



# 6

## Examples of Inclusive Curriculum Units and Lessons

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In Chapter 5, a model was presented for developing inclusive curriculum units and lessons. Although the author does not support the idea of a cookbook of inclusive lessons, this chapter does give a number of examples of curriculum units and activities that have worked for teachers. Perhaps these ideas will germinate the seeds of creativity that are present in all teachers. Even when a curriculum is designed to be inclusive from the bottom up, it is essential that teachers always be open to making modifications and adaptations for students who present extraordinary learning or support needs. In addition to descriptions of many naturally inclusive units and lessons, some examples of modifications for students with significant disabilities are presented.

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## We Didn't Start the Fire

The lyrics of "We Didn't Start the Fire" (Joel, 1989) list many of the people, places, and cultural and political events of the mid-20th century, including Presidents Truman and Eisenhower, Senator Joseph McCarthy, the Korean conflict, *South Pacific* (Logan, 1958), and the advent of the television era. At the end of seventh period on a wintry Friday afternoon, Joel's recording was played for 89 ninth-grade students in their team-block classes in English, social studies, science, and math. During a whole-class community meeting on the following Monday morning, when the following essential questions were posed to the students, they knew that something would be different about the upcoming week. What is the fire? Who started the fire? Have any fires been put out? Are any fires still burning?

The English, social studies, science, and math teachers on the team had simple goals for this unit. They wanted to work on a project that would cross subject boundaries and teach students research and cooperative learning skills. Kim Carter, Souhegan's Information Center Director, suggested this song as a vehicle for accomplishing these goals. Based on Manchester's *The Glory and the Dream* (1974), the lyrics offer an encapsulated look at the second half of the 20th century.

As the week's activities were planned, opportunities were provided for students to choose work partners, engage in research, share knowledge with their peers, and have a good time. It turned out, however, to be more important as a learning experience for both students and teachers. They saw overwhelming evidence that, when careful attention is paid to students' individual learning styles and talents, all students can not only succeed but thrive in a rigorous academic environment.

By the end of Monday, each ninth-grade student was a member of a self-selected four- to six-student working group assigned to research one line of the song's lyrics. Team classes were canceled for the week, and students were encouraged to use all available school resources. Each student maintained a learning log, a research record, a self-evaluation, and a group evaluation. For their final exhibition, students were told to "wow" their teachers with a 5- to 15-minute presentation that would address at least two of the essential questions,

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The "We Didn't Start the Fire" unit plan was created and contributed by Peggy Silva, Souhegan High School, Amherst, New Hampshire.

Teachers involved in the "We Didn't Start the Fire" unit described in this chapter were Gary Schnakenberg (social studies), Kris Gallo (math), Jessica Forbush (social studies intern), Bruce Shotland (science), Sally Houghton (special education support teacher), Jack Matke (audiovisual specialist), Kim Carter (information specialist), Lynn Mauro (information assistant), and Peggy Silva (English).

explain a portion of the lyrics, and educate and entertain their peers. Each group submitted a project proposal outlining plans for the exhibition. Student work was assessed in 11 different categories ranging from "demonstration of preparation time" to "effective use of selected medium." The grading scale included the designations "distinctive," "effective," "acceptable," and "ineffective." Teachers reserved some grading points for the "wow" factor.

Students discovered laser disk technology as they viewed news-reel footage of historical events, explored CD-ROMs, and mastered video technology by dubbing in soundtracks and voice-overs. Some students watched *Ben-Hur* (Zimbalist & Wyler, 1959), *South Pacific* (Logan, 1958), and the Army-McCarthy Senate hearings (Schrecker, 1994). They laughed when they discovered that, although they were surrounded by sophisticated audiovisual equipment, they could not find a record player in the building!

Final exhibitions ranged from a *Saturday Night Live* (Michaels, 1975) skit in which students portraying Davy Crockett and Albert Einstein visited "Wayne's World" to a demonstration of a cycle theory model in which every person or event was identified as a problem, an inspiration, or a solution. One group re-created the explosion of the bridge over the River Kwai, and students watched Nasser's funeral while listening to the music of Prokofiev. One group of students performed a powerful theater piece incorporating the tensions of the 1960s from birth control to the Vietnam War. They learned about Joseph Stalin, Sputnik, Juan Perón, the Bay of Pigs, Princess Grace, the Suez Canal, James Dean, Dien Bien Phu, Sonny Liston, and Syngman Rhee. They watched live and videotaped skits, listened to lectures and music, and played *Wheel of Fortune* (Griffin, 1975). They learned together and had fun together.

Student evaluations and a debriefing demonstrated that students had mastered both content and process. They were able to reflect on what they had learned and how they had learned it. They outlined frustrations and suggested refinements for future activities. Above all, they "wowed" everyone with their commitment to their learning and to the assigned task.

In the teacher's words,

We learned again that the old terminology doesn't work. We need to develop a new language to describe students—LD [learning disabilities], coded kids, SPED [special education], most abled, least abled, most challenged—these terms do not fit our everyday experience when we design [a] curriculum based on real-world solutions to real-world situations. Although 20% of our team population is labeled as *learning disabled*, visitors to our classroom cannot identify those students "most labeled." We acknowledge the need for special services; each of our 89 students requires special services at some point. Some need to learn to work with others;

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others need to learn to demonstrate learning without a pen or a chapter test. Some of our students need help to write with clarity, to comprehend reading, to become better organized, or to present work creatively. Our students represent great diversity of skill, ability, and interest; but the balance shifts according to the nature of the tasks. Every time we grapple with essential questions that require active student participation, we hear students testify that they have learned more in 1 week than they could have learned in a month in a lecture-oriented classroom. With such powerful testimony, how can we ever return to those old methods?

**Brandon**

Brandon, who uses a letterboard to communicate, could participate in all aspects of the "We Didn't Start the Fire" unit. On the first day of the unit, when groups were being formed and students were selecting which stanza they wanted to work on, Brandon could use his letterboard to choose his group by spelling the names of the classmates with whom he wanted to work. If his group developed a play, Brandon could spell out his lines when it was his turn to speak and a classmate could say them aloud. If he needed to produce a written product, he could write a report on the computer and hand it in just like the other members of his group.

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### **When Will We Ever Use This Stuff? An Interdisciplinary Student Performance in English, Math, and Science**

*The Situation:* You work for an important state government agency. Your job involves researching and writing papers and making proposals concerning various projects. You are skilled in research, writing, and presenting information to various audiences. You are also often asked to work collaboratively with co-workers on various projects.

*The Problem:* Your supervisor has come to you with the following information: It will soon be "take our children to work" day. The local department of social services would like to place students who do not have a workplace to visit. The department would like to know of professionals who would be interested in hosting a student for a day, and all of the students they wish to place are interested in careers in math and science.

