

Major Assessment 5: Diversity in My Classroom

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Introduction

This candidate is an engaged educator who creates educational opportunities that are adapted to all different kinds of students. The candidate's classroom provides practice that affords ample opportunity to learn and share in the classroom experience. Barriers to learning are removed through cultural and social sensitivity while staying on grade level and pushing students to do their best.

Objective A: Approaches to learning and performance

Objective A requires that “The candidate understands and can identify differences in approaches to learning and performance, including different learning styles and performance modes, and can facilitate instruction that helps use students' strengths as the basis for growth.” In order to fulfill this objective, educators must be aware of the impact learning styles and innate abilities have on students as they learn material and as they try to demonstrate their knowledge on assessments. Responsive educators adapt materials and provide support for all kinds of learners.

Table 1

Reflections about Objective A

Educators need to ask themselves...
• How do my students learn best?
• What evidence can I cite to bolster any conclusion I make about student learning?
• If standard assessments are not yielding satisfactory results, can I use an alternative assessment to measure student learning?
• What kinds of lessons yield the greatest learning as measured by pre and post testing?

When measuring student learning, an educator must utilize a wide variety of assessment tools (Stronge, 2007). Best instructional practices indicate that teachers must use students' strengths as springboards into more difficult material so that students can continuously be

challenged. Teachers must be aware of their students' performance levels in standardized assessments as well as the results from learning-style surveys (Gardner, 1993). Teachers need to constantly question themselves about student learning and assessment (see Table 1); these questions guide a teacher in respect to this objective.

This candidate has made a lot of progress on this objective over her teaching career. Open-ended assignments with some degree of student choice yield bountiful opportunities to engage students' interest and to measure student learning. For practical purposes, open-ended activities allow gifted students and students with disabilities to work side by side. The students do not recognize or balk at the differentiation in action because the assignment is the same. Also, these assignments support students with different learning styles and allow them to show what they know in the way they know best.

Appendix A describes a classroom project created by this candidate which allows students to choose from a menu to make their own summative assessment for a unit of study. Student choice not only helps students find assignments that suit them, but it also helps support and sustain interest which in turn reinforces learning. Well-designed assignments with student choice and flexibility give teachers the opportunity to assess students' knowledge based on authentic work in a variety of performance modes. Students work harder and perform better because they have choices.

Since teaching is an ongoing process and it can take many months to really get to know the students, this candidate uses pre and post testing to evaluate the effectiveness of lessons and units of study, in particular in the fall. Table 2 contains pre and post test data from a unit on World War II as well as a short interpretation of the data. When a teacher asks the important

question *How do my students learn best?* the evaluation of assessment outcomes drives instruction and assessment.

Table 2

Social Studies assessment data

	Pretest	Posttest	Notes
All students	45	89	Most points were missed on the essay about the effects of the war on Georgia’s economy.
ESOL Students	17	67	Content vocabulary stumbling block: <i>dictatorship, alliance</i> . Next year, need a different assessment for students with < 300 ACCESS scores.
SPED students	30	73	Modified assessment needs more work.

Objective B: Exceptionality in learning

The next objective addresses exceptionality in learning. The candidate recognizes that while all students can learn, they do not all learn alike. It is imperative that teachers construct learning experiences in their classrooms that support students regardless of their abilities or background knowledge. Open-ended activities support the learning of all students. Good teachers must always ask themselves if they are supporting student learning (see Table 3).

Table 3

Reflection about objective B

Educators need to ask themselves...
• Am I implementing the IEP correctly?
• Is there anything else I can do to support students with disabilities in my classroom?
• If they don’t understand the lesson, how can I teach this content a different way?
• Do my students understand main idea, summarizing, and drawing conclusions?
• Are my gifted students being challenged? How can I make the work more rigorous and engaging for them?

Specifically, teachers must be familiar with each special education students’ IEPs. Well-designed IEPs support disabled students’ learning. *Figure 1* is a fragment of an IEP of one of this

candidate’s students. IEPs must be enforced not only due to legal obligations but also because some students need accommodations in the classroom if they are to be successful.


