

## SPED 3364 Lesson Plan Project

<b>ASU “Student Teacher” Name</b>	
<b>Subject</b>	Social Studies
<b>Topic and Name of Lesson</b>	Civil War Battles
<b>Grade/Level</b>	8 <sup>th</sup> grade
<b>TEKS</b>	<p><b>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</b></p> <p>(b) Knowledge and skills.</p> <p>(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p> <p>B) Explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p>
<b>Objective</b>	The students will learn why the battles of Fort Sumter, Battle of Antietam, Gettysburg and Vicksburg were fought.
<b>Materials &amp; Resources</b>	Poster boards, Legos, books, iPads, Chrome books or Cellphones, pencils, markers and rulers (All these items will be provided except the cellphones.)
<b>Anticipatory Set (how will you get their interest?)</b>	First, I would play a very short entertaining video of the battle of Fort Sumter. Second, I would let them know that we are doing a group, hands on activity.
<b>Input (What students already know)</b>	Students will get to use their knowledge of what they have learned about the battles and create two assignments with the information obtained.

<b>Model (How will you demonstrate the skills?)</b>	I will draw my poster on the board demonstrating how it should look and then on the side I will have one of the main characters from my favorite battle done with pieces of Legos.
<b>Check for Understanding</b>	A quiz will be given the following day. This quiz will be multiple choice. The questions will be simple due to the students having the information they need on their posters.
<b>Guided Practice</b>	Students will work in groups of three or four and will create a poster board with the four battles given. Each section will have the year and place it was taken place, who were the main characters and why was it fought and extra information that they want to give. After, the students will choose their favorite battle and create the main character with pieces of Legos.
<b>Closure</b>	Each group will give a brief summary of their favorite battle and the main character created.
<b>Independent Practice (could be homework assignment)</b>	Students will have to take their books to study for their quiz.
<b>Differentiation/Modifications For each of the 13 IDEA Categories</b>	<ol style="list-style-type: none"> <li>1. Autism - Use various means of presentations- visual, physical guidance, peer modeling, etc. <a href="http://teaching.monster.com/benefits/articles/8761-22-tips-for-teaching-students-with-autism-spectrum-disorders">http://teaching.monster.com/benefits/articles/8761-22-tips-for-teaching-students-with-autism-spectrum-disorders</a></li> <li>2. ED/ BD- Develop and maintain an active schedule with evenly intermixed direct instruction, individual seatwork, and cooperative learning activities. <a href="http://do2learn.com/disabilities/CharacteristicsAndStrategies/EmotionalDisturbance_Strategies.html">http://do2learn.com/disabilities/CharacteristicsAndStrategies/EmotionalDisturbance_Strategies.html</a></li> <li>3. OHI- Use visual or creating hands-on opportunities for learning. <a href="http://www.mangomon.com/learning-strategies-for-students-with-health-impairments/">http://www.mangomon.com/learning-strategies-for-students-with-health-impairments/</a></li> </ol>

4. TBI- Present lecture information in a visual format.

<http://www.ferris.edu/htmls/colleges/university/disability/faculty-staff/classroom-issues/traumatic-brain/TBI-ABI-strategy.htm>

5. MR/ID- Repeat instructions or directions frequently.

[http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\\_Strategies.html](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)

6. MD- Make modifications and allow partial participation.

<http://www.parentcenterhub.org/repository/multiple/#teachers>

7. SLD- Allow alternative forms for book reports.

[http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability\\_Strategies.html](http://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html)

8. SL- Use short and simple sentences to ensure understanding.

[http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\\_Strategies.html](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)

9. Blind- Fingerspelling.

<http://www.projectidealonline.org/v/deaf-blindness/>

10. Deaf- Enunciate words clearly using lip movement to assist the child to lip-read.

<http://special.ed.about.com/od/disabilities/a/deaf.htm>

11. Deaf-Blind- Hand- over- hand guidance.

<http://www.projectsalute.net/Learned/Learnedhtml/TactileLearningStrategies.html>

12.HI- Allow time for clarification of directions and essential information.

<http://www.ferris.edu/htmls/colleges/university/disability/faculty-staff/classroom-issues/hearing/hearing-strategy.htm>

13.OI- Access special furniture, equipment in the classroom.

<http://www.brighthubeducation.com/special-ed-inclusion-strategies/71197-having-a-child-with-an-orthopedic-impairment-in-the-class/>