Anticipation Guide for Chapter 7

For each statement, list whether you 1) disagree, 2) partially disagree, 3) don’t know, 4) partially agree, or 5) agree with the statement.

1) In the 1820s, the quickest way to transport goods was by using a canal.

2) If a product is in high demand, then it is usually cheaper.

3) Many people preferred to travel by road instead of by steamboat because it was less expensive.

4) Many Indiana farmers sent their crops to New Orleans so the crops could be shipped to other parts of the world.

5) One way that canals and railroads helped Indiana farmers is that the farmers were now able to make more money.

6) In 1836, Indiana’s General Assembly borrowed $10 million to build railroads and canals, but they could not pay back the money they borrowed.

7) It is illegal for Indiana, as a state, to borrow money.

8) In the 1820s and 1830s, road were not paved, so people covered them with stones.

9) In the 1840s, Indiana set up a system of public education, and most children attended school.

10) Ball State University was the first college set up in Indiana.

11) The Grange was an organization to educate farm families.

12) In 1850, New Albany was the biggest city in Indiana.
Growth and Change

Name: ___________________________ Date: ______________

1) Label Indianapolis, Madison, New Albany, Wabash River, Ohio River, the National Road

2) Matching

_____ commercial district
_____ demand
_____ goods
_____ industry
_____ manufacture
_____ services
_____ trade

a. to make in a factory
b. the exchange of goods and services
c. the number of consumers willing and able to buy goods
d. items people buy
e. work that helps others
f. big business
g. an area of shops and businesses that served town residents

3) True/False

a. ______ In 1820, the easiest way to travel was by road.
b. ______ Many people preferred to travel by road instead of steamboat because it was less expensive.
c. ______ Many farmers sent their crops to New Orleans so they could be shipped to other parts of the world.
d. ______ Ball State University was the first college set up in Indiana.

4) Describe (Choose two)

a. The Grange: __________________________

b. Caleb Mills: __________________________
c. State fair: __________________________________________

d. Wabash and Erie Canal: ________________________________

5) Short Answer
   a. How has transportation improved over time and helped Indiana to grow as a state?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

   b. Why is Indiana called "The Crossroads of America"?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

   c. Explain the Internal Improvements Act of 1836. What was the result of this act?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

6) Essay
   a. What is the difference between something made by an artisan and something that is mass produced? Which item usually costs more? Why do you think it costs more?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
b. Choose one mode of transportation used in the 1800s. How did the pioneers use this mode? What were the advantages and disadvantages of this way of travel?
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Jr. Day!!!</td>
<td>Preview and read lesson one.</td>
<td>1. Steps to statehood: pairs record and illustrate steps. Most important step and why? S.S. 4.1.13</td>
<td>1. Introduce 3 branches of government with example. 2. Differentiated task cards S.S. 4.2.3</td>
<td>Preview and read lesson two.</td>
</tr>
<tr>
<td>The New Purchase Tiered journal activity S.S. 4.1.5, 4.1.6, 4.1.4</td>
<td>New settlers and the frontier S.S. 4.5.3</td>
<td>Preview and read lesson three.</td>
<td>Group projects based on interest S.S. 4.5.3</td>
<td>Continue projects and present to class S.S. 4.5.3</td>
</tr>
<tr>
<td>Review African Americans and Native Americans S.S. 4.5.3</td>
<td>Test Review 1. Group timeline activity 2. Group review.</td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Whole-Class Components</td>
<td>Differentiated Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Post-it pre-assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Preview and read lesson one</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2. Present select timelines.</td>
<td>1. Pairs of mixed ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>will record and illustrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>steps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Review 3 branches of government with class example.</td>
<td>2. Differentiated task cards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Preview and read lesson two.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Hand out map.</td>
<td>4. Tiered writing prompts based on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 period</td>
<td></td>
<td>student choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Diagram of the layout of Indianapolis.</td>
<td>Discuss other ways they could have laid out the city. Volunteers can draw an example on the board.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
<td>Activity 4</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Define and name cultural groups.</td>
<td>2. Bar graph activity</td>
<td>3. What did the new people do to settle in Indiana?</td>
<td>4. Quickwrite on immigration:</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1. Preview and read lesson three</td>
<td>2. Interest survey for projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td>Group projects tiered by interest</td>
<td></td>
</tr>
<tr>
<td>Friday and Monday</td>
<td>2. Review African Americans, Native American, Utopia groups</td>
<td></td>
<td>1. Continue group interest projects, present to class.</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td>2. Mixed ability groups- timeline activity</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td>1. Test</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td>1. Test review of material</td>
</tr>
</tbody>
</table>
Jennifer M. Spence