StudentID: [REDACTED] School: Summerour Middle School Special Education: No IEP Review Date: 12/05/2012 Exit Date:		Gwinnett County Public Schools Special Education and Psychological Services 437 Old Peachtree Road, NW/ Building 200 Suwanee, GA 30024-2978
Primary Area: Specific Learning Disability Secondary, Tertiary, Other: Speech/Language Impairment		
IEP Information: Yes Student Supports: Yes Behavior Intervention Plan: No Testing Accommodations: Yes		
Test Participation		
Projected Grade Level <input type="text" value="8th-9th grade"/>		
1. <input type="checkbox"/> No state or countywide testing is conducted for 3 and 4 year olds and ADAPT/Strive students.		
2. <input checked="" type="checkbox"/> Student will participate in all required assessments <input checked="" type="checkbox"/> with <input type="checkbox"/> without accommodations.		
3. <input checked="" type="checkbox"/> Student will participate in an alternate assessment <input checked="" type="checkbox"/> CRCT-M <input type="checkbox"/> GAA		
4. <input type="checkbox"/> No GAA administration is required during the implementation of this IEP.		
<u>Promotion / Graduation Criteria:</u> The student is required to pass a standard administration of the following test (or part of the test) in order to:		
<input checked="" type="checkbox"/> be promoted to next grade (list tests or part of test as applicable)		
<input checked="" type="checkbox"/> To be promoted to ninth grade, Markevious is required to pass 4 out of 5 classes including Language Arts and Math.		
<input type="checkbox"/> graduate with General Ed diploma (list test)		
* Taking only part of a test results in a Non Standard/Conditional administration of that test. Determine the accommodations the student needs in order to participate (consider all disabilities that will impact performance on specific tests). Accommodations used for assessments must be consistent with accommodations used for classroom instruction and specified in the IEP.		

Figure 1. Fragment of IEP of one of author’s students.

Educators must use strategies that have been historically successful for at risk students and utilize best practices for challenging gifted students in the classroom. For example, Appendix B is a fragment of a modified assessment that has been used in the candidate’s classroom. The modification is minimal; the answer choices have been reduced from four to three. A student must still know the material in order to do well, but sometimes special education and ESOL students need simplified assessments that lighten the reading load so that they can show what they know about social studies or science. Modified are necessary with there are English language learners or students with acute reading difficulties in the class. Modification allows students to study together and learn and succeed.

Objective C: English language learners (ELL)

Objective C addresses the needs and issues of English language learners in American classrooms. All students have the right to equal access to excellent schooling. Since 1974 and the Supreme Court decision *Lau vs. Nichols*, all schools have known that they risk legal ramifications if they do not serve the language acquisition needs of non-English speaking students (Cruz, Nutta, O'Brien, Ferten, & Govoni, 2003). All students will not learn English by sitting in a classroom without guidance and support. With the proper support, English language learners can learn mathematics and content while they build their academic English.

Responsible and successful educators must be familiar with strategies to support their learning as well as the materials of WIDA. They must reflect on the support they are providing English language learners (see Table 4). This candidate recognizes that academic English takes many years to develop (Cruz, Nutta, O'Brien, Feyton, & Govoni, 2003). Ideally, an educator must know their students' ACCESS test scores, the best practices for ELL in different instructional settings, possibilities for alternative assessment techniques, and different ways of teaching content vocabulary in order to best meet the needs of the ELL in the classroom.

Table 4

Reflection about objective C

Educators need to ask themselves...

- **What factors are affecting my students' proclivity in academic English?**
- **What language and content goals does my lesson or unit have?**
- **What can I do to support English acquisition while respecting the home languages of my students?**
- **If I teach many English language learners, should I consider getting an ESOL endorsement?**

One way that a teacher supports the learning of English language learners in their classroom is to follow any indications in the child's record like their test participation plan

(TPP). This candidate has many students who are served in the school’s ESOL program. It is an absolute professional responsibility to follow the recommendations of the ESOL teachers and the TPPs when administering classroom assessments (see figure 2 for an example). In figure 2, the student is Level 2 (as determined by ACCESS testing). Therefore, their tests are read aloud to them and sometimes their “pass” level is not the same as the regular education students. For example, written assessments (essays) are shortened or simplified. These kinds of accommodations make it possible for a teacher to assess the learning of their ELLs while challenging them with grade level material and activities in content classes.

