made the colonists uncomfortable.

The Stamp Act of 1765 was passed by King George just 2 years after the Proclamation of 1763. The Stamp Act put a tax on everything that was printed. The King had a stamp that looked a little bit like a crown. This was stamped on everything printed like books, Bibles, newspapers, and even playing cards. Then he would send his soldiers around to collect taxes on anything the colonists had with this stamp on it.

The Quarterly Act of 1765 was passed the same year as the Stamp Act. This law from King George made the colonists give food, housing, and supplies to the King’s soldiers (who wore red and were known as the “redcoats”). This did not make the colonists very happy. They had to pay lots of taxes and now they had to give food, housing and their supplies to the soldiers who were taking all of their money.

The Townsend Act of 1767 occurred just two years after the Stamp Act and Quarterly Act. With this Act, the colonists were forced to pay taxes on anything lead, glass, paper and even tea. This meant that if the colonists wore glasses or even wrote on paper, they had to pay taxes on it. The colonists were getting more and more fed up.

In 1770 King George knew that the colonists were not happy because of all of his laws. He sent 4,000 more soldiers to Boston to keep the colonists under control. On March 5th, 1770 some boys were on a street in Boston called King’s Street. They were throwing snowballs at the soldiers and calling them names like “lobsterbacks”. The colonists started throwing rocks and held up clubs. The soldiers fired into the crowd and killed five men. One of these men was Crispus Attucks and he was the first African American to die in the Revolution. The colonists called this the Boston Massacre.

In 1773 Sam Adams got a group of colonists together. They gave the King one more chance to get rid of some of their laws. When the King did not, Sam Adams and the men decided that the King left them no other choice. On the night of December 16th, 1773 the colonists dressed up like Indians and went on to the British ships and tossed the boxes of British tea into the harbor. This was called the Boston Tea Party.

Finally, King George was so mad after the Boston Tea Party that he passed the Intolerable Acts. He sent in even more soldiers to get the colonists under control. He closed the Boston Harbor and said that no new things could be brought into Boston until they apologized for the Tea Party and paid the British back for the tea they threw into the water. The colonists refused and the result of all these things was the American Revolution.
Appendix C – Core Connections

Causes of the American Revolution

- Proclamation of 1763
- Stamp Act of 1765

- 1767 - Townsend Act
  This put a tax on lead, glass, paper, and tea.

- 1765 - Quarterly Act
  This required colonists to provide food, housing and supplies for British soldiers.

- 1768 - British troops sent to Boston.
  Boston Massacre

- 1773 - Sam Adams
  Led a group in the Boston Tea Party.

- 1774
  Intolerable Acts.

J. Carsten, 2000
Causes of the American Revolution

1765 - Act of
This put a tax on lead, glass, and tea.

1765 - Quarterly
This required colonists to provide , housing and supplies for British soldiers.

1768 - troops sent to Boston.
Massacre

1773 - Adams
led a group in the
Boston

Intolerable Acts.

J. Carsten, 2000
Events During Revolutionary America

1765 – The Proclamation of 1765 is issued by King George.
1765 – Stamp Act is passed.
1766 – Stamp Act is repealed.
1770 – Boston Massacre takes place.
1773 – Boston Tea Party Takes place.
1774 – First Continental Congress meets.
1775 – Battles of Lexington, Concord, and Bunker Hill.
1775 – Second Continental Congress meets.
1776 – Battle at Trenton took place.
1776 – Thomas Paine writes Common Sense.
1776 - Congress signs the Declaration of Independence.
1777 – America wins Battle of Saratoga.
1778 – France officially begins to America.
1781 – Cornwallis surrenders at Yorktown.
1788 – Constitution goes into effect.
1791 – The Bill of Rights is added to the Constitution.
Paragraph __

Topic sentence: ____________________________
   ____________________________
   ____________________________
   ____________________________

Supporting detail #1: ____________________________
   ____________________________
   ____________________________

Supporting detail #2: ____________________________
   ____________________________
   ____________________________

Supporting detail #3: ____________________________
   ____________________________
   ____________________________

E. Martinez, 1999
**Writing Rubric**

**FINAL DRAFT**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I checked my spelling and made corrections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used correct capitalization at the end of each sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used correct capitalization in my sentences by capitalizing all proper nouns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used correct punctuation at the end of each sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used correct punctuation in my sentences (apostrophes, commas).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

90% - Always in all 5 categories categories: ____  
85% - Always in 4 categories Story Content (10 pts.): ____
80% - Always in 3 categories FINAL GRADE: _______
75% - Always in 2 categories
70% - Always in 1 categories
65% - Always in 0 categories