



Academic
Adaptations for
Adolescents with
Autism and
Asperger's

Social Studies

For use in ASD Nest middle and high schools

INTRODUCTION

Middle and high school students with ASD may struggle with academic expectations across subjects. Though bright, there can be content or skills that can pose a challenge to these students.

These struggles, however, can often be predicted by considering underlying challenges that students with ASD face. Teachers can also support students by incorporating their strengths and areas of interest.

The A⁵: Academic Adaptations for Adolescents with Autism and Asperger's provides specific strategies to help support students in the ASD Nest program. Along with the *Nest Essentials* and the *Expanded Nest Essentials*, these documents are the primary strategy resources for teachers in the ASD Nest program. Many of the strategies in these documents are also supportive of other students in Nest classes, whether diagnosed with another special need, or a general education student.

Middle and high school teachers in the ASD Nest program have worked to compile this document, the **A⁵**. In it you will find a well-organized collection of strategies—including concrete examples—that consider students' underlying challenges and support students using areas of strength.

TABLE OF CONTENTS

Introduction.....	1
Common Strengths.....	2
Common Challenges.....	4
Social Studies strategies.....	5
Note-taking.....	Appendix A
Types of curriculum adaptations.....	Appendix B

Common Strengths of Students with ASD

Students on the autism spectrum do often face challenges in social and academic aspects of the school day. However, they also possess strengths that can support these difficulties. Only a partial list, the strengths listed below can be incorporated into supports and strategies teachers create for students. Note that these are not universal; as with any student, teachers must get to know individual children to best know how to support them.

Visual Thinking

Students on the autism spectrum are often visual thinkers. Incorporating icons, symbols, written directions, and other visuals can help students access content.

“ *Sometimes I need more “eyes on” type of learning.*
— 6th grade Nest student

Structures & Routines

Students with ASD are often comforted by predictability. It benefits students to use consistent classroom routines, as well as clear charts and visuals.

“ *When you know what’s coming you can be ready to act accordingly.*
— 7th grade Nest student

Detail-oriented

When reading informational text, analyzing photographs, or engaging in discussion, students with ASD often pick up on details in information. Note that students may struggle to see the “big picture” which should be explicitly supported.

“ *The forest for the trees? Sometimes I can see the veins on the leaves of the trees.*
— adult with Asperger’s

Reading

Though they may struggle with aspects of comprehension, many students on the autism spectrum have advanced decoding skills. Some have an interest and affinity for unique vocabulary.

“ *I had picked up a copy of ‘A Midsummer Night’s Dream.’ I opened the book and began to read it fluently. How weird is that?*
— Like Jackson, ‘Freaks, Geeks and Asperger Syndrome’

Math

Many students with ASD are quite proficient with computers and other technology. Allowing students to use computers, iPads, or other technology in the classroom or for homework can help with motivation as well as offer a better way for students to demonstrate their understanding.

“ “ *We get a real kick out of numbers, us people with autism. Numbers are fixed, unchanging things. The number 1, for example, is only ever, ever the number 1. That simplicity, that clearness, it's so comforting to us.*

– Naoki Higashida, ‘The Reason I Jump’

Computers & Technology

Many students with ASD are quite proficient with computers and other technology. Allowing students to use computers, iPads, or other technology in the classroom or for homework can help with motivation and offer a better way for students to demonstrate their understanding.

“ “ *With a laptop it is easier for me to review my work and it is neater when I make corrections.*

– 6th grade Nest student

Logic

Students on the autism spectrum often show a preference for logic and reason. Showing how some content is rule-bound can play into their learning style.

“ “ *I finally understood why so many people allow emotions to distort the facts. My mind can always separate the two. Even when I am very upset, I keep reviewing the facts over and over until I can come to a logical conclusion.*

– Temple Grandin, ‘Thinking in Pictures’

Special Interests

Students with ASD often have an area of special interest. These special interest areas or “passions” range from common cartoon or movie characters to particular animals or historical time periods to train schedules. By identifying, understanding, and incorporating a student’s passion, teachers can increase motivation, make content more accessible, and help students feel understood and included.