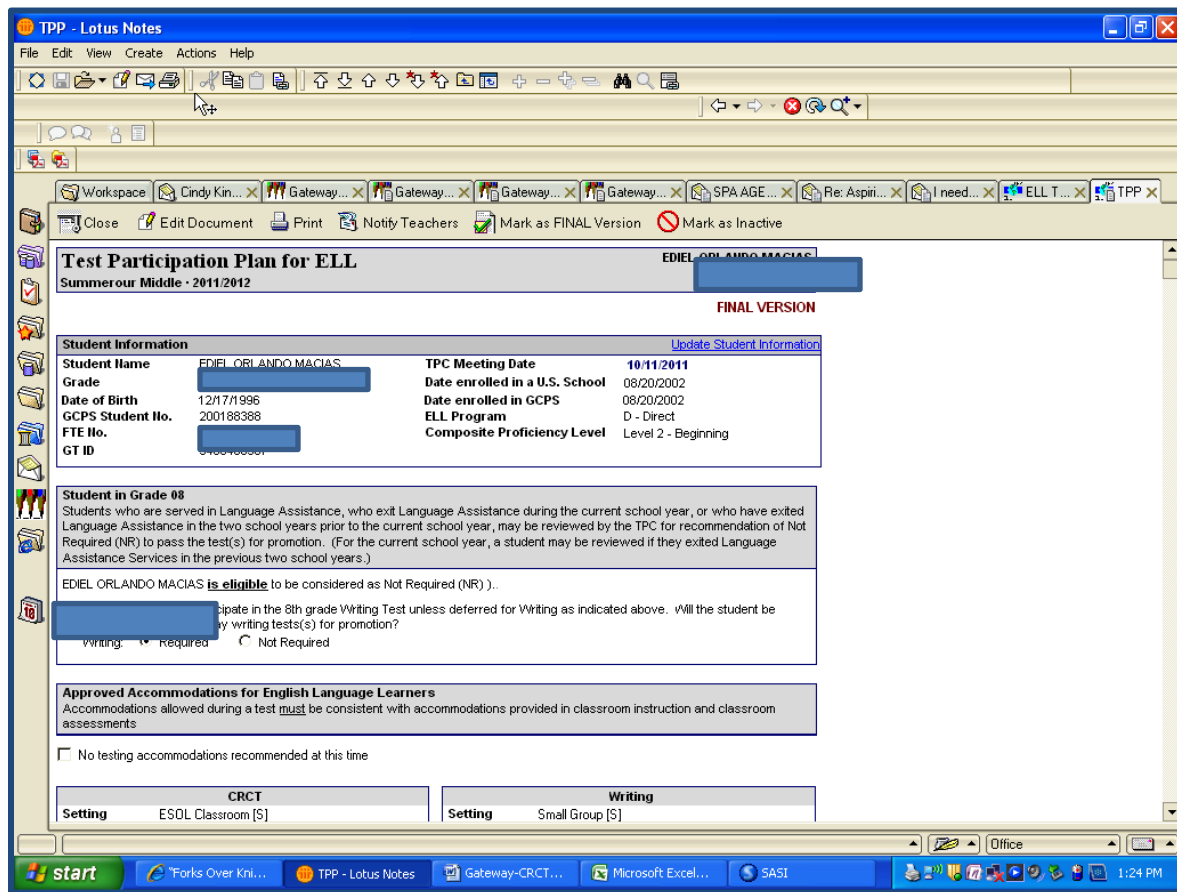


Figure 2. Test participation plan of one of author’s ESOL students

Another successful way to support ELLs is to provide visual representation of vocabulary whenever possible. Visual are helpful for all students, but they are absolutely necessary for ELLs

and students with disabilities. In order to retain content vocabulary, ELLs need contextualization to aid their learning; visuals help provide support so that students can incorporate new content vocabulary into their own mental vocabulary. Appendix C is an example of a word wall from this candidate's classroom. Whenever possible, symbols, icons and photographs are used to help the ELLs scaffold their vocabulary acquisition. Many key words stay up for the entire school year, others are up only during a unit. Word walls enrich all classrooms for all learners, but they are absolutely crucial for ELLs.

Objective D: Student's background

Cultural responsive teaching helps bridge the gap between the middle class American culture of the typical educator and innumerate cultural backgrounds of students. This objective addresses educators' response to the cultural background of the students. To demonstrate competence, "the candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values." They also ask questions about students' home lives while maintain respect and reflect on the school-home connection (see Table 5).

Table 5

Reflection about objective D

Educators need to ask themselves...
• What percentage of my students is on free or reduced lunch?
• What languages do my students speak?
• What is a typical day in the lives of my students?
• Do I respect the relationships my students have with their nuclear and extended families?
• How do these relationships affect the education of my students?
• Which of my students is homeless or lives in extended-stay motels?
• In what areas do my students excel, either inside or outside of school?
• Do I recognize the "relationships between culture and learning styles"? (Bennett, 2003, p. 197)

This candidate is a culturally responsive teacher who recognizes that the home life has a great impact on learning. Responsive educators must be knowledgeable about their students' cultures in order to be effective. Other critical factors include the educational background of their students and of their parents. In order to go further than the basic demographic information, teachers must learn the shared beliefs, stories, and prejudices of the school community. What students are doing on weekends and during the summer vacations cannot be a mystery to a culturally-responsible teacher. One great way to connect to the school community is to go to Vietnamese celebrations of *Tết* and special birthday parties like *quinceañeras*. This candidate has attended many celebrations like this special mass and party in honor of a fifteen year old student (see figure 3). In order to bond with members of the school community, it is important to attend cultural events, be aware of the students' lifestyles, and also to celebrate with the community.



Figure 3: Photograph of candidate with the *quinceañera*. The author was invited and attended this birthday party celebration with a family from the school community.