*Your Task:* You are expected to research a career for which knowledge of math and science is required on a daily basis. You are then to contact a professional working in this field and interview him or her about the career. Your interview must include a range of questions about the career and specifically ask how the person uses math and science in his or her field. You will then prepare a presentation based on the data you have collected. It is very important that you specifically address and give detailed examples of the identified math and science applications that the professional uses. Your presentation will be made to the local department of social services review board and may take the form of a written feature story with illustrations or an oral presentation with visual aids.

#### **Learning Standards**

This unit addresses many math, science, and English learning standards as identified by national, state, and local school groups. For example, the National Council of Teachers of Mathematics' Standard 4 states that students will be able to make logical connections between mathematics and other subject areas and show their ability to use math to solve problems in other areas (Thompson & Rathmell, 1988). The New York State Standards for Mathematics, Science, and Technology also require that students be able to apply math, science, and technology techniques to solve real-life problems (New York State Ed-

The "When Will We Ever Use This Stuff? An Interdisciplinary Student Performance in English, Math, and Science" unit plan was created and contributed by Jim Ludington, Mark Pellegrino, Sandy Hamilton, and Renae Roehrs, Gananda Central Senior High School, Walworth, New York.

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ucation Department, 1996). The Gananda Central Senior High School English Department has identified an English standard as “[Students will] plan, produce, and deliver oral presentations, then evaluate using specific rubrics.”

**Guidelines for Students**

1. In class, write a statement of purpose (i.e., what you are doing and why you are doing it) that can be used when contacting a person to be interviewed. This purpose statement will include your name, grade, school, and an explanation of the project.
2. Choose a profession that interests you and then research information about it. This research will help you formulate interview questions and is also an essential component of your presentation.
3. You will be expected to make a detailed outline of your research notes with a bibliography. Suggested topics for your outline include a description of the career, the education and training necessary for that career path, the duties and responsibilities it entails, use of math and science in the career, and contributions of the profession to society. A rubric is used to evaluate this part of the assignment.
4. Brainstorm effective interview questions. Your questions should be short, clear, interesting, and direct. Avoid obvious questions and questions that generate yes or no answers. Instead, prompt the person to give more lengthy and detailed comments.
5. Schedule an appointment to conduct your interview. Be sure the interviewee understands the purpose of the interview and that you will be using the information in a presentation. Use the rubric as a guide to prepare yourself for the interview.
6. Before you conduct your presentation, you should turn in a copy of your interview in the form of a written script and photograph showing how you will be dressed for the interview, an audiotape and photograph, or a videotape.
7. You may choose an original format for a final presentation, provided that you receive your instructor’s approval, or you may choose one of the following formats: a feature story, 3–5 pages in length double-spaced with illustrations, or an oral presentation 5–7 minutes in length with visual aids such as charts, photographs, and graphs.

All formats must show detailed examples of at least two math and two science concepts and their applications as used by the individual in his or her work. Solved examples of formulas, as well as tables, charts, and graphs, would be acceptable.

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**Evaluation Rubric**

*Superior:* The written, visual, and oral presentations are free of any math or science errors. The description of how the math and science concepts are applied is logical and thorough. The complexity of the applications being described exceeds the level to which they have been taught in school.

*Proficient:* Mathematical and science errors are inconsequential; they are not even worthy of being questioned. The descriptions are logical and thorough enough to be understandable to an expert. The complexity of the examples are no more than 1 year below grade level.

*Acceptable:* Some major mathematical and scientific errors may be present, but they are corrected upon questioning. The descriptions are incomplete or illogical enough to be confusing to experts but are corrected upon questioning. The complexity of the examples is not challenging as shown by being 2 or more years below grade level.

*Not Yet:* Major math and science flaws or errors exist. The descriptions are incomplete or illogical and are not corrected upon questioning. Applications do not go beyond common knowledge.

**Rob**

Rob is a tenth grader who experienced a traumatic brain injury following a serious car accident. Although he has regained a great deal of his physical and cognitive functioning, he experiences residual learning problems. Although his decoding skills are very good and have nearly returned to his preaccident levels, his comprehension is poor and he has difficulty retaining what he learns over time. Multistep problems or projects are overwhelming for Rob, and he often "doesn't know where to start." This unit, though multifaceted and complex, could be adapted easily for Rob because it has concrete aspects (e.g., interviewing a real person at a jobsite), includes time at the beginning of the unit for students to organize their thoughts and interview questions, and offers choices in how students will demonstrate what they have learned. As a result of his long stay at a rehabilitation center, Rob has developed an interest in medicine. Rob might focus on the use of math and physics by physical therapists during the rehabilitation process. Because Rob has difficulty writing, the option of doing a videotape interview and an oral presentation to his class would allow Rob to bypass some of his learning challenges and utilize his strengths.

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## Can You Be Free if You Are Not Treated Equally?

In Ken Burns's *Civil War* series (1989), historian Barbara Fields commented, "The Civil War is not over, and it can still be lost." She is referring to inequalities that still exist in the United States that keep some people from having the same degree of freedom as other Americans. For several weeks, tenth graders at Souhegan High School considered the essential question, "Can you be free if you are not treated equally?" by studying the period in U.S. history from Reconstruction to the present, focusing on the civil rights activities of the 1950s and 1960s. All students were expected to do a final exhibition at the conclusion of the unit chosen from the following options:

1. Write a letter to a student of history in 2028. Explain to the student some of the changes that have occurred because of the civil rights movement. Describe the present condition of civil rights in the United States. Use specific events to illustrate your points.
2. Research an event that illustrates how people have challenged the laws that restrict their freedom, for example, a case like *Brown v. Board of Education* (1954) or an action such as the Montgomery bus boycott. Describe the event. Explain specifically what these people did and why you think they chose that form of action. In your opinion, was it successful?
3. You have been a civil rights advocate since the 1950s. You have been asked to speak at a local college on your experiences in the movement and your opinion about whether people are free if they are not treated equally. Prepare and deliver a speech for this event.
4. Respond to the following Martin Luther King, Jr. (1964) quotation: "We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed." Do you agree with this statement? Use specific examples from the civil rights movement that support your views.

The kickoff activity for this unit was a powerful in-class simulation of a slave ship voyage from Africa to the United States. Partitions between three adjoining classrooms were opened, and students from two classes played the slaves. Cathy outlined the actual dimensions of a slave ship on the classroom floor, and the students were packed tightly into this space. With the lights off, Cathy read from a ship captain's log, describing the characteristics of the human "cargo," the prices paid for them, the meager food rations given to the slaves, an

The "Can You Be Free if You Are Not Treated Equally?" unit plan was created and contributed by Cathy Fisher, Souhegan High School, Amherst, New Hampshire.

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incident in which a slave attempting to escape was shot, and so forth. Following this activity, Cathy and her teaching partner, English teacher Scott LaLiberte, facilitated a lengthy discussion period.