“ “ *I wish that other people... knew that whenever I'm around horses, I don't think about anything else. Like if I was stressed about one thing, and I went to see a horse or get on a horse, that thing I was stressed about, I wouldn't be stressed about anymore.*

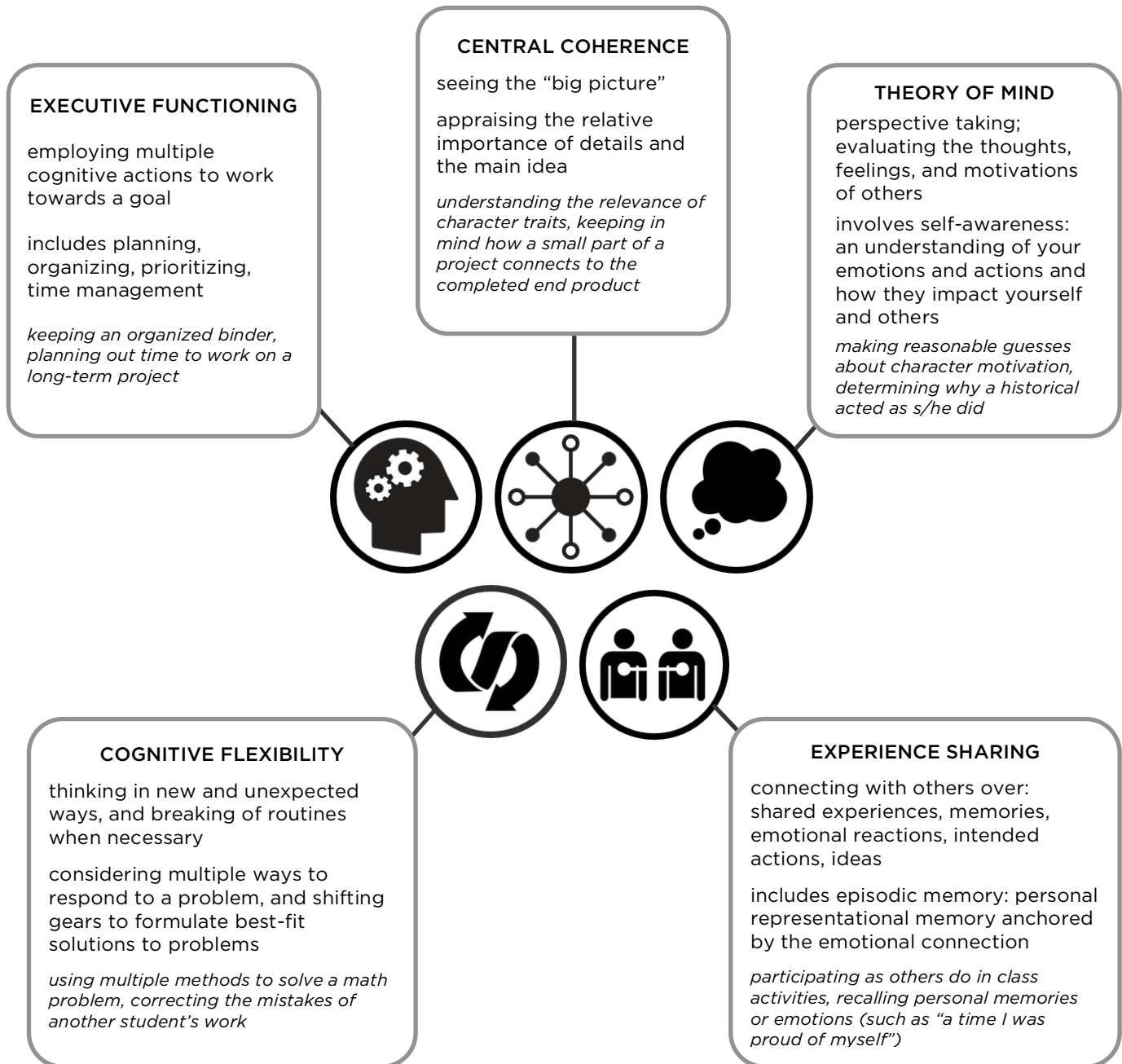
– Sarah, child with Asperger’s (Messier et al, 2007)

For more information on incorporating special interests, see:

Lanou, A., Hough, L., & Powell, E. (2012). Case studies on using strengths and interests to address the needs of students with autism spectrum disorders. *Intervention in School and Clinic*, 47(3), 175-182. Available at <http://steinhardt.nyu.edu/asdnest/professionals/publications>

Common Challenges of Students with ASD

Behind the observable academic difficulties a Nest student may demonstrate is often one or more core challenges that are characteristic of individuals with ASD. Below are some of the common underlying challenges that students on the autism spectrum face.