Indiana Becomes a State

I. Descriptive Data

E. Classroom Teacher: Mr. Spradlin

F. Course: Social Sciences

G. Topic: Indiana History

H. Standards: Social Studies

➢ Standard 1 — History: Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

➢ Standard 2- Civics and Government: Students will describe the components and characteristics of Indiana’s constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

➢ Standard 5- Individuals, Society, & Culture: Students will examine the interaction between individual and group behavior in state and community life; analyze the roles and relationships of diverse groups of people contributing to Indiana’s cultural heritage; and describe the impacts of science, technology, and the arts on Indiana’s culture.
I. Standards: Language Arts

➢ Standard 2: READING: Comprehension. Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

➢ Standard 5: WRITING: Applications (Different Types of Writing and Their Characteristics). At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

➢ Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to
understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

**Day One: Pre-assess Chapter Six; Preview and Read Lesson One**

**II. Sub-Standards: English**

- 4.2.1 Use the organization of informational text to strengthen comprehension.
- 4.2.2 Use appropriate strategies when reading for different purposes.
- 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

**III. Objectives**

C. Students will self-assess their knowledge of Indiana's statehood.

D. Students will preview and read lesson one.

**IV. Materials: Post-it notes, text recorded on CD**

**V. Procedure**

D. Pre-assessment: Hand students a post-it notes and ask them to write their name on it. Then, draw a line across the board. On one end, write “I know nothing about this topic”. On the other end, write “I could teach this topic to
the class”. Ask students to place the post-it notes in the area on the line that describes their knowledge about Indiana's statehood.

E. As a class, preview lesson two by asking students to identify titles, headings, subheadings, vocabulary, pictures, maps, themes, and predictions. To check for understanding and participation, students will place a post-it note on some of the items to identify.

F. Ask students to read lesson one.

VI. Evaluation/Assessment: Pre-assessment and informal assessment will be conducted by the teacher and aide.

VII. Special Accommodations: The special education aide will sit with the special needs students to help with preview. The text will be played on a CD for these students to help with reading of the text.

Day Two: Steps to statehood.

II. Sub-Standard: Social Studies

4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

III. Objectives

A. Students will record and illustrate the steps to statehood.

B. Students will evaluate which step is most important and explain why.

IV. Materials: Blank paper, colored pencils

V. Procedure

A. Divide the class into pairs. Each group will receive a piece of paper. At the top of the paper, they will write steps to statehood. Then using their books
as resources, they will record the steps that Indiana took to gain statehood. Beside each step, they will draw an illustration of the step. For example, they could draw a group of men sitting under an elm tree to represent the Constitutional Convention. On the back, the students also must state the step that they think is most important in developing a state and why.

B. Present select timelines to the other groups in the class.

**VI. Evaluation/Assessment:** Informal assessment by the teacher. The timelines will be collected and reviewed.

**VII. Special Accommodations:** The teacher and special education aide will assist students as necessary. The pairs will be formed based on mixed ability.

**Day Three: Our First Constitution**

**II. Sub-Standard: Social Studies**

4.2.3 Identify and explain the major responsibilities of the legislative, executive, and judicial branches of state government as written in the Indiana Constitution.

**Language Arts**

➤ 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

**III. Objectives**

A. Students will review the three branches of government.

B. Students will apply the knowledge of the three branches of government using a tiered writing assignment.
IV. Materials: Differentiated task cards

V. Procedure

A. Teacher will review the three branches of government using an example, such as the following:

The Indiana government wants students to go to school every day of the year. The legislative branch (Indiana Senate and Congress) writes the law as “Each child enrolled in the public school system will attend school every day of the year.”

The executive branch (Governor) decides how we will enforce this law to make sure people are obeying the law. He/she decides that if you miss more than two days of school, they will cut off one finger. How would you feel about this law and the way in which it is enforced?

The judicial branch (courts) hears the questions people have about the laws. The people in courts listen to arguments about the meaning of the laws, how they are applied, and whether or not the law breaks the Constitution of Indiana. If students and parents do not like the new law, they can go to court to fight the new law. The court will then decide who wins the trial.

B. Differentiated task cards

Above-average learners: You are the leader of this class. You decide that you want to start a new law. Make up your own law for this class and describe what each branch will do to write, enforce, and question this law. (Follow the example given in class). Then, record why each branch is important. Describe a
situation that could happen if you removed one branch. For example, what would happen if we did not have an executive branch of government?

On-level learners: You are the leader of this class. You decide that you want to start a new law. Make up your own law for this class and describe what each branch will do to write, enforce, and question this law. (Follow the example given in class). Which branch is most important? Why?

Struggling learners: You are the leader of this class. You decide that you want to start a new law. Follow the order below.

1. Legislative branch: Make up your own law for this class.
2. Executive: Write down how you are going to enforce this law in the classroom. What will happen if someone breaks the law? How will you know if someone breaks the law?
3. Judicial: Make up a problem that someone might have with your law. What will the court decide about this problem? Will they remove the law or keep the law as it is?