Out of school factors like the educational background of students' parents, the immigration status of a student or their families, and issues of wealth and poverty have a big effect on students' academic preparedness and engagement. An effective teacher recognizes the impact of war, famine, displacement, migration, and homelessness on their students. One simple way to hook into the background knowledge of immigrant students is to use familiar words in their native language. Appendix D is a portion of a vocabulary list that stays posted during the entire school year in the candidate's classroom. Spanish-speaking ELLs as immediately understood the purpose of the poster, and all Hispanic students enjoy seeing their word for "king" displayed prominently in the classroom. Students take pride in the classrooms that are culturally sensitive; they try harder and learn more. No teacher can be effective if they are blind to the family and cultural factors in their students' lives.

This candidate has seen many otherwise effective teachers get stymied by their lack of understanding of their students' culture or life situation. American teachers must learn about other culture's familial systems and value systems if they are to really make a difference in immigrant communities. Nothing can be taken for granted when learning about culture. Harmless behaviors for one culture can be offensive or alarming for another. For example, the American tradition of moving out at age 18 is culturally alien to many cultures. Effective educators are culturally responsive teachers who do not judge others; they seek to accept so that they can best prepare everyone. Also, they seek to bridge the cultural gap between the United States and diverse immigrant and minority communities. Engaged educators recognize that education is key for moving people out of poverty (Payne, 1996).

Objective E: Learning styles and development

Effective educators must “identify, design, and/or support instruction appropriate to students' stages of development, learning styles, strengths, and needs.” This candidate recognizes that with the proper education and experience, a teacher can select classroom activities and assignments that are age appropriate for their students. The same content might be taught differently to students of different grade levels, academic levels, and cultural backgrounds. Teachers must be methodical when improving their instructional practices, like the “Seven Disciplines for Strengthening Instruction” (Wagner et al., 2006, p. 27). Teachers must ask what is best for their students (see Table 6).

Table 6

Reflection about objective E

Reflection about Objective E

Educators need to ask themselves...

- **Which instructional strategies work best for my students?**
- **How can I use my students' strengths to help them develop their weaknesses?**
- **How do my students learn best?**
- **How can I improve this lesson for use next year?**

Competent teachers use different instructional and assessment practices for students at different age and development levels. They also know different ways to teach the same thing. All teachers need to be pushing themselves on this very important differentiation piece if they want to be able to affect student learning. One effective lesson format that works well with all different kinds of learners at a variety of development levels is the simulation. Many science and social studies concepts can be taught using simulations.

This candidate has used simulations repeatedly in her social studies classroom. One popular and effective simulation helps teach the concept Communism by making a short Communist worker experience for the students. During the lesson, the students cut out paper cars

in communist “factories.” Then, they are compensated and allowed an opportunity to shop at a communist-styled snack shop. The students understand the impact of communism on the consumer experience after this simulation. An eleven year old cannot get the same kind of understanding from long textbook passages. See Appendix E to view one page of the post-simulation discussion and note-taking worksheet. Simulations like this one allow students who learn by doing to understand academic concepts. Students can demonstrate their learning when they are assessed because they can draw on personal experiences.

Effective teaching supports students where their ability and capacity lie. For example, effective teachers are aware of their students’ reading levels. At the beginning of the year, this candidate downloads testing data (Table 7). Reading assignments must target students at proper levels. In this way, they learn more from their reading and continue to develop those skills as they work.

Table 7

Student performance data

Subtest Class Profile		School: Summerour Middle			
Teacher: Hamlin, Tamara	Grade 7				
STUDENT FULL NAME	ELA	MATH	READING-GPS	SCIENCE-GPS	SOCIAL STUDIES
	836	857	839	838	823
	833	841	839	820	843
	830	800	812	838	795
	836	812	835	850	843
	800	795	800	783	769
	819	821	805	805	778
	844	846	829	872	832
	824	843	810	825	803
	844	853	839	844	820
	836	828	810	841	798
	777	772	776	771	763
	844	828	839	862	850

Objective F: Multiple experiences of learners

Gardner argues that educators need to look at the “pluralistic view of mind” (1993, p. 6). To this end, the candidate creates and implements lessons that teach different cognitive strategies to connect concepts, skills, and content (Payne, 1996). These strategies take into consideration the experiences and strengths of the students as well as their multiple intelligences. Ornstein and Hunkins say it best, “If we ... assume that people possess multiple intelligences and have at their disposal various ways of thinking, it is also appropriate to think that people prefer certain ways of thinking and learning methods” (2009, p. 127).

Table 8

Reflection about objective F

Reflection about Objective F

Educators need to ask themselves...

- **What is the connection between the life experiences of my students and their education?**
- **How can I assess a student in a way that sets him up for success?**

Educational approaches must be sensitive to the multiple experiences of learners and address different learning and performance modes. This candidate provides differentiated learning experiences and reflects on the experiences of her students (see Table 8). For example, vocabulary activities designed by the candidate (see Appendix F) reinforce content vocabulary and help struggling students get extra practice so that they can learn difficult content vocabulary. Also, project based assessments support students’ strengths in different performance modes by giving them choices (see Appendix G). Students learn more because they select topics and performance modes that appeal to them. Especially struggling students learn more when their work is personalized and has an element of choice included.

