

Differentiated Instructional Activity

Samantha Howe

TESOL Graduate Program, Touro University

EDDN 637: Second Language Learners and Content Areas

Dr. Cowin

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Original Lesson Plan

UDL Lesson Plan Format	
Teacher's Name: Samantha Howe Grade Level: 5th Lesson Date: 3/6/23	Subject Area: Social Studies Topic: Taxation in the colonies
Preparation for Teaching	
Content	<p>NYS Next Generation Standard(s)</p> <p>5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <ul style="list-style-type: none"> Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural(colonists), ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty
	<p>Knowledge</p> <ul style="list-style-type: none"> 13 colonies Taxation Laws <ul style="list-style-type: none"> Stamp Act: A tax on all papers and official documents in the American colonies Townshend Act: A tax on imported goods such as glass, lead, paint and tea.
	<p>Skill(s)</p> <ul style="list-style-type: none"> Manipulate writing utensils to complete worksheets Participate in appropriate group collaboration
Lesson Objective with Measurable Criteria	
<p>Students will role play a scenario of unfair taxation in the 13 colonies to create an argument with at least one reason why the taxes were unfair and one action the colonists may respond with</p>	
Adaptations	<p>Anticipated Modifications/Accommodations</p> <ul style="list-style-type: none"> Support teachers and TAs will monitor, guide and assist integrated students during the entire lesson. During independent work, these students may work in a small group or one-on-one with a teacher or TA.
Teaching All Learners with multiple means of engagement and presentation	
Logistics	<p>Grouping Structure</p> <p>Whole Group: The anticipatory set, role playing activity and discussion will be completed as a whole class.</p>

	<p>Group Work: Students will answer discussion questions in small groups (3-4) before the whole class discussion.</p> <p>Independent Work: Students will complete the closing activity independently.</p> <p>Co-teaching: One teaches, one assists I will take on the majority of the responsibility for teaching the activity and reading instructions. The other teachers in the room will circulate the room/lead small groups, assisting students when necessary.</p> <p>Materials/Technology</p> <ol style="list-style-type: none"> 1. Pens/Pencils 2. Google Slides Presentation 3. King/Tax collector/Taxation cards 4. Candy 5. Bowl/Plate/Cup for King 6. Discussion Question Worksheet 7. "Dear King George" Letter Worksheet 8. Student name sticks
	<p>Engage/Activate Learning</p> <ol style="list-style-type: none"> 1. Anticipatory Set: Review Taxation laws from previous lessons. <ol style="list-style-type: none"> a. Slide 2: Students will brainstorm what the Stamp Act and Townshend Acts were. Prompt students to discuss with group mates as well as reference prior readings. b. Discuss Responses and reveal definitions of the laws on the slide. c. Slide 3: With the definitions displayed, lead a discussion on the issues with these laws. <p>Activities/Procedures to acquire knowledge and skills</p> <ol style="list-style-type: none"> 1. Role Playing <ol style="list-style-type: none"> a. Slide 4: Explain to students that they will be role playing a taxation scenario from the 13 colonies. Read and elaborate on the instructions displayed on the slide. b. Pull a random stick with a student's name on it to determine who will be the King. The King will then choose two random sticks that will determine who the tax collectors are. (Note: If a student refuses, choose again). Give these students their assigned role cards. c. Distribute 10 pieces of candy to each student that was not assigned a role, they are now the colonists. Remind students that they are not allowed to eat any candy until they are instructed to do so! d. The King will choose one taxation card at a time and read the new law. Once the new law is read, the tax collectors collect the appropriate amount of candy from each colonist and place it in the King's bowl/plate/cup. <ol style="list-style-type: none"> i. Repeat this for at least 5 laws: more if time allows. e. After the final law is read the King will pay the Tax collectors their salary (5 candy pieces each) and every student (king, tax collectors and colonists) will count how many pieces of candy they are left with. <ol style="list-style-type: none"> i. Compare the amount of candy each group (colonists, king, tax collector) was left with. ii. Invite students to share how they felt about the process. Was it fair?

**Assessments for All Learners
with multiple means of expression**

Closing Activity/Conclusion:

1. Discussion Questions
 - a. Distribute discussion question worksheet.
 - b. Students will work in small groups to answer discussion questions and reflect on the experience.
 - c. After 10 minutes, discuss the questions as a whole group.