NOTE: This does not cover all potential challenges for students with ASD. Others include *sensory sensitivities, self-regulation, social-emotional needs, etc.* However, the focus of this document is on underlying challenges that can impede learning of subject-specific skills & content, not broader classroom functioning. For more information about general classroom supports, see the **Expanded Nest Essentials**, which includes supports for group work, classroom routines, self-regulation, and more.

SOCIAL STUDIES

Social Studies Standards Addressed
Understanding and empathizing with all perspectives during an historical event/era Handling diversity of interpretation (understanding perspective of author of secondary sources)
Understanding cultural & historical context
Document analysis: analyzing primary and secondary sources
Researching & writing content-area essays and reports
Cause & effect: analyzing events

Due to challenges in:



Students on the spectrum may struggle with:

Understanding and empathizing with all perspectives during an historical event or era

Handling diversity of interpretation (understanding perspective of author of secondary sources)

General Suggestions:

- ✓ Connect the idea of multiple perspectives on historical events to how groups of people experience different perspectives on everyday events. For example:
 - *How teachers / students perceive testing*
 - *How parents / kids perceive _____*
- ✓ While delving into a new era of history/social science, have students make parallels to topic with personal experiences.
- ✓ Pause the learning of new content to reflect on significant events through the various perspectives of key figures.
- ✓ Using video or text that reflect different perspectives on an event; use self-talk to highlight differences among perspectives
- ✓ Have students “become” historical figures through using role plays & readers theater (curriculum- or student- or teacher-created)
- ✓ Write tasks as a historical figure (e.g., letters, journals, diary entries)
- ✓ Writing interior monologues for historical figures
- ✓ Use poems with multiple “voices,” representing multiple perspectives
- ✓ Jigsaw the lives of different groups in a time period
- ✓ Use “You Wouldn’t Want to Be” series
 - <http://www.salariya.com/wouldnt/pages/wouldnt.html>
- ✓ Provide background information of daily life of different groups in history – consider advantages & disadvantages in society
- ✓ Use strategies from ELA and/or collaborate with ELA team (biography, autobiography)

Additional Strategies:

Use social language from SDI to connect to content:

<ul style="list-style-type: none"> • “social wondering” • “thinking about so-and-so’s thoughts” • “being a social detective” • Keep a “people file” on a historical figure 	<ul style="list-style-type: none"> • Some people might think ____ because ____ • If I were ____ I might think ____ because ____ • This group might want/think feel ____ because ____ • They might want others to think/feel ____ because ____ • They might worry/become angry because ____ • They might benefit/lose out because ____
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Use t-charts to compare perspectives of different groups on the same events/conflict:
Taking perspectives of settlers & Native Americans during early American settlement

Name: _____		US History II
Westward Expansion Homework: Different Perspectives		
People's opinions are based on their life experiences and who they are, so two people may see the same thing in two different ways. Use your notes and your imagination to put yourself into the shoes of Native Americans and white settlers in the West. How would they see these things differently? Each answer should be 1-2 sentences.		
Example:		
	White Settler's Perspective	Native American Perspective
Dawes Act	It will make more Native Americans start farming and ranching, which is an improvement over how they live now. White settlers will also be able to buy the land they're not using.	It will force our people to change our lifestyle, and not everyone wants that. We will also lose some of our land when the government sells it to the whites.
	White Settler's Perspective	Native American Perspective
Homestead Act		
	White Soldier's Perspective	Native American Perspective
Wounded Knee Massacre		

<http://www.fallriverschools.org/PerspectivesHW.pdf>

Identity charts:

Explore factors of identity of different historical figures to examine their perspective

Historical Figure:		
Gender		How do these factors impact this figure's perspective on the event/conflict?
Race		
Religion		
Geographic region		
Native language		
Social class		
Family position		
Career		

Four Corners:

Students examine their own perspectives about issues and events, and see others' perspectives

4 Corners Activity

Four Corners is an activity educators can use to discuss a range of topics. A simple and effective activity, Four Corners can be facilitated by students or professional staff. By engaging in a variety of topics, this activity can create significant changes with new students or as a team builder for your staff.