Objective G: Exceptionalities

This candidate is fully aware of her responsibilities to support the educational goals of all students. When students show deficiencies, effective educators look for explanations. If needed, they take data and do special assessments in order to evaluate students' progress and learning. All educators must implement their students' IEPs. Effective educators reflect on student learning and proper classroom support (see Table 9) Failure to implement an IEP is not only a breach of the law, but it also does not support student learning in the classroom.

Table 9

Reflection about objective G

Reflection about Objective G Educators need to ask themselves...
• How do I get my students the special help they need to succeed academically?
• Am I implementing every student's IEP?
• Have I focused enough attention on my "high ability students"? (Stronge, 2007, p. xiii)
• Do my lessons address the intelligences of my students? Am I realizing my students' potentials?

Many transfer students arrive with their file in order, while others arrive before their academic records and parents often fail to inform the school about a child's IEP. Figure 4 is a correspondence between the candidate and a special education teacher. Since it is nearly impossible to respect a student's ability to learn while not implementing the accommodations indicated by the IEP. This candidate works in conjunction with the special education teacher to support learning and allow all students the opportunity to succeed academically.

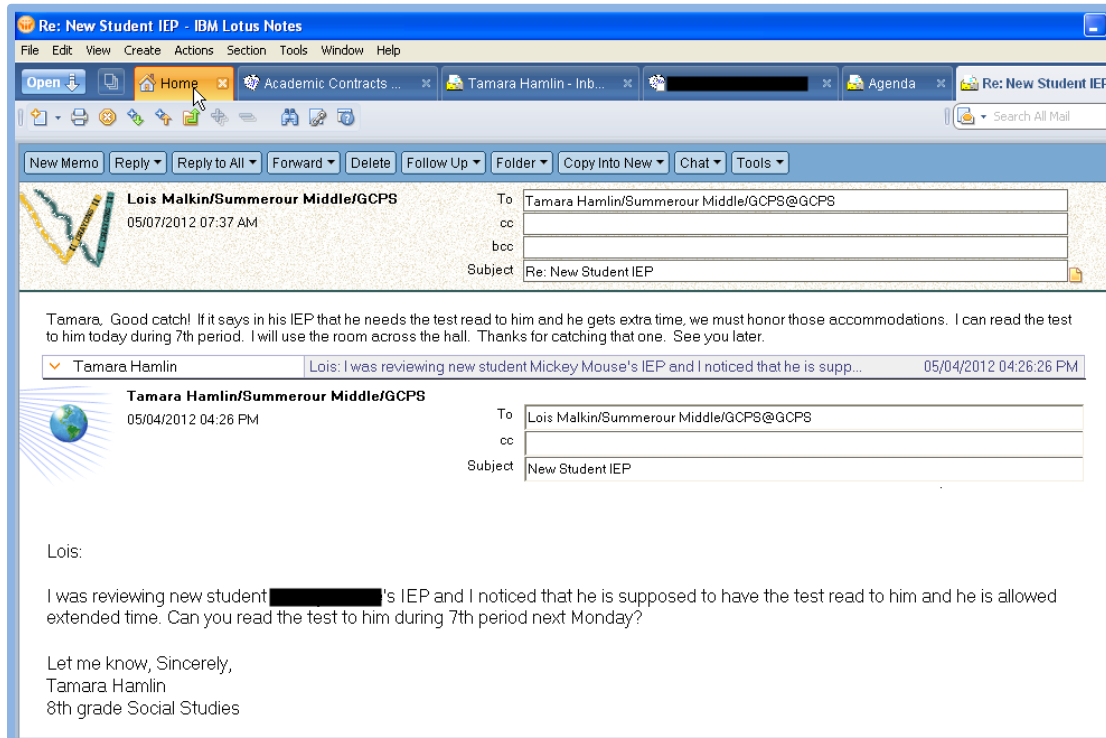


Figure 4. Email correspondence between candidate and Special Education teacher regarding implementation of an IEP

Effective teachers set up their classroom as a locus of learning and support. This candidate always arranges assigned seats for her students in order to best support their learning and good order in the classroom. See Appendix H for a sample seating chart which takes into consideration students' strengths, weaknesses, language needs, and teacher proximity.

Objective H: Connect to culture

This candidate seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences. Broadly speaking, harnessing the students' culture knowledge and teaching them to use what they know to understand important academic topics is an important task for teachers of immigrant children (see Table 10). Also, teachers must reach out to marginalized communities so that students envision rich and diverse futures for themselves. Students should be able to relate culturally to the content of every class they take; cultural connections boost student achievement.