Independent Assessment at the End of Instruction

1. Dear King George Letter
 - a. Distribute Letter Template
 - b. Slide 6: Review instructions and provide an example of expectations. Invite students to share their ideas before beginning.
 - c. Students create an argument with at least one reason why the taxes were unfair and one action the colonists may respond with.
 - d. Collect and assess for understanding

Google Slides

Taxation Cards



The King



Tax Collector
Parliament Member



Tax Collector
Parliament Member

Tax Cards

If YOU'RE WEARING GLASSES YOU OWE: 1 CANDY PIECE	If YOU'RE WEARING JEANS YOU OWE: 3 CANDY PIECES
If YOU HAVE A BROTHER YOU OWE: 2 CANDY PIECES	If YOU HAVE A SISTER YOU OWE: 2 CANDY PIECES

Tax Cards

If YOU ATE LUNCH YOU OWE: 4 CANDY PIECES	If YOU HAVE BLUE EYES YOU OWE: 1 CANDY PIECE
If YOUR HAIR IS TIED UP YOU OWE: 1 CANDY PIECE	If YOU HAVE TIES ON YOUR SHOES YOU OWE: 4 CANDY PIECES

Tax Cards

If YOU HAVE A PET YOU OWE: 3 CANDY PIECES	If YOU'RE WEARING GREEN YOU OWE: 3 CANDY PIECES
If YOU HAVE A PENCIL IN YOUR DESK YOU OWE: 2 CANDY PIECES	If YOU HAVE BROWN HAIR YOU OWE: 2 CANDY PIECES

Modified Lesson Plan

UDL Lesson Plan Format	
Teacher's Name: Samantha Howe Grade Level: 5th Lesson Date: N/A	Subject Area: Social Studies Topic: Taxation in the colonies
Preparation for Teaching	
Content	NYS Next Generation Standard(s) 5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. <ul style="list-style-type: none"> • Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural(colonists), ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty

Knowledge
<ul style="list-style-type: none"> • 13 colonies • Taxation Laws <ul style="list-style-type: none"> ○ Stamp Act: A tax on all papers and official documents in the American colonies ○ Townshend Act: A tax on imported goods such as glass, lead, paint and tea.
Skill(s)
<ul style="list-style-type: none"> • Manipulate writing utensils to complete worksheets • Participate in appropriate group collaboration

Lesson Objective with Measurable Criteria

Content Objective: Students will role play a scenario of unfair taxation in the 13 colonies to create an argument with at least one reason why the taxes were unfair and one action the colonists may respond with.

Language Objective:

1. Students will define key vocabulary relevant to taxation in the 13 colonies.
2. Students will write one reason why the taxes in the colonies were unfair.

Adaptations	Anticipated Modifications/Accommodations
	<ul style="list-style-type: none"> • Support teachers and TAs will monitor, guide and assist integrated students during the entire lesson. • During independent work, these students may work in a small group or one-on-one with a teacher or TA. • Specific students will receive a graphic organizer to be utilized through the entirety of the lesson. • If needed, students can receive translated copies of all materials.

Teaching All Learners with multiple means of engagement and presentation

Logistics	Grouping Structure Whole Group: The role playing activity will be completed as a whole class Group Work: Students will answer discussion questions in small groups (3-4) Explicit vocabulary instruction will be provided to certain students during the anticipatory set. Independent Work: Students complete summative assessment independently
	Co-teaching: One teaches, one assists I will take on the majority of the responsibility for teaching the activity and reading instructions. The other teachers in the room will circulate the room/lead small groups, assisting students when necessary.