### Amro

Amro Diab, a tenth grader at Souhegan and member of Cathy and Scott's team, communicates by spelling on a letterboard and is labeled as having mental retardation. Amro's learning objectives for this unit are summarized on the form presented in Figure 1.

<b>Summary of Learning Goals and Supports</b>	
<b>Student:</b> Amro Diab	<b>Subject:</b> American Studies
<b>Class:</b> Block C	<b>Unit:</b> Civil Rights
<b><u>Lesson/Unit goals</u></b>	
1. Locate dates of the Civil War on a time line.	
2. Describe African American perspective on slavery.	
3. Tell one reason why the Civil War was fought.	
4. Complete a modified exhibition at the conclusion of the unit that reflects personal perspective on the essential question.	
<b><u>IEP goals</u></b>	
1. Spelling correctly, use three new content-specific vocabulary words in class discussions or assignments.	
2. Consistently use letterboard to communicate with classmates and teacher.	
3. Volunteer one answer during each class period.	
4. With support from classmates, compose three complete sentences to answer comprehension questions about the Civil War.	
<b><u>Supports and modifications</u></b>	
1. Must have letterboard and laptop for every class period.	
2. Should be in a group with Ryan or Joe.	
3. Should complete one out-of-class assignment per week.	
4. Final exhibition should be modified to reflect Amro's interests and goals.	

Figure 1. Summary of learning goals and supports.

## Superman and Odysseus: Heroes in Action

In ninth grade at Santana High School, all students in English are required to read Homer's *The Odyssey* (1919) and study Greek mythology. Unfortunately, many students do not have a natural passion for the world's first poet. They find this unit boring and cannot see its relevance to the 20th century. Comparing Odysseus to a modern superhero makes the unit come alive for them.

The movie *Superman* (Donner, 1978) provides an excellent beginning for a study of epic heroes and adventures. The film integrates universal heroic traits and unique cultural values. Clark Kent and his alter ego, Superman, embody characteristics of many heroes: mysterious origins, a sense of mission and the heroic journey, courage, physical prowess, intelligence, self-control, and areas of vulnerability. With his commitment to "truth, justice, and the American way," Superman is distinctly a product of the United States.

After viewing the film and answering a set of questions, students complete a comparison chart of the heroic traits of Superman and Odysseus. Students learn that heroes from the 8th century B.C.E. share many characteristics with today's heroes. The concept of *hero* and what a hero represents to society is almost universal. The students realize that our role models and mentors have not changed in more than 3,000 years.

Next, students create their own original hero. Individually or in groups, students design a hero that possesses some of the same universal traits. Students are guided by an original hero chart and a list of heroic traits. Then the students name and draw a picture of their hero. At the end of the unit, students write a two- to five-page story starring their hero. The story must contain at least four characteristics of an epic and remain consistent with Homer's poetic technique. At the end of the unit, students take turns reading their original episode to the class and sharing their illustrations. Through all of these activities, students are required to define *hero* and demonstrate an understanding of specific trademarks of an epic and an epic hero.

The unit is easy to adapt for students with various learning styles and talents. Some students can demonstrate understanding by cutting out pictures from a magazine. Others draw pictures or use computer programs to design their hero. Most students enjoy the movie and do not have any trouble making the connection between Superman and Odysseus. This project can also be adapted by using a variety of comic books in addition to the *Superman* movie.

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The "Superman and Odysseus: Heroes in Action" unit plan was created and contributed by Kari Mumford, Santana High School, Santee, California.

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**David**

David, a student who has autism, points to symbols generated by an augmentative communication software program to indicate his understanding of curriculum. Although constructing a fictional hero might be difficult for him, his assignment might be to sequence symbols to recall the events and characters from the *Superman* movie (Donner, 1978). Although this project would be different from that required of the other students in the class, David would still learn many of the same concepts about the characteristics of heroes, and the assignment would be challenging for him.

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## The Story of the Stick

This unit is a nearly perfect kickoff activity designed to get all students involved in an environmental science unit. First, students are organized into groups of 10. Each group is given a partially decomposed tree branch that measures about 1 inch in diameter and 4 feet in length. The teacher then sets up the activity by telling the following story:

For the next several weeks, we are going to try to answer the question, “Are the New Hampshire forests healthy?” You are probably wondering what this stick has to do with that question. Can anyone think of a situation in science where we study a small thing in order to understand a larger thing? [Three students are called on to respond to this question and will probably give examples such as “We study atoms to understand matter,” “We study cells in order to understand the workings of the human body,” and “We study individual planets in order to understand the universe.”] We are going to study these sticks to try to understand something about the forests that they came from. For the next few minutes, I would like you to work in your small groups to describe the stick. You should elect someone to record your observations. We’ll be sharing them in about 7 minutes. The only rule of this activity is that everyone in your group must participate. Any questions? Go!

As the groups work, the teacher should encourage each student’s participation but should not interfere in the process. A 1-minute warning is given, and groups are then asked to share their observations. Let each group share three to five observations in round-robin fashion. The observations can be noted on an overhead projector, flipchart, or blackboard. Common observations include furrowed, part of a whole, patterned, dead, splintered, made of wood, decayed, barkless, feels like a soft wood, and smells or tastes musty.

The second part of the exercise is to give the groups about 10 minutes to “tell the story of the stick.” Tell students again that everyone must participate and that each group will be asked to perform or share their story. Elect a recorder and encourage both literary and scientific stories. Typical stories begin like this:

One hundred years ago, a Native American girl was walking through the forest when she noticed a fallen tree on the forest floor. She broke off a limb and used it for a walking stick. Before returning to her village, she threw the stick into the river, where it floated to the other side. When the river dried up, bugs made the stick their home and gradually ate through the center, making furrows and tracks along its length.

Many groups add songs and movements to their stories, with each student playing the role of the various human and animal characters.

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“The Story of the Stick” unit plan was created and contributed by Dan Bisaccio, Souhegan High School, Amherst, New Hampshire.

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After each group has performed its story, the teacher should ask students how they might test whether their stories (or their hypotheses) are correct. Typical responses include the following:

Go to where it fell and see if there are other, similar branches lying around. Look at dead branches that are still on trees, peel bark, and compare. Put a piece of un-munched wood in a case with some insects. See if the branch comes out looking like this one. Determine what it *isn't* first, then narrow down to a couple of possibilities. Find out what kinds of beetles eat different kinds of trees.

This activity is a natural way to involve all students. Students with no prior knowledge of botany or environmental issues can contribute important observations. In fact, the more diverse the observational descriptions, the better. Students who see the world from a linguistic perspective give right answers, and students whose talents are mathematical or logical also have valuable observations. The fun aspect of the activity motivates all students to participate. Unlike most introductory lessons ("Turn to Chapter 4 in your book and let's preview the chapter headings"), students who have difficulty in reading are not asked to do the very thing that makes them most discouraged. From the beginning of the unit, they see that they can be successful because their talents are as important as reading and writing.