Example Procedure (Topic: Warming up to World War II)

1. Designate the "Four Corners" = the four corners of the room
2. Point out the signs with the words:
 - a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
3. Explain that you are going to ask a series of questions, - one at a time. Ask them to move to one of the corners based on their own personal experiences, thoughts, or feelings.
 - a. Act as a participant to model effective participation in this exercise, as well as a facilitator.
4. Question 1: Have you stood up for what you believe in?
5. Question 2: Do you feel like someone is judging you before they meet you?
6. Question 3: Do you ever feel invisible?
7. **After each question** ask students to share the reason why they chose that corner with other students who felt the same.
8. Then share why they chose that corner/location with the whole group.

Debrief/Closure

1. Thank your group for participating and being willing to risk.
2. Ask participants to share what they experienced (whole group).
3. Follow up on any noted trends.

Pate



Historical Perspectives:

Instruct students to form insightful opinions and inferences from subjective text

Follow-up reading with “Four Corners” activity described on previous page

*Javieras 2016***Any Good in the Goat? – Five Thoughts on Rafael Trujillo**

#1: Rafael L. Trujillo M., born October 24, 1891; Dominican strongman who ruled his country with iron hands for over 30 years. Over the years, Dominicans have had a love/hate relationship with this charismatic leader. On one hand, he was instrumental in bringing greater economic progress to his people by paying off the national debt, implementing balanced budgets, and regaining control of Dominican Customs, previously under American authority. He brought up the value of the Dominican Peso on par with the US Dollar, and carried out a plan of infrastructural development, the results of which still exist to this day. On the other hand, he abolished all forms of personal freedoms, terrorized his opponents, and monopolized the economic system of his country to give himself a personal fortune that was impressive even by today's standards. Trujillo's rule ended in a blaze of bullets when his car was ambushed in the Avenida George Washington, in Santo Domingo, on May 30, 1961.

#2: While social freedoms diminished, the standard of living did eventually improve for average Dominicans and then economic and political stability was maintained. The middle class prospered, infrastructure was developed, the public education system was expanded, illiteracy declined, health care was improved and a pension plan was established.

#3: Generally speaking, the quality of life improved for the average Dominican under Trujillo. Poverty persisted, but the economy expanded, the foreign debt disappeared, the currency remained stable, and the middle class expanded. Public works projects enhanced the road system and improved port facilities; airports and public buildings were constructed, the public education system grew, and illiteracy declined. These advances might well have been achieved in even greater measure under a responsive democratic government, but to Dominicans, who had no experience with such a government, the results under Trujillo were impressive. Although he never tested his personal popularity in a free election, some observers feel that Trujillo could have won a majority of the popular vote up until the final years of his dictatorship.

#4: In the 1930s, then dictator Rafael Trujillo began creating a national park system in the Dominican Republic, supposedly, to protect the forests and hydroelectric potential of the country, it was also a means of ensuring Trujillo's monopoly over the logging industry. With his personal interests at stake, Trujillo was not shy about using a heavily armed military to forcefully prevent any invaders on the parks. Over the short term, this was undeniably effective; the forests of the Dominican Republic were preserved. After Trujillo's death in 1961, the military stopped protecting the parks, the logging rate skyrocketed, and farmers immediately began to invade the park's land.

#5: Trujillo ruled for 31 years. He built highways, low-income housing, hospitals and schools, balanced the budget, repaid the entire national debt and put the Dominican peso at the same value as the American dollar. The price was a totalitarian state. His spies and informers were everywhere. No man and no man's family was exempt from his rule. The dictator's arrest orders for political crimes usually named a suspect "and family," requiring the arrest of him and his relatives up to and including first cousins. Oppositionists were tortured in prison with beatings; they were whipped, stabbed or shocked in electric chairs; cattle prods were applied to their genitals; some were castrated.