Materials/Technology

1. Pens/Pencils
2. Google Slides Presentation
3. King/Tax collector/Taxation cards
4. Candy
5. Bowl/Plate/Cup for King
6. Discussion Question Worksheet
7. Assessment Worksheets
8. Student name sticks
9. Vocabulary Graphic Organizer
10. Chromebooks

Engage/Activate Learning / Anticipatory Set:

1. Teacher A: Reviews Taxation laws from previous lessons.
 - a. Slide 2: Students will brainstorm what the Stamp Act and Townshend Acts were. Prompt students to discuss with group mates as well as reference prior readings.
 - b. Discuss Responses and reveal definitions of the laws on the slide.
 - c. Slide 3: With the definitions displayed, lead a discussion on the issues with these laws.
2. Teacher B: Explicit Vocabulary Instruction using graphic organizer
 - a. As Teacher A is facilitating the anticipatory set with the majority of the class, teacher B pulls ELLs into a small group
 - b. Review terms and definitions on vocabulary graphic organizer providing specific examples of each.
 - c. Prompt students to relate terms to personal experiences, providing examples when necessary.

Provide translations as necessary

Remind students to utilize graphic organizer throughout the lesson

Activities/Procedures to acquire knowledge and skills

1. Role Playing
 - a. Slide 4: Explain to students that they will be role playing a taxation scenario from the 13 colonies. Read and elaborate on the instructions displayed on the slide.
 - b. Pull a random stick with a student's name on it to determine who will be the King. The King will then choose two random sticks that will determine who the tax collectors are. (Note: If a student refuses, choose again). Give these students their assigned role cards.
 - c. Distribute 10 pieces of candy to each student that was not assigned a role, they are now the colonists. Remind students that they are not allowed to eat any candy until they are instructed to do so!
 - d. The King will choose one taxation card at a time and read the new law. Once the new law is read, the tax collectors collect the appropriate amount of candy from each colonist and place it in the King's bowl/plate/cup.
 - i. Repeat this for at least 5 laws: more if time allows.
 - e. After the final law is read the King will pay the Tax collectors their salary (5 candy pieces each) and every student (king, tax collectors and colonists) will count how many pieces of candy they are left with.

- i. Compare the amount of candy each group (colonists, king, tax collector) was left with.
- ii. Invite students to share how they felt about the process. Was it fair?

Prompt ELLs to utilize graphic organizer

Circulate room providing assistance whenever necessary

Assessments for All Learners with multiple means of expression

Closing Activity/Conclusion/Formative Assessment:

1. Discussion Questions
 - a. Distribute discussion question worksheet.
 - b. Students will work in small groups to answer discussion questions and reflect on the experience.
 - i. Integrated groupings: ELLs paired with non-ELLs
 - ii. Prompt student engagement using specific questions if necessary
 - c. After 10 minutes, discuss the questions as a whole group.
 - d. Formative Assessment: Student responses will indicate if they are ready to complete Summative Assessment
 - i. If students are not providing strong correct responses, implement small-group/one-to-one explicit instruction/review.

Independent Assessment at the End of Instruction

Student Choice: Present both options, students complete one

1. Dear King George Letter
 - a. Distribute Letter Template (Hard copy or online version: student choice)
 - b. Slides 6: Review instructions and provide an example of expectations. Invite students to share their ideas before beginning.
 - c. Students create an argument with at least one reason why the taxes were unfair and one action the colonists may respond with.
 - d. Collect and assess for understanding
2. Speech To Colonists
 - a. Distribute Letter Template (Hard copy or online version: student choice)
 - b. Slides 6: Review instructions and provide an example of expectations. Invite students to share their ideas before beginning.
 - c. Students create an argument with at least one reason why the taxes were unfair and one action the colonists may respond with.
 - d. Collect and assess for understanding

Google Slides

Taxation in the Colonies

Objective: Experience the effects of taxation in the colonies

|||

Brainstorm: What were the...

&

|||

What was the problem?

&

Activity

Goal: Experience the effects of taxation in the colonies

Directions:

Everyone is going to receive a specific amount of "money"

The King is going to announce new taxations

You will give your "money" to the tax collectors as they come around

The Tax collectors will give everything to the King



Discussion Questions

Work with your group members to reflect on the experience and answer the questions ➔

Name: _____

Taxation Discussion Questions

1. How much candy did you start with?
2. How much candy did you have to pay in taxes?
3. What was an unfair about how the class was taxed?
4. How could it have been handled more fairly?
5. What do you think the colonists did to end or resist or avoid these taxes?
6. How important were these taxes to the American Colonists' break from Great Britain?

Dear King George or Speech

In your letter/speech you **must** include...