Table 10

Reflection about objective H

Reflection about Objective H Educators need to ask themselves...
<ul style="list-style-type: none"> • How can I teach what my students need to learn using the cultural knowledge they already have?
<ul style="list-style-type: none"> • Do I respect my students' cultures? If I do not, how can I address my own prejudices? (Delpit, 1995)
<ul style="list-style-type: none"> • Is my teaching culturally relevant to my students? (Bennett, 2003)
<ul style="list-style-type: none"> • How can I connect this lesson to the cultures in my classes? Are my students connecting to this curriculum?

Teachers need to use the students' cultures to inform the classroom materials. For example, when studying the Olympics movement, this candidate used Mexico's successes specifically so that students of Mexican background could see their country represented even though this silver medal win is not considered to be a highlight in the context of the Olympic movement (see Appendix I for power point slide). It was important that they saw the Olympic movement as international in scope and purpose, and including their native country seemed a logical connection for this candidate to make.

Effective teachers recognize how students see themselves in relation to their peers and how they believe they fit into the school community. Responsible educators purposefully include the heroes of their school community and images of leaders from a variety of backgrounds. For example, although all of Georgia's governors have been white, non-Hispanic men, images of non-white gubernatorial candidates were included when the class studied the qualifications for governor in this state (see Appendix J). It is important that young people are exposed to examples of leaders that they can relate to so that they conceive of themselves in leadership positions as they grow.

Objective I: Tolerance in the classroom culture

This candidate creates a classroom environment that celebrates creativity, excellence, and hard work. Students are encouraged to ask questions and to speak openly about their feelings while respecting the feelings and needs of others. The classroom norms demand that put-downs, insults, teasing, or bully are not tolerated. Above all, this candidate creates a learning community in which individual differences are respected. (see Table 11).

Table 11

Reflection about objective I

Reflection about Objective I

Educators need to ask themselves...

- **How can I show respect for the diversity in my classroom?**
- **How can I model respectful behavior in my classroom?**
- **Is my classroom set up in such a way to support “democratic values and beliefs ... affirm(ing) cultural pluralism”? (Bennett, 2003, p. 14)**
- **How can I be vigilant for bullying behavior?**

Teachers must be in tune with their students’ emotional state if they want to be able to teach (Kindlon & Thompson, 2000). Great people (heroes) can be used to teach exemplary behavior to students. Appendix K is a culminating review activity designed by this candidate that asks students to reflect on the heroes studied during the school year. When students have to put themselves in a great person’s shoes, they start to see themselves as an agent of good, capable of solving problems and helping people. They also effectively remember the great deeds of heros from history when they have the chance to put themselves in that heroes shoes. Appendix L has another character-building activity which uses interviews as vehicles to open conversations with family members and neighbors about conflict and ways to resolve conflict. Teaching tolerance is an important part of education and is the responsibility of all teachers in all subjects. Students need to connect their own capacity to resolve conflict with the wider community. Practicing

conflict resolving techniques in the neighborhood setting prepare students for roles as adults who can act as agents of good, resolving conflict at their workplace, in their community, and on national and international levels as well.

Conclusion

This candidate has shown that she is a multifaceted educator who is capable of teaching different kinds of students effectively by tapping into and respecting their abilities, cultures, and backgrounds. Engagement has social, educational, and cultural implications. The best practices for all classrooms are that educators respond to the students in their classroom so that everyone can learn.

References

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Appendix A

Layer Assignment in support of Objective A

Layered Assignment

Prehistoric Georgia & the Geological Regions of Georgia



Directions: Pick activities to add up to 100 points. Each will be scored and added to the others to determine your grade. This assignment is worth one test grade.

Assignment Description

Points

1. Create a detailed timeline of the prehistoric people of Georgia, including at least 20 items on the timeline.	40
2. Create a detailed map of the geological regions of Georgia, including soil type and all notable physical elements like rivers, lakes, wetlands, mountains, etc.	40
3. Write a letter about visiting the different regions of Georgia. Include details of how the regions are different and similar. Include specific details about each region.	30
4. Draw a diagram, picture, or cartoon about a specific but imaginary native American settlement based on your knowledge of Paleo, Archaic, Woodland, and Mississippian Indians. Label your work or include notes about your illustrations.	30
5. Research one geological region of Georgia and write a short account of your research. Tell us what this region is like, include specific details. Use the New Georgia Encyclopedia as your primary reference.	30
6. Write a postcard from Brasstown Bald. Include at least 3 specific details about that place.	10
7. Write a postcard from the Okefenokee Swamp. Include at least 3 specific details about that place.	10
8. Write a postcard from the Fall Line. Include at least 3 specific details about that place.	10
9. Write a postcard from the barrier islands of Georgia. Include at least 3 specific details about that place.	10
10. Interview a teacher who is from Georgia about the place she/he is from. Write up the interview and be sure to include a description of the land, place names, and the interviewee's name and hometown.	10

Remember: You **MUST** complete 100 points worth of work!!!