**Lisa**

Lisa has multiple disabilities, uses a wheelchair, needs hand-over-hand physical assistance to manipulate objects, and has functional skills as short-term learning objectives on her individualized education program (IEP). The Story of the Stick kickoff and the research activities that follow it would present many learning opportunities for Lisa. First, if Lisa were included in the unit right from the start, then her right to belong would be evident not only to Lisa but also to her classmates. Lisa would need to reach and grasp the stick as it was passed to her by a classmate and then pass it on to the next person in her group. If Lisa's communication system has vocabulary categories such as colors, textures, and shapes, then she can offer her opinion of the stick's description during the first part of the activity. Even if Lisa were unable to use vocabulary like this to describe the stick, her classmates might translate her facial expressions or body language into words as they help her feel the stick.

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## Acquired Immunodeficiency Syndrome

In this unit, developed by English teacher Trish Walton, students practice their English skills while learning about a timely and important topic for adolescents, acquired immunodeficiency syndrome (AIDS). Although Trish believes strongly that almost every student can and should learn how to write well, there are many performance options built into this unit so that students who have difficulty writing can show what they know by other means.

### Requirements

1. An entry in a reading journal on the topic of AIDS
2. Active participation in group discussions
3. One newspaper article, magazine story, or summary of a television program or news report about AIDS
4. A two-page summary of an article off the classroom AIDS bulletin board (First page should be a factual summary; second page should be opinion of or reaction to the major issues presented in the article.)
5. A position paper
6. A project about some aspect of AIDS

Possibilities for a project about AIDS include the following:

- Research an aspect of AIDS (e.g., history of the disease, use of drugs or alternative treatments, chronicle of the life of someone with AIDS). Use the research to write a traditional research paper or for a creative writing piece.
- Interview someone who works for an AIDS hotline.
- Interview someone who treats people with the human immunodeficiency virus (HIV) or AIDS.
- Interview someone who is an advocate for people living with HIV or AIDS.
- Create a survey to give to students and faculty. Administer the survey, compile the results, create graphics and charts based on the data collected, and summarize the findings.
- Prepare questions to ask people for a videotaped survey. Follow the steps given above for a survey.
- Read at least three AIDS books assigned in class or find others. Review them and determine what has been learned since the book was published.
- Write letters for a variety of audiences (e.g., a newspaper, congressional representatives, activist groups).

The "Acquired Immunodeficiency Syndrome" unit plan was created and contributed by Trish Walton, Rundlett Junior High School, Concord, New Hampshire.

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- Create a book about AIDS for a younger audience.
- Write a book of poetry about AIDS issues.
- Create a photographic essay about AIDS.
- Draw or paint a number of pieces about AIDS.
- Design an individualized project.

### **Bernie**

Even though Bernie is unable to read, he could participate in the AIDS unit with some low-tech modifications. Instead of reading one of the assigned books, Bernie could watch a movie version of *The Outsiders* (Coppola, 1983), which shows young people who feel as if they are discriminated against and as if they do not belong to mainstream society. Instead of requiring Bernie to write an essay about the movie, Trish might adapt the expectations for him and instead ask him to narrate his recollection of the story and offer a personal view of what it is like for teenagers who are part of the "in" group and those who are "outsiders."

## Columbus Didn't Discover America!

In their third year of studying Spanish, students begin to read literature that has been written for a Hispanic audience. It is unabridged and deals with topics that are important to people who live in Spain and Latin America. In the fall of 1993, in honor of the quincentennial celebration of Columbus's voyage to the new world, Linda Kelley's Spanish III class studied the Native American view of the conquest and compared it with the European view. Students studied the events in Europe that led to Columbus's voyage, the response of various Native American groups to him and the other conquerors who explored the Americas, and the present-day views of European Americans and Native Americans with regard to their history.

Students compared excerpts from Cortes's diary (Cortes, 1908) and *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Leon-Portilla, 1962). They also viewed the film *Columbus Didn't Discover Us* (Turning Tide Productions, 1992). They learned from these works that Native Americans and European Americans have radically different views about the relative advantages and disadvantages of the conquest for the inhabitants of the western hemisphere.

The final project for this unit was the task of writing a storybook for an 8-year-old Hispanic child. Students had to incorporate both viewpoints of the discovery in a way that would be appealing to a child of that age. Linda encouraged students to make liberal use of pictures, drawings, photographs, and cutouts from magazines. For the final exhibition, students read their books aloud to their classmates.

The variety of products acceptable for this assignment illustrated how it was adaptive for students with many different learning styles, talents, and challenges. Some students drew stick figures but used grammatically correct full-sentence prose. Other students drew elaborate pictures and captioned them with short phrases and sentences. Still others used computer-scanned photographs, drawings, and maps to illustrate Columbus's voyages and the reception he received from, and the reaction to him by, the Native Americans.

The directive to write a book for an 8-year-old child took the pressure off many students who would have been intimidated by the prospect of writing a book for an adult audience. On presentation day, all the students sat around in a circle and read their books to one another during storytime. Each book was graded on a number of criteria, including creativity, Spanish grammar, artwork, and faithfulness to the various points of view of the story.

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The "Columbus Didn't Discover America!" unit plan was created and contributed by Linda Kelley, Winchester Thurston School, Pittsburgh, Pennsylvania.

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**Shawna**

Shawna uses facilitated communication to participate in her high school classes. Because it takes her longer to express her ideas, page-length requirements are shortened and tests are sometimes modified from essays to multiple choice or matching questions so that she is able to complete her work in about the same time as other students. If she were a member of Linda Kelley's Spanish class, Linda might modify the length of the book writing assignment. Shawna might choose to write one short paragraph that summarizes her opinions about the topic and then choose computer-generated artwork to illustrate her writing.

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## Back-to-Back Drawing

Several Souhegan High School language teachers use this activity to reinforce vocabulary that has been taught in class. Students are paired with a partner and sit back to back. While looking at a picture or photograph, one partner describes the picture and the other partner tries to draw it.

### Preparation

1. Choose four different pictures that relate to the specific vocabulary unit being taught.
2. Divide the class into four groups, giving each group one of the pictures. After electing a secretary, each group should generate a list of French, Spanish, or Japanese words that describe objects, feelings, or actions depicted in the picture. For each word, the group should also supply the English translation.
3. To prepare the students for the challenge of communicating the essence of the picture and clarifying misunderstandings, several target phrases are reviewed that they will need in order to work together to produce the new picture. These might include: "I don't understand," "Repeat that," "Excuse me," "Did you mean . . . ?"
4. The teacher should duplicate the vocabulary lists so that each pair of students has a picture and a vocabulary list for the next part of the activity.

### In Class

1. Organize students in pairs. One partner should have the picture or photograph and the vocabulary list and another partner should have a blank piece of drawing paper.
2. Sitting back to back, one person then describes the picture and the other attempts to draw it.
3. When the artist feels as if he or she has drawn as much detail as possible and the describer has exhausted his or her instructions, they should compare pictures to see how closely the new picture matches the original.
4. When two pairs of students are finished, they exchange pictures, switch roles, and try another one.