VI. Evaluation/Assessment: Informal assessments will be conducted by the teacher. Differentiated essays will be assessed and misconceptions will be clarified.

VII. Special Accommodations: This lesson is already accommodating to students with special needs with the tiers. Writing assistance will be provided when needed.

Day Four: Preview and Read Lesson Two

II. Sub-Standards:
Language Arts

➢ 4.2.1 Use the organization of informational text to strengthen comprehension.

➢ 4.2.2 Use appropriate strategies when reading for different purposes.

➢ 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

III. Objectives

E. Students will preview and read lesson two.

IV. Materials: Post-it notes, text recorded on CD

V. Procedure

G. As a class, preview lesson two by asking students to identify titles, headings, subheadings, vocabulary, pictures, maps, themes, and predictions. To check for understanding and participation, students will place a post-it note on some of the items to identify.

H. Ask students to read lesson two.

VI. Evaluation/Assessment: Pre-assessment and informal assessment will be conducted by the teacher and aide.

VII. Special Accommodations: The special education aide will sit with the special needs students to help with preview. The text will be played on a CD for these students to help with reading of the text.
Day Five: Map Labeling and the New Purchase

II. Sub-Standards: Social Studies

4.1.4 Explain the significance of key documents in Indiana’s development from a United States territory to statehood.
Example: The 1816 Indiana Constitution established the first state government.

4.1.5 Describe the removal of Indian groups from Indiana in the 1830s.

4.1.6 Explain how key individuals and events influenced the early growth of the new state of Indiana.

Example: Formation of counties, movement of state capitol from Corydon to Indianapolis, canal and road building, the first railroad line (1847), and the Indiana Constitution of 1851.

Language Arts

➢ 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

III. Objectives

A. Students will label a map of Indiana.

B. Students will choose a topic and will write a journal entry about this topic.

IV. Materials: Maps, tiered writing prompt overhead

V. Procedure

A. Hand out map.
B. Re-read pg. 177 by calling on volunteers. Stop as you read to label the Wabash River, the area of the New Purchase, and Indianapolis.

C. Draw a diagram of the layout of Indianapolis. Discuss other ways they could have laid out the city. Volunteers can draw an example on the board.

D. Place writing prompts on the overhead. Allow students to choose the topic for writing. The topics are as follows:

1. In the Treaty of Saint Mary's, also called the New Purchase, what did the U.S. government give the Native Americans living in the central part of Indiana in exchange for the land? Did the Native Americans have a choice to sell the land? If you were Governor Jonathan Jennings, what would you have given the Indians in return for the land? (Make a list of items.)

2. After the New Purchase, many American Indian groups decided to leave Indiana. Other groups decided to stay in Indiana, but they had to change their way of life. Imagine that you are an American Indian chief living in Indiana during this time. You will need to convince your people either to stay in Indiana or to leave. Write a speech that you would give to the rest of your tribe convincing them to agree with your decision. Make sure to list reasons why you believe this is the best choice for the tribe.

VI. Evaluation/Assessment: Informal assessment by the teacher. Maps will be assessed during the activity. Journal entries will be collected and reviewed.

VII. Special Accommodations: The students with special needs will write a journal response as a group with assistance from the teacher.
Day Six: Immigration

II. Sub-Standards:

Social Studies

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

Example: Quakers faced religious and social differences. Recent Asian and Hispanic immigrants face the challenge of adapting to a new language and culture.

Language Arts

➢ 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

III. Objectives

A. Students will discuss immigration as a class.

B. Students will complete a quickwrite.

IV. Materials: No additional materials are necessary.

V. Procedure

A. Define cultural group: group of people who share common goals and interests. Ask for volunteers to name cultural groups in Indiana today.

B. Look at bar graph on pg. 179 of the immigrants in Indiana. Find the countries (i.e. Germany, Switzerland) on a map. "Why do you think these people would travel this far? What problems might they face? (Language, customs, climate, etc.)"

C. What did the new people do to settle in Indiana?
D. Quickwrite (5 minutes): Pretend you are an immigrant from Germany, Ireland, or Switzerland. Write a letter to a family member back home describing your settlement. If you need help, look at pg. 180 for ideas.

VI. Evaluation/Assessment: Informal assessment during the instruction period.

The quickwrites will be collected and reviewed.

VII. Special Accommodations: Writing assessment will be provided for students with special needs during the writing portion of the lesson.

Days Seven: Preview and Read Lesson Three

II. Sub-Standards:

Language Arts

➢ 4.2.1 Use the organization of informational text to strengthen comprehension.

➢ 4.2.2 Use appropriate strategies when reading for different purposes.