- **1 reason** why these taxes are **unfair**
- **1 action** the colonists might take if these taxes don't change
- **Proofread** for correct grammar
- Your responses should be **3-4 sentences**

NO TAXATION WITHOUT REPRESENTATION

Graphic Organizer



Video Link

<https://vimeo.com/848462260>

Assignment Reflection

This assignment has allowed me to reflect on my ability to differentiate instruction, as well as implement new differentiation strategies. Analysis of my original lesson plan has made me confident in my ability to plan engaging instructional processes. I feel as though my original role playing scenario did not need to be modified because it provides students with a fun hands-on experience. According to Echvarria, et al. (2017), "hands-on materials reduce the language load for students." The only necessary differentiation could possibly be the use of translations, depending on the student. Aside from that, I believe the role playing scenario is a strong instructional activity that allows students to access the content in an engaging real-life scenario. While I am confident in my ability to plan engaging learning activities, analysis of the original lesson plan revealed that I need to be more mindful of linguistic needs. The original lesson plan lacks a language

objective. I wish I could claim this was because the lesson was not taught to ELLs, but this is sadly not the case. The addition of a language objective allows the educators to appropriately differentiate instruction that allows students to meet these goals. Determining what ELLs need to do is essential in determining the learning activities and resources needed to achieve these goals. Once I determined language objectives, I created a graphic organizer to be utilized throughout the entirety of the lesson.

The lesson can be divided into four parts, the anticipatory set, the main activity, the closing activity and the assessment. During the anticipatory set, students are grouped by linguistic needs. ELLs receive small group vocabulary instruction utilizing a graphic organizer, as other students have small group discussions about the relevant vocabulary. This supports classroom management and overall engagement, because it ensures all students are participating using their varied content knowledge. The leveled groupings ensure that all students have practice with the background knowledge necessary to participate in the main activity. Specific students will utilize the graphic organizer throughout the main activity to make it accessible for all. After the engaging role playing scenario, students will be placed in integrated groupings. ELLs will be paired with non-ELLs as they complete the discussion question handout. I will circulate the room prompting ELLs to utilize the graphic organizer. These discussion questions should be used as a formative assessment to determine if students need extra support before the summative assessment. If students are not providing quality responses, I will provide individualized support to bridge content or linguistic gaps. Student's are provided with a choice in their assessment. They can choose to either hand-write or type a letter or a speech regarding the unfair taxation in the colonies. This choice in assessment allows students to take a greater ownership of their final product, which increases overall engagement.

I believe that the modified lesson plan is much stronger and better supports ELLs. Moving forward I need to be mindful of the fact that, "social studies and U.S history provide the biggest challenge to ELLs in their content classes. They have very limited background knowledge to activate" (Haynes, n.d). As it is evident by my original lesson

plan, this is a fact I often neglect. The original lesson plan assumes that one lesson on taxation in the colonies has provided these students with the necessary background knowledge to complete the activity, when this is not the case for some ELLs. This is why I added the small group instruction and graphic organizer to the lesson, as a way for ELLs to better access the content. It is also important to realize that this does not have to be reserved for ELLs. Any student who lacks background knowledge, or is struggling with the content can benefit from this small group instruction and the use of a vocabulary graphic organizer. Moving forward, I plan on being more mindful of student needs and plan on integrating more small group instruction, as well as peer collaboration within these difficult content lessons.

In order to effectively differentiate instruction for ELLs, educators need to have clear content and language objectives. “Learning goals should nearly always remain the same for all students” (Echevarria, et al., 2017), however educators must provide multiple methods that students can utilize to access key content, while also achieving linguistic goals. Small group instruction, relevant groupings and supplementary materials are simple ways educators can provide meaningful differentiation that allows all students to achieve content objectives. Student choice and hands-on experiences create engaging opportunities that allow students to take ownership of their learning and increase participation.

References

Echevarría, J., Vogt, M., & Short, D. (2017). *Making content comprehensible for English*

learners: The SIOP model. Pearson.

Haynes, J. (n.d). *Challenges for English Language Learners (ELLs) in Content Area Learning.* Santa Ana College.

<https://sac.edu/AcademicProgs/ScienceMathHealth/MathCenter/PDF/Tutor%20Training/Module%204/Challenges%20Tips%20for%20English%20Language%20Learners.pdf>