Students love to share their drawings at the end of the class. Pictures can be labeled with the vocabulary words and displayed around the classroom.

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The "Back-to-Back Drawing" unit plan was created and contributed by Eric Pohl, Souhegan High School, Amherst, New Hampshire.

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**Hilary**

Because Hilary has significant movement difficulties, she might have the following short-term objective on her IEP: "During one-to-one instruction with her aide or the occupational therapist, Hilary will improve her tripod grasp by coloring within the lines of large bold drawings of familiar objects such as balloons, animals, and geometric shapes. She will make fewer than three marks outside the borders."

However, if Hilary were included in Eric Pohl's Spanish class, she would get plenty of practice on her fine motor skills in the back-to-back drawing activity, through daily practice in writing vocabulary words, and by using a computer to generate longer writing assignments. Her IEP might be written differently to reflect these fine motor learning opportunities that are present in the general education class (e.g., "Within a variety of general education classes, Hilary will practice her fine motor skills by using pencil or pen to complete short writing assignments, by participating in a creative art class, and by using the computer to complete longer writing assignments").

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### Whodunit?

Teachers, you know the feeling. You and your students return from April vacation wondering how you are going to make it through the next 6 weeks of school before the summer break. This same dilemma faced the teachers on Team 9A at Souhegan High School during the spring of 1995. They decided to brainstorm ideas for an interdisciplinary unit that would inject some energy into their students and themselves.

Math teacher Joanne McDeed was planning to teach logic for the next couple of weeks. English teacher Bethany Prunier wanted to do a journalism unit focusing on crime reporting and persuasive argument. Social studies teacher Jessica Forbush planned to introduce students to the Bill of Rights and related legal proceedings associated with the U.S. government's early days. Science teacher Chris Balch was planning a unit on evidence gathering and forensic science. What theme or topic might unite these different topics?

Of course—a murder mystery! Using the characters from *Clue* (Parker Brothers, 1986) as a foundation, the teachers presented a skit to their entire ninth-grade team of students and told them that they would be working together for the next 2 weeks to try to discover who murdered Bobby O'Sullivan, assistant director of student services. Each of the team teachers took the role of a *Clue* character.

During the first week of the project, experts from the legal and law enforcement communities came into the school to conduct topical workshops such as evidence collection, interviewing, arrest procedures, suspects' rights, courtroom procedures, and autopsy techniques. Students were divided into groups representing defense and prosecution teams, police officers, journalists, criminalists, and cryptologists.

Two identical trials were held so that all 95 students on the team had an opportunity to be actively involved in the project. Dean of Faculty Allison Rowe served as the judge for one trial, and a senior student who has excelled in mock trial competitions for Souhegan presided over the other trial.

This unit is another example of how rigorous academic learning can be embedded into an interdisciplinary unit of study that requires students to exhibit their knowledge through a realistic application. All different kinds of talents—verbal persuasion, tedious research, scientific investigation, logic, deductive reasoning, and courtroom theater—were required to solve the case, and every student found his or her special role in this project.

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The "Whodunit?" unit plan was created and contributed by Jessica Forbush, Souhegan High School, Amherst, New Hampshire.

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### “Blooming” Worksheets

Is there any room for worksheets in a heterogeneous classroom that focuses on what students can do with knowledge rather than on rote memorization? Yes! Worksheets organized according to Bloom’s taxonomy can provide a quick and easy way for teachers to assess whether students are mastering information as a unit progresses (Kagan, 1994). When designed to include questions at several levels of Bloom’s taxonomy, the questions also test whether students are progressing past the point of identification and classification of information to more advanced levels of thinking about a particular topic. Here is an example of a worksheet in the area of geology.

#### Earth’s Crust Worksheet

1. List four different ways in which minerals can be distinguished from one another.

1.	3.
2.	4.

2. Describe and compare the differences between igneous, sedimentary, and metamorphic rock.

Type/ Characteristics	Minerals	Placement of minerals	Contents of layers
Igneous			
Sedimentary			
Metamorphic			

3. If geologists found the fossils of older animals within layers of rock that were closer to the surface than the remains of younger animals, what might explain their findings?
4. Imagine that you are a geologist in 2500 and you are excavating the ruins of New York City. What clues would you look for to identify the evolution of transportation systems from the 18th through the 20th centuries?
5. One way to understand more about early Native American life is to excavate the bones found in Native American burial grounds. Make a persuasive argument for this practice from the view of a geologist. Make a persuasive argument against this practice from the view of a descendant of a Native American tribe.

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### South Africa: A Case Study of Cultures in Conflict

This interdisciplinary social studies and English unit for eleventh graders focused on the following essential question: "How does South Africa's past shape its present?" A number of interrelated events and themes in South Africa's history, including the unsettling of South Africa's indigenous people, the age of Colonization, and the inception and institutionalization of apartheid, showcase the clash of cultures in that African nation. The challenge to South Africans is to overcome their country's traumatic and contentious history of ethnic, racial, and tribal conflict to build an enduring democracy in which all South Africans are equal and secure.

In their English classes, students read *The Bride Price* (Emecheta, 1976) and *Things Fall Apart* (Achebe, 1959). For a final exhibition, students worked in small groups to design a time line of South African history or to blow up a frame (i.e., a specific event) from a film about South African history. Thus, all students in the class were able to see the big picture (in the time line) as well as learn about the role of specific events within the overall framework of the country's history (the blow-up).

The time line included a list of required items and a minimum of 10 choice items that significantly affected the history of South Africa. Each group's time line was evaluated according to the following criteria: 1) how well it was drawn to scale; 2) neatness, accuracy, and artistic style; 3) inclusion of required and choice items; 4) chosen items accompanied by written explanations of their significance; 5) visual appeal and readability from the back of the classroom; 6) an oral narration of the time line; and 7) a reference list.

The frame blow-up was an in-depth study of an event or other aspect of South African history such as the Great Trek, the Boer War, Steven Biko, Nelson Mandela, and petty apartheid. Evaluation of the blow-up was based on the following criteria: 1) 8- to 10-minute group oral presentation with all members participating; 2) use of visual aids to facilitate the acquisition of knowledge for all students; 3) explanation of the significance of the topic; 4) written outline of information; 5) reference list; and 6) a question that, if answered by classmates, would show comprehension of the topic.

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The "South Africa: A Case Study of Cultures in Conflict" unit plan was created and contributed by Dick Miller and Christine Knapp, Souhegan High School, Amherst, New Hampshire.

## The Endangered Species Board Game

*The Situation:* You work for the state department of environmental conservation. It is your job to educate the public about the plight of the state's endangered species. You are skilled in research, writing, and creatively presenting information to a variety of audiences, particularly when you must make a persuasive argument for them to take action. You are also often asked to work collaboratively with co-workers on various projects.