➢ 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

III. Objectives

F. Students will preview and read lesson three.

IV. Materials: Post-it notes, textbook on CD, interest surveys

V. Procedure

A. As a class, preview lesson three by asking students to identify titles, headings, subheadings, vocabulary, pictures, maps, themes, and
predictions. To check for understanding and participation, students will place a post-it note on some of the items to identify.

B. Ask students to read lesson three.

C. After the reading, ask students to fill out an interest survey (see survey).

VI. Evaluation/Assessment: Pre-assessment and informal assessment will be conducted by the teacher and aide.

VII. Special Accommodations: The special education aide will sit with the special needs students to help with preview and the interest surveys. The text will be played on a CD for these students to help with reading of the text.

Days Eight to Ten: Group Projects on Native Americans, African Americans, and Utopia

II. Sub-Standards:

Social Studies

➤ 4.1.5 Describe the removal of Indian groups from Indiana in the 1830s.

➤ 4.1.6 Explain how key individuals and events influenced the early growth of the new state of Indiana.

➤ 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

➤ 4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

➤ 4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during
different historical periods by reading biographies, historical accounts, stories, and electronic media.

Language Arts

4.5.3 Write informational reports that: ask a central question about an issue or situation, include facts and details for focus., use more than one source of information, including speakers, books, newspapers, media sources, and online information.

4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

III. Objectives

A. Students will complete group projects based on interest.

C. Students will present projects to class.

IV. Materials: Reward posters, chart paper, colored pencils, *The Potawatomi* book, Trail of Death map, writing paper, social studies textbook, cause and effect chart, presentation rubric

V. Procedure

A. Divide the students into groups. Hand each group the explanation for the project and materials (See Group Projects).

VI. Evaluation/Assessment: The group projects and presentations will be graded with a rubric.
VII. Special Accommodations: Because the groups are differentiated by interest, they will be heterogeneous. The group members will help one another.

Days Ten & Eleven: Review and Test

V. Procedure

A. Divide the class into groups. Give each group the following list of events to put in order with the dates removed:

(1810) Indiana capital moved from Vincennes to Corydon.

(1814) George Rapp led a group of followers to Indiana

(Jan. 1816) Jonathan Jennings goes from Indiana to Washington, D.C. to represent the Indiana territory.

(1816) Constitutional Convention

(June 29, 1816) new Indiana constitution went into effect

(1818) The New Purchase

(1821) Indianapolis was laid out.

(1825) Indianapolis became the state capital.

(1838) Trail of Death

B. Review other major concepts in the chapter.

C. Administer the test.
Name: ____________________

**American Indians: Trail of Death**

| 1 | 2 | 3 | 4 | 5 |

**African Americans: Slavery**

| 1 | 2 | 3 | 4 | 5 |

**Perfect Towns: Utopia**

| 1 | 2 | 3 | 4 | 5 |

Name: ____________________

**American Indians: Trail of Death**

| 1 | 2 | 3 | 4 | 5 |

**African Americans: Slavery**

| 1 | 2 | 3 | 4 | 5 |

**Perfect Towns: Utopia**

| 1 | 2 | 3 | 4 | 5 |

Name: ____________________

**American Indians: Trail of Death**

| 1 | 2 | 3 | 4 | 5 |

**African Americans: Slavery**

| 1 | 2 | 3 | 4 | 5 |

**Perfect Towns: Utopia**

| 1 | 2 | 3 | 4 | 5 |
Group Projects

African American Experience:

Your job is to inform the class about the African Americans living in Indiana during this time.

1. Read over the directions and decide which group members will do each part. Write the name and jobs of each student on a piece of paper and turn it in to Miss Spence.

2. Read page 185 again as a group.

3. Summarize the important information found on this page, including the 3 groups of African Americans living in Indiana, the jobs they held, and how they differed from Indiana citizens.

4. Look at the reward posters on the bottom of page 185 and on the handout. Using these as a guide, make your own reward poster for a fugitive slave. Then, write two to three sentences explaining who made these posters and why they were made.

5. Group Question: Read this question and tell your group’s response during your presentation. “What problems were faced by this group of people living in Indiana? How were their lives different from other settlers?”

6. Put your summary, reward poster and explanation, and group question on a piece of chart paper. Practice your presentation to the class.

Native American Experience #1:

Your job is to tell the class more about Menominee, the leader of the Potawatomi tribe.
1. Read over the directions and decide which group members will do each part. Write the name and jobs of each student on a piece of paper and turn it in to Miss Spence.

2. Read page 186 again as a group.

3. Copy the quote at the bottom of page 186 onto a piece of chart paper. Then, write a few sentences explaining why he said this quote and how he was feeling when he said it.

4. Make a large group illustration to help explain this quote.

5. Group Question: Read this question and tell your group’s response during your presentation. “What problems did the Native Americans face in Indiana at this time?”