Appendix B

Fragment of modified assessment in support of Objective B

Modified Assessment for Local Government

Name _____, Period _____



1. Georgia has _____ counties. (AKS 48)
 - a. 120
 - b. 145
 - c. 159
2. What are the two types of city and county officials? (AKS 48)
 - a. Elected and appointed
 - b. Elected and certified
 - c. Certified and hired
3. What is NOT one of the three forms of **city** government? (AKS 48)
 - a. Mayor-Council
 - b. City Commission
 - c. Board of Commissioners
4. What tax does everyone pay? (AKS 48)
 - a. Personal sales tax
 - b. Ad valorem tax
 - c. Bond tax
5. A Special Purpose District is created for a specific job or task. Which of these is a Special Purpose District? (AKS 48)
 - a. School district
 - b. Peachtree Care Network
 - c. Hartsfield-Jackson Airport
6. How does sharing of services help a city or county government? (AKS 48)
 - a. Makes things more fair
 - b. Helps the government save money
 - c. It's a tradition
7. Who is the current mayor of Atlanta? (AKS 48)
 - a. Kasim Reed
 - b. Shirley Franklin
 - c. Hank Aaron

Appendix C

Visual Vocabulary in support of Objective C

☺ Ivan Allen, Jr.

William B. Hartsfield ✈

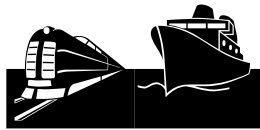
☺ Ellis Arnall

Herman Talmadge ☹
1946 governor's race

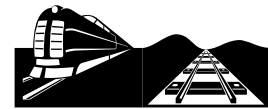
🏛 Benjamin Mays

⊘ Disenfranchise ⊘

The White Primary
poll tax
literacy tests



Transportation



Dr. Martin Luther King, Jr.

January 15, 1929 – April 4, 1968

- non-violent civil disobedience
- great Civil Rights leader

Appendix D

Visual Vocabulary, portion of Word Wall in support of Objective D



Rey

King

Sovereign

Emperor

Tzar/Czar

Monarch

Appendix E

Worksheet used in conjunction with a simulation in support of Objective E

European Economics – Communism
6th grade Humanities

Name _____

Date _____

After Simulation

Describe your experience during the simulation:

Communism in Action:

Who owns all industry & shops under pure a Communist government? _____

Who determines the prices? _____ Did you get the kind of candy that you wanted? _____ Was there an effective way to complain? _____

Did the pricing system make sense to you? Why or why not?

Is the consumer valued in this system? Why or why not?

Principle of Communism:

In a Communist system, the government protects _____, not the _____.

Most Communist systems had " _____ " for some people. Those people used informal (personal connections) to get the stuff they wanted/needed. Most ordinary people have _____ guaranteed rights. The economies of these countries are very _____ if they really embrace communism because there is no _____ for anyone _____.

This means that there is very little _____ and even less

_____, which is often illegal or strictly controlled in Communist countries.

Appendix F

Classroom activity submitted in support of Objective F

Matching: Parts of the cell.

Directions: Cut apart the boxes, match the terms to their descriptions. Store in a baggie to reuse and practice.

Key understanding: *Cells have parts called organelles; some parts are only found in plant cells.*

"brain" of the cell, also has the genetic information necessary for replication	Power house of the cell	Only plants have them, this organelle allows the plant to make its own food, yum yum!
Cytoplasm	Soupy liquid the organelles float in	FREE
The little pieces that make up cells are called _____.	Thin "skin" that lets some things in like water and other things out like waste.	Only plants have them, add structure to the outside of the cell, makes the cell box-shaped
Nucleus	Mitochondria	Chloroplasts
Organelle	Cell membrane	Cell wall

Appendix G

Summative assessment submitted in support of Objective F

IB-MYP PROJECT

Oglethorpe Biography

Assignment: IB MYP Project,
Biography of James Oglethorpe



Name _____

Date _____

Period _____

Due Date _____

Tell the story of the founder of Georgia either in a cartoon or in a power point. Include as many facts as you can about his life. Also, include the most interesting fact about him and explain WHY you think that one thing is so interesting. Save to H://studentwork/Hamlin. Don't drop the ball, there is no excuse for "lost files" or "I saved it in the wrong place."

Choice of formats, pick one!

Cartoon , 10 frame minimum

- Hand drawn or
- Digital (www.toondoo.com)

Power point

- 8 slide minimum
- Make sure your photos/images help your power point tell the story of Oglethorpe's life.