*The Problem:* Your supervisor has come to you with an idea for a new campaign. The department wishes to bring its message concerning endangered species to school-age children. They feel that the best way to do this is through the creation of educational board games.

*Your Task:* You must create an educational board game based on one of your state's endangered species. The game must be age appropriate and should be fun as well as educational for its intended audience. You will create a model of the game and then make a presentation about your game to the department's director. After refining your product, you will field-test the game with a group of teenagers, who will give you feedback so that you may further refine your product.

This unit addresses a number of national, state, and local school learning standards. The National Research Council's Science Education Standards emphasize student understanding of the diversity of organisms and their interdependence (National Academy of Sciences, 1996). Standard 7 from the New York State Framework for Mathematics, Science, and Technology requires that students demonstrate knowledge of science's contributions to the understanding of the natural world (New York State Department of Education, 1996). The Gananda Central Senior High School Graduation Outcomes requires students to produce original work that demonstrates creativity and artistic expression.

*Materials:* Standard-size gift or shirt box, index cards, markers, reference materials, and other materials to make game pieces.

### Guidelines for Students

1. You will be assigned by your instructor to groups of three.
2. Briefly research organisms that are considered endangered species in New York State. The instructor and librarian will help you get started. At first, limit your search to endangered species that are native to New York State. You may choose other species only

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"The Endangered Species Board Game" unit plan was created and contributed by Mark Pellegrino, Gananda Central Senior High School, Walworth, New York.

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when all New York State native species are taken. Select one species that will be the focus of your project.

3. Using reference materials, answer the following questions about your species:
  - a. What are the characteristics of the organism?
  - b. What adaptations does it possess that enable it to be successful?
  - c. What is its natural habitat?
  - d. What environmental factors have led the species to become endangered?
  - e. What caused the species environment to change?
  - f. What recommendations can you make to aid in the continued existence of this species?

(Neatly write your answers to these questions and have your instructor check them before you continue.)

4. You are now ready to create your board game. You and your fellow group members must create and design everything: game pieces, tokens, cards, props, and the game board. Design your game to be played by two to four people ages 11–13. Remember to keep the emphasis of your game on the endangered species and its relationship to environmental factors and human influence.
5. Prepare an instruction sheet that clearly states the rules of the game.
6. Using a standard-size shirt box, create a nifty-looking cover that includes the title of your game. On the back of your box, write a description of the game and the instructions for play. It should also include relevant information concerning the endangered species, its environment, and defended predictions on and recommendations for assisting its continued existence.
7. You will then be required to give a 5- to 7-minute presentation that includes the answers to the questions you researched in Guideline 3 above and a description of your game.
8. All work will be graded according to a rubric.
9. After your presentation, the instructor and your classmates will give you suggestions for the improvement of your work. Use these suggestions to make any necessary changes to your game.
10. After your revisions are complete, place a survey form in your game box. Your game will be played and surveyed by members of the age group for which you designed it.
11. Look carefully at the suggestions given in the survey. Use these to further revise your game, and then turn the game in for a final evaluation.

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**Jessica**

The endangered species board game offers a perfect opportunity for participation of students who are able to do part of an assignment rather than the whole project. Jessica experiences cerebral palsy and uses a Light Talker (manufactured by Prentke Romich) to produce written classwork. Although it would be difficult for Jessica to use her hands to actually construct the game board or make the game pieces, she could answer the background questions (e.g., Guideline 3), write the text for the inside cover of the game box, and construct questions that would go on the draw cards. The evaluation rubric for Jessica would need to take into account her inability to do the actual artwork and physical manipulation tasks but recognize her other contributions to the design of the game.

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## PANTS

This final exhibition required students to integrate several weeks' worth of study about countries on the African continent. Here is the setup: An international study by a blue-ribbon panel of experts has determined that one of the leading causes of Africa's slow pace of development is a poor system of transportation linkages. The International Monetary Fund, the Agency for International Development, the World Bank, the governments of each African nation, the European Community, Japan, and the United States have all pledged to make the creation of a transportation network a reality for Africa. Your task is to work with a design team to develop and present a possible design for this transportation network, the Pan African National Transportation System (PANTS). The network may include railroads, rivers, roads, lakes, and seas. Owing to their small size, the island nations of Sao Tome and Principe, Mauritius, Comoros, Seychelles, and Reunion need not be included. Madagascar and the Cape Verde Islands, however, should be. Of the 49 African nations included, 60% (i.e., 30) should be directly served by the system, with the stipulation that the remaining 19 nations must each border on at least 1 of the 30 directly connected nations. No dead ends are permissible.

Costs were figured at the following rates: railroads, \$300,000 per mile; \$300,000 for every 1,000 feet of elevation in mountainous terrain; tunnels, triple the cost per mile; \$1 million per bridge; and \$5 million for every port of embarkation and debarkation.

Each group was responsible for a presentation to the advisory boards of the organizations named above (i.e., the rest of the class) lasting 8–15 minutes. The presentations included total cost; a map; description and justification of the chosen route; and bid sheet, containing cost, and rationale.

Each student must indicate in a plan what he or she is going to do for this project. Each student is expected to contribute to the development of the project and presentation. A group grade was given on the final product (70 points), and an individual grade (30 points) was assigned to each group member based on evidence of the work plan being carried out.

### Don

Don, a student who was unable to participate in the mathematical calculations involved in designing his group's PANTS plan,

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The "PANTS" unit plan was created and contributed by Dick Miller, Souhegan High School, Amherst, New Hampshire.

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was fully involved in the unit nevertheless. As his team members were identifying population centers, he matched the names of the cities and countries to flashcards developed by the team's teaching assistant. He was able to assist in drawing the map, which was coded to reflect the different legs of the system, such as roads, railroad tracks, bridges, and water routes for ships. He was responsible for taking his bid sheets to the teachers' room and making photocopies for every member of the class (i.e., the advisory board). Finally, he solidified his sense of belonging by sharing in the camaraderie of working on the project in a small group.

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### How Just Is Justice?

During their sophomore year of English at Santana High School, students are exposed to literature in which the issues of justice, racism, and prejudice are explored through a number of thematic units. Students begin the quarter by studying poems by Langston Hughes. Students are asked to respond to these poems in various ways, including cooperative group projects, oral presentations, and pictorial essays. These poems are used as a springboard for discussion prior to reading *To Kill a Mockingbird* (Lee, 1960) and *Of Mice and Men* (Steinbeck, 1937). A variety of learning activities are used to accommodate students' different learning styles and talents. One option is for students to create a newspaper of the time that includes interviews with the characters and editorials. A field trip to a local courthouse and meetings with lawyers and a judge help make the story settings real for the students. The culminating activity for the unit is the presentation of a mock trial of George's killing of Lennie. Each student takes on a specific role; a script is written, and the students, acting as members of the jury, learn about rules of evidence, logic, and other legal procedures. After the verdict is rendered, the class discusses whether it was a just outcome.