6. Put the quote, your explanation for the quote, illustration, and group question on a large piece of chart paper. Practice your presentation for the class.

Native American Experience #2:

Your job is to explain the Trail of Death to the rest of your classmates.

1. Read over the directions and decide which group members will do each part. Write the name and jobs of each student on a piece of paper and turn it in to Miss Spence.

2. Read page 186 again as a group.

3. Using a map of the United States and the map of the Trail of Death, trace the path on a blank map of the United States. Color in the state where the trail ended.
4. Write a few sentences explaining why and how this group was removed from Indiana. Then, pretend that you are all members of the Potawatomi tribe. As a group, write two journal entries that could have been written by a member of this tribe during this long walk. Be sure to explain how you are feeling and the obstacles that you come across.

5. Group Question: Read this question and tell your group’s response during your presentation. “What problems did this group of people face during the Trail of Death?”

6. Put your map, explanation, journal entries, and group question on a piece of chart paper. Practice your presentation for the class.

Utopia #1:

Your job is to inform the class about New Harmony, Indiana.

1. Read over the directions and decide which group members will do each part. Write the name and jobs of each student on a piece of paper and turn it in to Miss Spence.

2. As a group, read page 187 and look at pages 59 and 60 in the book given to you. Summarize the information about New Harmony in a few sentences.

3. As a group, create your idea of a perfect school that followed the guidelines of a utopia. What would it look like? How would everyone work together to make everyone happy? What jobs would each of you do to help run the school? Draw a picture of your school and explain how it works.
4. Group Question: Read this question and tell your group’s response during your presentation. “Why do you think this colony failed? What could they have done differently?”

5. Put the summary, school picture and explanation, and the group question on a piece of chart paper. Practice your presentation for the class.

**Utopia #2:**

Your job is to explain to the class the causes and effects of the Utopian society set up by George Rapp and then Robert Owen.

1. Read over the directions and decide which group members will do each part. Write the name and jobs of each student on a piece of paper and turn it in to Miss Spence.

2. Read page 187 again as a group.

3. Fill in the cause and effect chart. Ask the teacher for directions.

4. As a group, you need to design a utopia in Muncie. What would your city look like? How would the government and law work to make everyone happy? What would you do to help this city? You can include an illustration of your city if it helps.

5. Group Question: Read this question and tell your group’s response during your presentation. “What problems did the people in Robert Owen’s community face? Why?”

6. Put your cause and effect sheet, city design, and group question on a piece of chart paper. Practice your presentation for the class.
Potawatomi "Trail of Death" march and death of Father Petit

Designates 1838 Potawatomi "Trail of Death" route from Indiana to present day Osawatomie, Kansas.

Dots on Trail are some of the 48 places where the Potawatomi people camped one night or more on the forced removal.

Approximate route of Father Petit and Potawatomi escort Abram Burnett (Nas-Wesh-Mah) to St. Louis in January, 1839.
$150 REWARD.

RANAWAY from the subscriber, on the night of Monday the 11th July, a negro man named

TOM,

about 30 years of age, 5 feet 6 or 7 inches high; of dark color; heavy in the chest; several of his jaw teeth out; and upon his body are several old marks of the whip, one of them straight down the back. He took with him a quantity of clothing, and several hats.

A reward of $150 will be paid for his apprehension and security, if taken out of the State of Kentucky; $100 if taken in any county bordering on the Ohio river; $50 if taken in any of the interior counties except Fayette; or $20 if taken in the latter county.

July 12-84-tf

B. L. BOSTON.

PUBLIC NOTICE.

This day was committed to the custody of the Sheriff of Randolph county, State of Illinois, as Runaway, a Negro Man who calls himself

Martin Barker,

about forty-three years of age, about five feet nine inches high, a scar over his right eye, and also one on his right leg above his ankle, his make and his appearance active; he states that he once belonged to Lewis Barker, of Pope county near the Rock-in-Cave but that he is now free. If any person has any legal claim to him, they are requested to exhibit the same and pay all charges, according to law.

ANT. DUFOUR, D. Sheriff
For THOS. J. V. OWEN, S. R. C.

Kaskaskia Dec. 11, 1846 21-6t
100 DOLLARS REWARD.

RAN AWAY

From me, on Saturday, the 19th inst.,

Negro Boy Robert Porter,
aged 19; heavy, stoutly made; dark chesnut complexion; rather sullen countenance,
with a down looks face large; head low on the shoulders. I believe he entered the City of Washington on Sunday evening, 20th inst. He has changed his dress probably, except his boots, which were new and heavy.

I will give $50 if taken and secured in the District of Columbia, or $100 if taken north of the District, and secured in each case and delivered before the reward shall be good.

Dr. J. W. THOMAS.

Pookey P. O., Charles Co., Md.
CAUTION!!

COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully CAUTIONED and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent ORDER OF THE MAYOR &
ALDERMEN, they are empowered to act as
KIDNAPPERS
and
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you value your LIBERTY,
and the Welfare of the Fugitives among you, Show
them in every possible manner, as many MOUNDS
on the track of the most unfortunate of your race.

Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.

APRIL 24, 1851.
Extra Activity:

How is this poster different from the other posters? Who do you think might be putting up posters like this one? If you have time, create your own poster helping fugitive slaves to stay free in Indiana.
Cause

Why did it happen?

Effect

What happened?
Morrison-Mock Elementary School

*Group Presentation*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Completion</strong></td>
<td>Students did not complete all of the group activities.</td>
<td>N/A</td>
<td>Students completed all of the group activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Students did not present material about their topic to the class.</td>
<td>Students presented incomplete or inaccurate information to the class.</td>
<td>Students presented clear and accurate information to the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Question</strong></td>
<td>Students did not address the group question.</td>
<td>Students did not fully answer the group question.</td>
<td>Students clearly answered the group question.</td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Students did not rehearse the presentation.</td>
<td>Students minimally rehearsed the presentation.</td>
<td>Students thoroughly rehearsed their presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Presentation was unorganized and incomplete.</td>
<td>Presentation was complete, yet unorganized.</td>
<td>Presentation was complete and organized.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Teacher Comments:

---

Powered by TeAch-nology.com - The Web Portal For Educators! (www.teach-nology.com)
Indiana Becomes a State

1) Label Indianapolis, Corydon, and the area bought in the New Purchase.

2) The three branches of government are the judicial, legislative, and executive branches. If the government was going to make a new law that students need to go to school in the summer, what would each branch do?

__________________________________________

__________________________________________

__________________________________________
3) Put these five events in the order that they happened.

   a) The Trail of Death occurred.
   b) The Constitutional Convention was held.
   c) A group of land was purchased in the New Purchase.
   d) Indianapolis became the state capital.
   e) Indiana's constitution went into effect.

Short Answer

4) Describe the removal of the Indian groups from Indiana during this time.

   (Be sure to mention the New Purchase and the Trail of Death).
5) Describe some of the problems faced by one of the cultural groups we discussed. You can choose to write about the Native Americans, African Americans, or the new settlers living in Indiana during this time.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
I. Descriptive Course Data

A. Classroom Teacher: Mr. Spradlin
B. Course: Social Sciences
C. Topic: Immigration and Black History Month
D. Standards:

Social Studies

➢ Standard 1: HISTORY. Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

➢ Standard 5: INDIVIDUALS, SOCIETY, AND CULTURE. Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana’s cultural heritage; and describe the impacts of science, technology, and the arts on Indiana’s culture.

Language Arts

➢ Standard 2: READING: Comprehension. Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate
narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

➢ Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Days One & Two: Read Literature

II. Sub-Standard:

Social Studies

➢ 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

➢ 4.1.12 Research Indiana’s agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

➢ 4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

➢ 4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana
during different historical periods by reading biographies, historical accounts, stories, and electronic media.

Language Arts
➢ 4.2.2 Use appropriate strategies when reading for different purposes.

III. Objectives

G. Students will read their assigned books.

IV. Materials: Several copies of One More River to Cross, The Tall Tale of John Henry, The Real McCoy, When I First Came to this Land

V. Procedure

I. Assign students a book. The students in the One River to Cross group will read three assigned chapters: Crispus Attucks, Ralph Bunche, and Madame C. J. Walker. All students will read independently with the exception of the When I First Came to this Land group, which will divide into two groups to read with the teacher or aide.

VI. Evaluation/Assessment: N/A

VII. Special Accommodations: The books will be tiered by reading level. Students in the lowest reading level will read as a group with assistance from the teacher and the aide.

Day Three: Group Roles

II. Sub-Standard:

Social Studies
➢ 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media.

Language Arts

4.2.2 Use appropriate strategies when reading for different purposes.

4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

III. Objectives

A. Students will complete work for an assigned role.

IV. Materials: Several copies of One More River to Cross, The Tall Tale of John Henry, The Real McCoy, When I First Came to this Land, role sheets, colored pencils

V. Procedure
A. Assign students roles for literature discussions that accompany their books. Students in the *When I First Came to this Land* group will work on the projects in pairs.

B. The group roles are as follows:

**One More River to Cross**: Passage Master, Connector, Wordsmith, Discussion Leader

**The Tall Tale of John Henry**: Connector, Discussion Leader, Illustrator, Passage Master

**The Real McCoy**: Wordsmith, Connector, Discussion Leader, Illustrator

**When I First Came to This Land**: (pairs for these jobs) Illustrator, Discussion Leader, Wordsmith, Summarizer

**VI. Evaluation/Assessment**: Informal assessments by the teacher.

**VII. Special Accommodations**: Students with special needs will complete activities with assistance of a partner and teacher if necessary.