Appendix H

Classroom seating chart support of Objective G

Annotated Seating Chart

8th Period Social Studies, Summerour Middle School, Gwinnett County
T. Hamlin, Spring 2012

	Clarisa	Diamond			Martina (ESOL also)	Makrina
Lexie	Clara	Melinda	Naomi	Jennifer	Homero	Andres
Tatia	Joshua	Maribel	Sarah	Ana	MaryRose	Joselin
Kendrik	May	Carlina	Dang	Marco	Donna	Katie
			Katrina	Lisa		
			Darren	Than		

Whiteboard

Legend	
ESOL	Vietnamese speaker
Reg ed, Behavior support needed	Academic/Behavior strong student
SPED, needs study buddy	SPED, teacher proximity
Attendance issue	

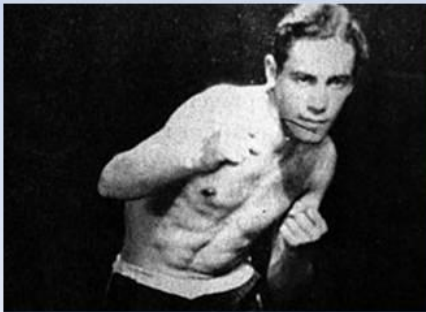
Nota bene: All names have been changed.

Appendix I

Power point slide about the Olympics in support of Objective H

Summer 1932 Los Angeles (USA)

- American [Babe Didrikson](#) (1911-1956) picks up gold medals in hurdles and javelin.
- Francisco Cabañas Pardo was the first Mexican to win an Olympic medal. A flyweight boxer, he won the silver medal in Los Angeles 1932.





Appendix J

Power point slides from an activity on state government in support of Objective H

Can I be governor?

On your own paper, please answer the following five questions using only complete sentences. DO NOT start any of your answers with “it” or “that” – explain to any potential reader your explanation, do not cut corners.

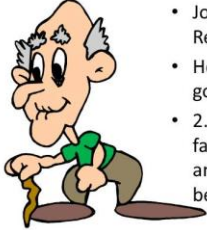



Ralph wants to be governor, can he?



- Ralph is 28.
- Ralph lived in South Carolina last year.
- Ralph is a member of the Green Party.
- He really wants to be the next Georgia governor!
- 1. Can he? Why or why not? Explain what factors would allow him to be governor and what factors would not allow him to be governor.

Jorge wants to be governor, can he?



- Jorge is 78.
- Jorge has lived in Georgia since he was 50.
- Jorge is a member of the Democratic Party.
- Jorge is a citizen of the Dominican Republic.
- He really wants to be the next Georgia governor!
- 2. Can he? Why or why not? Explain what factors would allow him to be governor and what factors would not allow him to be governor.

Appendix K

Activity designed by candidate in support of Objective I

Reflection on yourself the Hero



EQ: What can learn about ourselves when we reflect on the example of great heroes?

Think about heroes we have studied this year: Toussaint L'Ouverture of Haiti, Simón Bolívar of South America, Father Hidalgo of Mexico, Anne Frank of the Netherlands & Yagan of Australia. Select the one that stands out the most to you personally. _____

Part 1: Now imagine yourself with the opportunity of a lifetime. You get to spend one hour with this incredible person. Brainstorm 5 questions you want to ask them.

1

2

3

4

5

Part 2: Think of one very important action this person did on behalf of their people or of humanity. Try to imagine yourself in the same position as that hero. What would you do the same? What would you do differently? Write a short paragraph that addresses these questions.

Part 3: Draw a picture, make a cartoon or a collage, or do a wordle or tagxedo about your hero and yourself through the lens of this great human being. Be prepared to present your piece to the class and answer the question: What have I learned from this hero? How can I use this person's greatness to be a better person in the future?

Appendix L

Homework assignment designed by candidate in support of Objective I

HW due Friday: Interview at least 3 people about their reaction to conflict. In class, we will talk about the most effective way to resolve conflict.

<p>Interview 1: _____</p> <p>When is the last time you had conflict in your life?</p> <p>Did you try to avoid this conflict? How?</p> <p>What happens when you have conflicts in life?</p> <p>What is your #1 suggestion to me about <u>conflict</u>?</p>	<p>Interview 2: _____</p> <p>When is the last time you had conflict in your life?</p> <p>Did you try to avoid this conflict? How?</p> <p>What happens when you have conflicts in life?</p> <p>What is your #1 suggestion to me about <u>conflict</u>?</p>
<p>Interview 3: _____</p> <p>When is the last time you had conflict in your life?</p> <p>Did you try to avoid this conflict? How?</p> <p>What happens when you have conflicts in life?</p> <p>What is your #1 suggestion to me about <u>conflict</u>?</p>	<p>Reflection</p> <p>Who had the best advice? Why?</p> <p>What can you learn from the interviewees about conflict and dealing with other people?</p> <p>What might you do differently now that you have had these interviews?</p>