Throughout the unit, students are required to explore, clarify, and articulate their own values in relation to justice, racism, and prejudice. They observe the justice system at work and develop a new appreciation for the complexities of the trial process. This unit would offer a natural opportunity to discuss modern examples of people with labels of mental retardation who commit crimes, the insanity defense, and the controversy over determining competence. The discussion might begin with an exploration of the conduct and disciplinary policy within the students' own school and whether they feel that all students are subject to the same behavioral expectations and consequences. Balancing the rights of an individual with the collective safety and rights of all members of a community would emerge during the discussion.

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The "How Just Is Justice?" unit plan was created and contributed by Eileen Baggrizzo, Santana High School, Santee, California.

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## Natural Selection

The purpose of this unit was for students to study the process of natural selection by working with a hypothetical population of organisms in a hypothetical environment in the classroom.

### Materials

Each team of four students was assigned a floor or table-top area and given a sheet of newspaper as well as many 1-inch squares each of newspaper, red paper, and white paper.

### Team Setup and Roles

Students worked in teams of four. Each student on the team acted as a predator, removing individual species of prey through hunting. Teams then discussed and answered questions about natural selection theory that were demonstrated in this inquiry.

### Experiment Description

In the first-generation hunt, each team of students spread out a piece of newspaper (i.e., the "environment") on the floor or table-top area. One student randomly scattered on the environment 10 newspaper squares, 10 red-paper squares, and 10 white-paper squares, representing individuals from three different species. Taking turns, each student on the team removed a prey by taking it off of the newspaper. The first hunt continued until each team member had removed five prey.

### Survivor Count

At the end of the first round, teams counted the survivors according to type of species. Data were entered on a table and teams brainstormed responses to the following issues:

1. Does any population have more survivors than any other?
2. Write a hypothesis that might explain this difference.
3. Predict what you expect to happen to the population by the end of four generations of hunting.

### Round 2 Hunt

Prior to Round 2, survivors were put back on the newspaper and were allowed to reproduce, adding one new member for each survivor. The total number of prey was again 30. Repeat the hunting, counting, and reproduction procedures three times. Then answer these questions:

1. Does it take a longer or shorter period of time to find one prey as you proceed through the generations? Why?

The "Natural Selection" unit plan was created and contributed by Carolyn Shields, Souhegan High School, Amherst, New Hampshire.

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2. How does the appearance of the surviving individuals compare with the environment?
3. Do your hypothesis and prediction agree with your experience?
4. How well suited was each species for survival in this environment?
5. In the natural world, is appearance the only characteristic that determines whether an individual plant or animal is suited to its environment?
6. In your own words, what is natural selection?

**Matt**

Matt, a student who is unable to read or write using conventional spelling, participates in science labs by taking instant photographs of the different steps of the experiment. He pastes the photos into his group's lab notebook while the other members of his team write up their data analyses and discussion. His participation in the natural selection activity might consist of taking pictures of each step of the activity, sequencing them, and then giving a short presentation to the class as the photographs are displayed.

## Lives of a Cell

Tenth-grade science teacher Jennifer Mueller and English teacher Scott LaLiberte designed this interdisciplinary unit focused on the essential questions “What is life?” “What are the characteristics that define life?” and “Why do we need to know if something is living?” In English class, students read Lewis Thomas’s (1974) *The Lives of a Cell: Notes of a Biology Watcher*, in which life processes are presented through literary analogies and metaphors. In science class, students learned about cell structure and function. The final exhibition for the unit, which counted for both English and science, was the presentation of a one-act play or videotape about the life processes of single-cell organisms using metaphors and analogies.

### Outcomes and Skills

1. Acquire and integrate critical information.
2. Interpret and synthesize information.
3. Express ideas clearly.
4. Effectively communicate through a variety of media.
5. Work cooperatively toward group goals.
6. Self-assess and monitor own behavior within a group.

Within a cooperative learning jigsaw structure, students were members of two groups. Students were first divided into six-member cell groups. On the first day of the unit, they worked in this group during the kickoff activity. The following is the scenario with which the cell groups were presented.

You wake up and find yourself on an unexplored planet. As you are walking along, you come across something. Is it alive? What are the criteria and processes you will use to answer this question? Using your knowledge of the world around you, brainstorm ideas. Record everything! One student should act as timekeeper. You have 20 minutes for this activity. Another student should write down all of your ideas on flipchart paper. A third group member should facilitate everyone’s involvement, and a fourth member will be responsible for presenting your group’s ideas to the rest of the class. Go!

After each group shared their criteria and ideas, the whole class agreed on five or six life processes that they would research for the next few days. Each member of the base group was then assigned to work in a process group to conduct the research. Sources of information available to the groups included books (picture books, pop-up books, and textbooks, representing reading levels from primary to col-

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The “Lives of a Cell” unit plan was created and contributed by Jennifer Mueller and Scott LaLiberte, Souhegan High School, Amherst, New Hampshire.

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lege), CD-ROMs, videotapes and slide shows, and academic journals. At the conclusion of the research period, each process group was responsible for designing a learning activity for the whole class to teach about life processes. The learning activity needed to be composed of a reading assignment and summary questions answered by class members prior to the class activity, an oral lecture outlining content and providing students with notes, a lab or activity, and a journal outlining each group member's contribution to the presentation and an analysis of the effectiveness of the group's cooperative skills.

After the life process lessons, students returned to their cell groups to work on their play or videotape. Students were told that all of their group members needed to be included in the production and presentation of their final exhibition. Groups that chose the film option designed storyboards, wrote scripts, and learned how to use the videotape editing equipment. Groups that chose to write and perform a play wrote scripts, designed and built sets and props, and constructed costumes. Faculty coaches included the two major unit instructors, a media specialist, director of the information center (i.e., the library), the theater teacher, a special education teacher, and a teaching assistant. Two days prior to the presentations were dedicated solely to final preparation and rehearsal. All of the productions were presented on the same day during a double-period block.

**Andrew**

Andrew was a member of the team that completed the "Lives of a Cell" unit. Because he is very sensitive to being singled out for assistance during class, the modifications that Andrew needed were provided inconspicuously. During study hall, Andrew and several other students watched a movie that illustrated cell division and reproduction through magnification of a real cell and a computer graphics simulation. The special education teaching assistant worked with all of the groups throughout the project but devoted more time to Andrew's group. The teaching assistant made word-picture index cards for Andrew and used them to review and reinforce the facts presented in the movie and during class lectures. To prepare his lines for the final presentation, he first sequenced the index cards into sentences. With assistance from another student, he typed the words into the computer and printed out his script. A goal on Andrew's IEP is that he will learn three facts or concepts in every science unit. With modified materials and instructional support, he achieved this goal in the cell unit.