**Day Four: Group Discussion**

**II. Sub-Standard:**

*Social Studies*

- 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

- 4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

- 4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.
4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media.

Language Arts

- 4.2.2 Use appropriate strategies when reading for different purposes.
- 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.
- 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

III. Objectives

A. Students will discuss the literature in groups.

H. Students will share the information gathered during independent work time.

IV. Materials: Several copies of One More River to Cross, The Tall Tale of John Henry, The Real McCoy, When I First Came to this Land, roles sheets

V. Procedure

A. Put students in book groups. They will discuss what they did to fulfill their group role.
VI. Evaluation/Assessment: Informal assessments by the teacher who will sit in on group discussions. The teacher and aide will work with the When I First Came to this Land groups.

VII. Special Accommodations: The aide will work with the When I First Came to this Land groups.

Days Five to Seven: Book Activities

II. Sub-Standard:

Social Studies

➢ 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

➢ 4.1.12 Research Indiana's agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.

➢ 4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

➢ 4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media.

Language Arts

➢ 4.2.2 Use appropriate strategies when reading for different purposes.

➢ 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
III. Objectives

A. Independently or in groups, students will complete an activity focused on their assigned book.

B. As a group, students will present their books and the activities that accompanied the books.

IV. Materials: Several copies of One More River to Cross, The Tall Tale of John Henry, The Real McCoy, When I First Came to this Land, assigned activities, presentation rubric

V. Procedure

A. Hand each student an explanation of the activity that accompanies his/her book. The activities are as follows:

   a. One More River to Cross: Choose an additional chapter to read about one of the twelve Black Americans. Compare this individual to one of the three characters you discussed in your group. Complete a Venn Diagram.

   b. The Tall Tale of John Henry: Reality vs. Fantasy. What parts of this story were real? What parts of this story were fantasies? As a group, make a list.

   c. The Real McCoy: As a group, make a list of all important events in the life of Elijah McCoy. Create a timeline on the chart paper, including illustrations for some of the most important events.
d. *When I First Came to This Land*: Make individual lists about what makes you wealthy. Then, make personal collage of illustrations and words that show how you are wealthy.

B. After students have finished the activities, review the presentation procedure in which groups present the book, give a brief summary, explain the activities they completed to accompany the book, and state whether or not they would recommend the book.

C. Students will practice their presentations and present the books to other groups.

VI. **Evaluation/Assessment**: The presentations will be graded using a rubric (see rubric).

VII. **Special Accommodations**: The students with special needs will receive more support with their presentations.

VIII. **What would I change about these lessons?**

➢ If I were to repeat this lesson, I would find multiple copies of a book for the lowest reading level group focusing on one or a group of African Americans and their accomplishments. However, the library did not have multiple copies of any books in this category for these students.

➢ Some difficulties arose with some students entering the classroom for inclusion were inconsistent in their attendance. If I were to do these lessons again, I would not have the students in pairs. Instead of pairs, I would give each student a role with a detailed explanation. Additionally, I would explain the roles.
I like the reading as a group for the students with special needs. It provided an opportunity for some of the struggling students in Mr. Spradlin’s classroom to assume a leadership role with the students from Mrs. Poffenberger’s class.
Morrison-Mock Elementary School
Book Presentation

Name: ____________________________  Teacher: Spence
Date: ____________________________  Title of Work: ____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not summarize the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The summary of the book is unclear or incomplete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The book summary was clear and complete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not complete any part of the activities to accompany the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students partially completed the activities to accompany the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students completed the book activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not explain the activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students partially explained the book activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students clearly explained the activities that accompanied the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book recommendation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not mention whether or not they would recommend the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students stated whether or not they would recommend the book.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students stated whether or not they would recommend the book and stated why.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation was unorganized and incomplete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation was complete, but unorganized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation was complete and organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total——> __________

Additional Teacher Comments:
Your job is to identify important words in the story and check the meaning of these words.

Words:

1) __________________________________ ___

2) __________________________________ ___

3) __________________________________ ___

4) __________________________________ ___
Name: _____________________________

Illustrator

Your job is to draw three pictures that illustrate scenes and/or characters from the book. (You can use the back of this sheet.)
Name: ________________________ __

Discussion Leader

Your job is to find the main ideas in the story and prepare questions for your discussion group.

Main Ideas:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Questions for the group:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Your job is to summarize the story for your group. You will read your summary at the beginning of the group discussion.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Passage Master

Your job is to choose several memorable passages to share with the group and tells why you chose each passage. Make sure to list the page numbers so that your group can read along with you.

Passage List:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did you choose these passages?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Connector

Your job is to connect events or characters in the story with other stories you have read or with experiences you have had. (You can use the back of this sheet if you need more room.)

<table>
<thead>
<tr>
<th>Event/Character</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event/Character</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Electricity Unit Ideas

Note: For the electricity unit, I assume the role of consultant in which I provided feasible ideas for differentiated activities. When designing the unit, the two teachers incorporated some of the following activities and grouping procedures:

Activities:

➢ Learning Centers: Give the students questions to think about and materials to test their ideas with. This activity would be great for conductors and insulators.

➢ Form heterogeneous groups for the daily activities, but change the end product depending upon a student’s ability or area of strength according to Gardner’s intelligences.

➢ Give the groups a list of questions at varying levels. Some students will be able to answer all of the questions, other students will only be able to add their thoughts to a few of the questions.

➢ Group the students based on interest for an end project. They can then present this concept to the class (i.e. Thomas Edison, Morse Code, etc.)

➢ Provide extra activities about electricity for the students who finish their other course work early.

➢ Give jobs to group members in heterogeneous groups. The lower ability can draw the pictures of the circuits, switches, etc. using the symbols. Some students can record answers to group questions. Higher order thinking students can synthesize information from a variety of sources.
Collection of all grouping procedures:

➤ Flexible Grouping: Have students working in different types of groups according to their own learning styles. Some students will be working independently while other students will be working in pairs or in small groups.

➤ Pairs: The pairs can be formed by combining two students of like or different ability.

➤ Small groups:
  o Interest groups
  o Groups based on readiness
  o Groups based on previous experience
  o Gardner’s intelligences groups
  o Homogeneous groups based on ability: Using this strategy, students are able to learn from other students with a similar learning curve.
  o Heterogeneous groups based on ability
    ▪ Cooperative Learning: Students assume roles to complete a project as a group.
    ▪ Jigsaw: Students form a group of four. Then, each student in that group becomes an expert on an assigned topic. After they have learned the material, they return to their original group and teach it to the rest of the group.

➤ Random Grouping
➤ Stations/Centers/Workshops

- Assign each student a color based on ability. At each station/center/workshop, they will complete activities to accompany that color.
- All students can complete the same activities.
- Students can experiment and record observations. The students will vary in levels of synthesis.
Lesson Plan Bibliography

Indiana Becomes a State


Growth and Change


Literature Circles


Electricity


Reflection of Practical Application

Overall, the experience of designing and teaching differentiated lessons at Morrison-Mock Elementary was a positive experience. Students are very receptive to differentiated techniques because they focus on the student in terms of the student's needs, abilities, interests, and learning preferences. Although many modifications were built into the lesson plans, it was difficult to incorporate any daily modifications based on student understanding because I could only visit the classroom every other day. Some activities worked better than others. Written below, I have listed the techniques I incorporated, the effectiveness of these techniques, and changes I would like to make if I were to design differentiated lessons again.

- Management, especially during group projects, is always a vital element in any learning environment. To help manage students with these techniques that may vary from their past school experiences, students need clear directions and explanations of procedures for each activity.

- Grouping by Interest: Students enjoyed the choice associated with the interest survey. The survey was effective because many student interests surprised me. This grouping method can be a problem because sometimes the groups are unevenly divided. For example when I used this strategy in the Indiana Becomes a State unit, the high-achieving, well-behaved, self-motivated students formed one group while another group was comprised of a group of students who have not developed the social maturity to work together as a productive team.
• Accountability during group work is necessary for student involvement and learning. If I were to re-teach some of the group lessons, I would add a section to my assessment rubric in which individual work and effort would count for points.

• I mainly focused on differentiating the curriculum through group work and individual writing assignments. I would have enjoyed working with students on individual projects, contracts, or personal agendas.

• The anticipation guide worked well for sparking interest in the subject and activating prior knowledge. This pre-assessment technique fits easily into a variety of subject areas.

• I would have liked to incorporate some examples of the curriculum compacting technique. Although it often is less effective when learning about history in social studies, it would have worked well with science units, such as electricity and magnets.

• Pre-assessments: I did not include enough pre-assessments in my lessons. These activities, even informally, work well to engage students in a lesson and focus them on the topics to be learned while informing the teacher of current levels of understanding. An inquiry center would fit well into an introductory lesson to a unit, especially in science.

• During assessments: I rarely conducted any assessments during the lesson other than informal teacher evaluations. I would like to offer more opportunities for students to share and review new information with one another.
• Post-assessments: Although I included some authentic assessments, I would like to use more projects or, possibly, a portfolio assessment if it could be continued throughout the semester.

• Tiered Writing Prompts: Tiered writing prompts work well with students in a diverse classroom, especially if they are unaware that the assignments are different. However, teachers must make a conscious effort to offer higher order thinking activities for students of all ability levels.