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## Moving Toward Empowerment

Barry Ehrlich and Edorah Frazer are teaching partners in Souhegan High School's senior seminar course. Senior seminar is a two-semester course that merges the study of current social studies issues and literature and guides students through the development of their required senior project. A unit that Barry and Edorah taught illustrates how rigorous learning outcomes can be assessed through a variety of student products, reflecting students' favorite learning styles and media. The unit was entitled "Moving Toward Empowerment" and followed several weeks of study about news and media bias, especially as they related to the portrayal of various stereotypes in U.S. society. Students worked individually or in pairs and picked a group of people in U.S. society who currently face discrimination. Students picked some of the traditionally discriminated against groups such as African Americans, gays and lesbians, and women; but they also chose to examine the discrimination against left-handers, smokers, and teenagers!

The essential questions that guided this unit were "What are the origins of discrimination?" "What is the nature of discrimination?" and "How does your focus group respond to discrimination?" At the end of the unit, students were responsible for demonstrating their knowledge and skills through one of five exhibitions. The requirements for each type of exhibition and a rubric for assessing students' progress toward the completion of their project are listed below. On Friday of each week, students had a brief conference with Edorah or Barry, and their progress was assessed. This strategy of assessing students' progress toward completion of their exhibition has helped students plan their time more effectively and has decreased the amount of last-minute cramming.

### Oral Report

1. Minimum of five sources, including at least one book
2. Research notes on library forms
3. Annotated bibliography
4. Presentation outline
5. Three- to five-minute talk answering all of the essential questions
6. Required visual depiction of your report, which may be a computer slide show

For a grade of C, work on the slide show or visual has barely begun. Little information is shown. No presentation outline has been

The "Moving Toward Empowerment" unit plan was created and contributed by Barry Ehrlich and Edorah Frazer, Souhegan High School, Amherst, New Hampshire.

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prepared. All essential questions are either not answered or insufficient. In a pair, the roles of each individual student are unclear. There is no evidence of equal effort.

For a grade of B, all of the squares on slide show are chosen, with at least some information in each. Work still remains. Presentation outline is complete. Answers to essential questions are clear and sufficient. Roles are chosen and clear. There is evidence of equal effort.

For a grade of A, all information is completed on the slide show. Finishing touches remain. Presentation outline is complete. All questions are answered and answers are sufficient. Pairs are practicing for oral presentation. There is evidence of equal work.

### **Research Paper**

1, 2, and 3 from list on previous page

4. Rough draft turned in on Thursday 3/30/95
5. Six to eight pages
6. All essential questions answered

For a grade of C, there is no outline present or it is not detailed or complete. Specific sections are unclear. Pairs have no clearly defined roles. Research notes are still being obtained. Answers to essential questions are insufficient. There is no evidence of equal effort.

For a grade of B, the outline is present but not fully detailed. Essential questions can be clearly answered from information provided. Writing assignments are chosen and clear. There is evidence of equal effort. At least half of the pages are in rough-draft form.

For a grade of A, the detailed outline is complete. Essential questions can be clearly answered from information provided. There is evidence of equal effort. At least two thirds of the pages are in rough-draft form.

### **Time Line**

1. Minimum of five sources, including at least one book
2. Twenty-five "hits" of information on the time line
3. Annotated bibliography
4. Illustrated with cutout or drawn pictures—at least half of the entries should be illustrated in some way
5. Two- to three-minute talk describing what you did and how it integrates the essential questions

For a grade of C, little information is transposed onto a time line. No illustrations. There are not enough hits on the time line to answer all three essential questions. Entries do not show sufficient depth to answer the essential questions. There is no evidence of equal effort.

For a grade of B, some information is on the time line and many of these entries are illustrated. Entries are detailed enough to clearly answer the essential questions. There is evidence of equal effort.

For an A, all information is on time line and many of the illustrations are complete. Entries are detailed enough to clearly answer the essential questions. There is evidence of equal effort.

### **Documentary**

1. Minimum of five sources, including at least one book
2. Half-page summary of each article or source
3. Bibliography
4. Five to seven minutes of videotape
5. Script that is turned in as a rough draft and a final copy due on day of project sharing
6. Documentaries have either still shots of photographs or clips of the news, other documentaries, or actual events. You must include a still photograph and previously taped footage. For example, you may collect scenes from 10 movies and footage from five television shows that depict discrimination against war veterans and how veterans are trying to overcome discrimination. Then you might add a still of a veterans' memorial. You would then voice over how you answer all of the essential questions.

For a C, script is not completed. What exists does not answer all the essential questions. For pairs, there is no evidence of equal effort. Majority of editing is not completed. Not all requirements are met.

For a B, script is completed and answers all the essential questions. There is evidence of equal work. All requirements are met, but some editing work remains.

For an A, script is completed and answers all the essential questions. There is evidence of equal effort. All of the requirements are met, and finishing touches remain.

### **Art**

1. Minimum of five sources, including at least one book
2. Research notes on library sheets
3. Annotated bibliography
4. Your artwork could be one of several ideas (e.g., a mural showing the changes in the movement through time, a creation or recreation of poster art, a series of paintings or drawings or sculpture that illustrate different eras of the movement)
5. Two- to three-page written description of what you are portraying and how it answers all of the essential questions

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For a C, little work is complete. Paper does not exist in any form. Therefore, essential questions are not answered. In a pair, the roles are unclear. There is no evidence of equal effort.

For a B, the piece is in progress. Paper is in detailed outline form. Outline clearly shows how the piece answers all the essential questions. Roles for writing the paper are chosen and clear. There is evidence of equal effort.

For an A, art needs finishing touches. Paper is in rough-draft state but is presentable for review. Paper clearly shows how the piece answers all the essential questions. There is evidence of equal effort.

**Sarah**

For all students, particularly those with disabilities, the development of self-determination and self-advocacy skills is an essential developmental milestone that is related to their ability to make important life choices and experience a sense of control over their decisions. Sarah is a senior and will graduate next year. Throughout her life, her parents have steadfastly refused to let the label of Down syndrome dictate a separate education, limit her participation in a wide variety of typical community recreational activities, or restrict her dreams for the future. Although her parents' goal for Sarah during her last year in high school is graduation and acceptance into a technical college program, the most important goal in Sarah's mind is getting her driver's license! If Sarah were to participate in this unit, she might explore the issue of empowerment from the perspective of a young person with a disability. Although she has many interests and belongs to many groups that do not have a disability connection, Sarah might investigate her state's "People First" chapter and bring representatives in to talk to her senior seminar class. The development of a formal postgraduation plan for education and independent living might be a challenging and relevant final assignment for her in this unit.

In Chapter 7, the issue of friendships between students with and without disabilities is discussed. Although there are no cookbook recipes for friendships, there are a number of essential conditions that schools can put into place that create the environment in which meaningful social relationships can develop.

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