Taveras

Three Threes in a Row:

Students will sit in groups of three. Each student will be responsible to fill in the row for one leader. Students then jigsaw the information they wrote to group members.

Three Threes in a Row

Leader	Leader's words and actions (Include page #)	What do others say about this leader? (Include page #)	What does this reveal about the leader?
Adolf Hitler			
Benito Mussolini			
Joseph Stalin			

Pate

A⁵ Social Studies:
Understanding perspectives of an historical era; diversity of interpretation

Create “fakebook” account for historical figures

(google: **classtools fakebook**)



classtools.net

Names: _____ Class: _____

Taking Perspective in History



History Topic: (Circle the topic assigned to your group)

- Discovery
- Columbian Exchange
- Colonial Conflicts
- American Revolution

Perspective: (Circle the perspective assigned to your group)

- American
- Native American

Directions:

Using the provided literature, answer the following questions. Include **key quotes** and **details** to best illustrate your perspective:

What does *your group* **want**?

How does *your group* wish to *achieve* their **goals**?

What **actions** *actually occurred*?

What **reactions** do they have to the other side's actions?

How do you think the actual events that occurred will **impact** *your side's perspective* towards the other side?

Due to challenges in:



Students on the spectrum may struggle with:

Understanding cultural & historical context

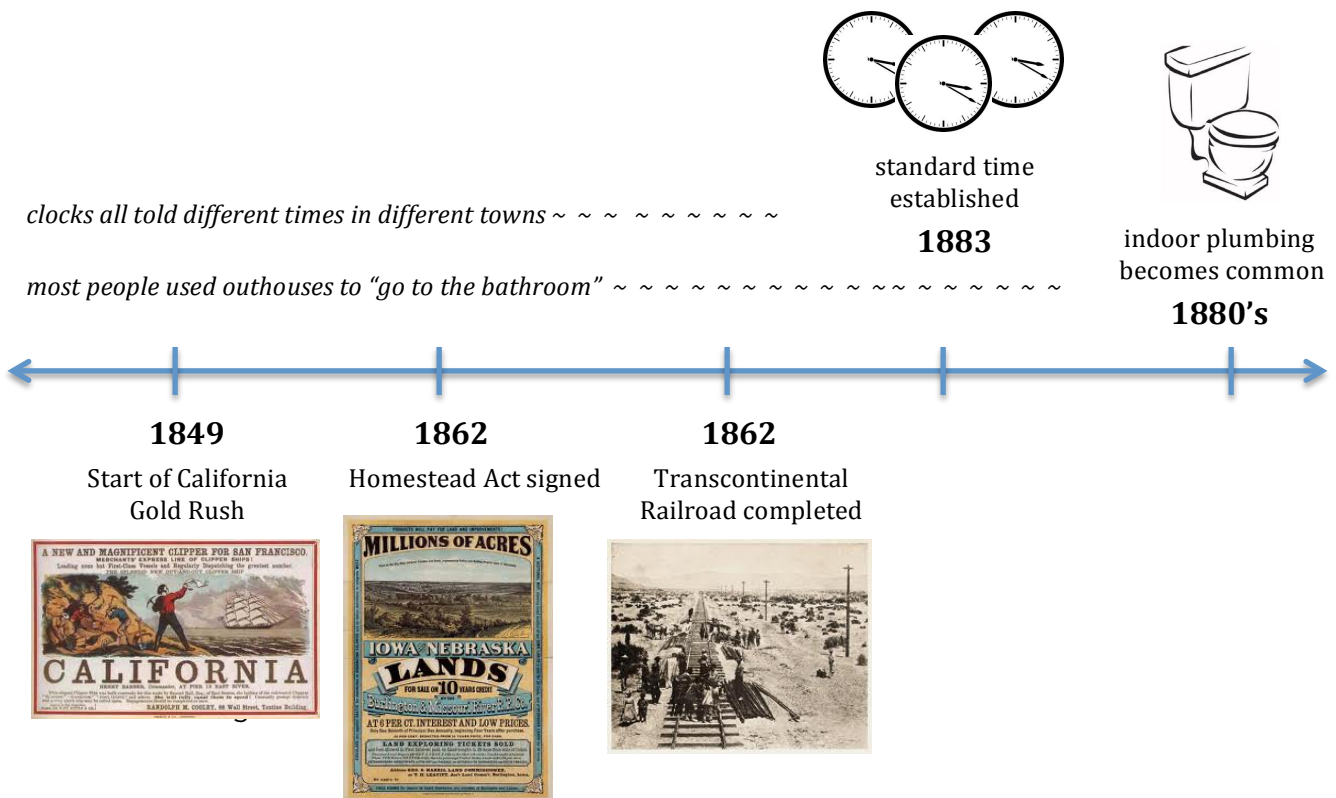


General Suggestions:

- ✓ Bring in experts on the time period (veterans, historians, members of the community, etc.) as guest speakers to have students interview
- ✓ Use engaging video excerpts (historical recreations, documentaries, historical fiction) to build background knowledge of the time period and location
- ✓ Use books like the “If You...” series
 - google **“if you” series**
- ✓ Gallery walk or station learning (including images quotations, documents, etc.) around room to examine aspects of the historical context, using “I notice/I wonder” note-catcher
 - google **facing history gallery walk**
- ✓ Make use of field trips (or virtual field trips) to museums to expose to aspects of the historical context

Additional Strategies:

Timeline: Post a timeline around the room that includes important inventions/cultural shifts to increase contextual awareness of time period (indoor plumbing, etc.)



Understanding cultural & historical context

Use organizer to remind students of the directions and expectations at each station

The Space Race

Station 1: Research!	Station 2: Videos	Station 3: TIME Cover
<ul style="list-style-type: none"> Choose a book <p>Title: _____</p> <p>Author: _____</p> <p>Publication Date: _____</p> <p>1. Write 4 interesting facts about the Space Race and/or the Cold War from this book:</p> <p>2. Describe one visual <u>in detail</u> from the book:</p>	<p><u>Video #1: JFK "We Choose... the Moon"</u> <i>You are an American in 1962. Write all your thoughts and responses as you watch this video including favorite quotes and things that you feel.</i></p> <p><u>Video #2: An (American) Man Walks on the Moon...</u> <i>You are a Soviet in 1969. Write all your thoughts and responses as you watch the moon landing.</i></p>	<ul style="list-style-type: none"> SPAM the TIME Cover Read the excerpt from the article <p><i>Is this magazine American leaning or Soviet leaning? Give 3 details from the image or the article that reveal the perspective.</i></p> <p>(write your answer on a separate sheet of paper)</p>

Boyle/Wiegand

Photo Analysis:

Analyze photographs using a consistent, scaffolded structure, with additional support for students in challenging areas (expressions on faces, balance of details and big picture, etc.)

Photo Analysis Worksheet
Are there people in the photograph?
What are they doing?
What expressions are on their faces?
What objects are in this photograph? What is the relationship between the objects and people?
Where was the photograph taken?
Where is the photographer standing in relation to the subject (above, below, in front of, beside, etc.)? How would the picture change if he or she was standing in a different place?
Is this photo spontaneous or posed?
What is the general mood of this photograph?
Based on your knowledge of this time period:
Who are the people in the photograph?
What is the situation of the people in the photograph? Provide evidence from the photo that tells you this.
Why is this photograph important to history?
What questions does this photograph raise?
Write your own caption for the photograph:

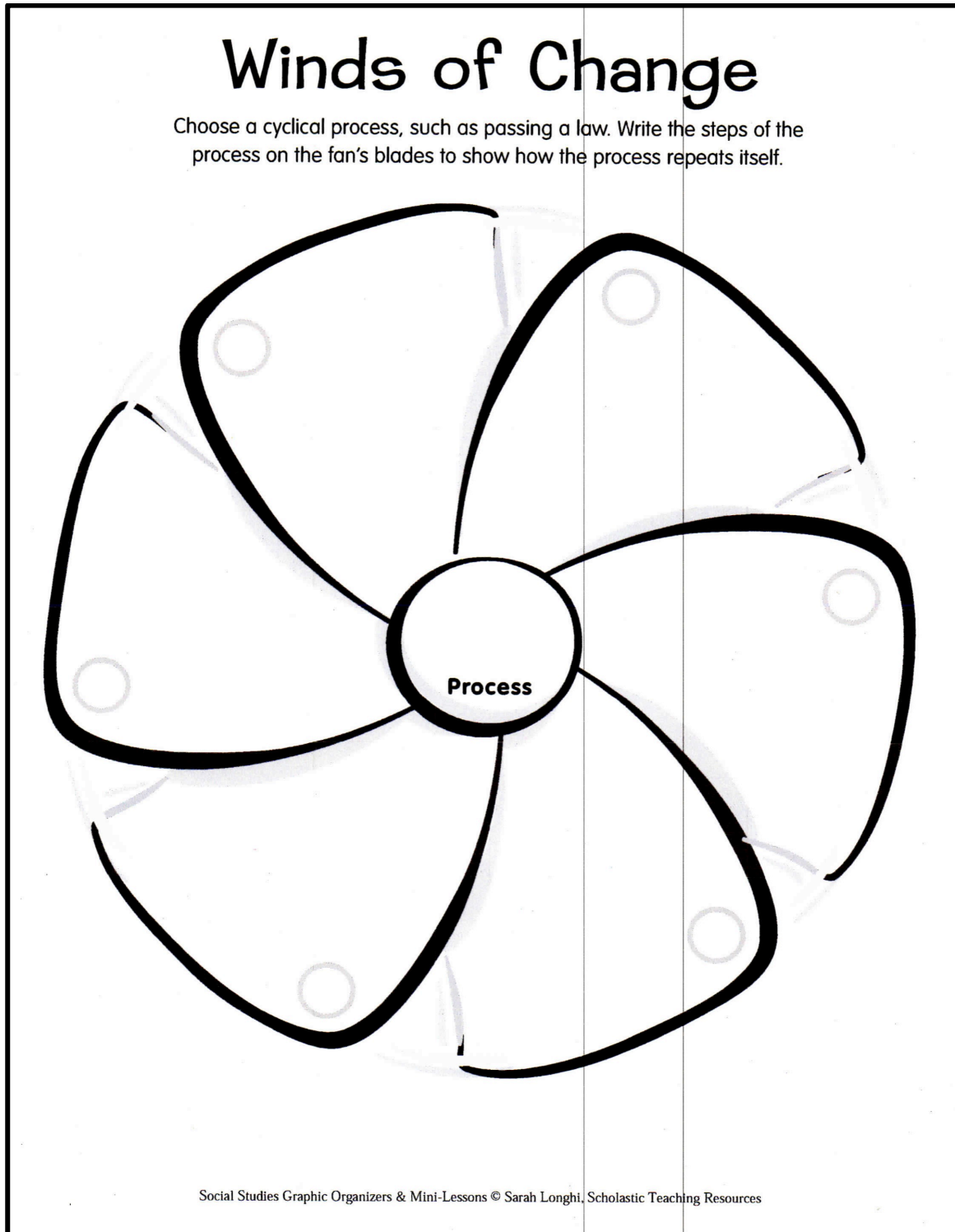
Canadian War Museum: http://www.warmuseum.ca/cwm/exhibitions/guerre/pdf/4-a-3-all_e.pdf

Paired Time Lines

The image shows a worksheet titled "Time Line" designed for recording events. It consists of two identical vertical columns. At the top of each column is a clock face. The left clock is labeled "Time Line 1" and the right clock is labeled "Time Line 2". Below each clock face is a vertical timeline. The timeline has a central vertical axis with horizontal tick marks. The left column is labeled "Date" on the left side and "Description" on the right side. The right column is also labeled "Date" on the left side and "Description" on the right side. At the bottom of each column is a large, shaded oval shape, likely representing a clock face or a decorative element.

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Winds of Change: Use graphic organizer to show cyclical processes



Sarah Longhi / Scholastic Teaching Resources

Due to challenges in:



Students on the spectrum may struggle with:

Document analysis: analyzing primary and secondary sources

General Suggestions:

- ✓ For difficult texts:
 - Expose students to “adjacent works” – sources that deal with similar topics but are more accessible
 - Teach chunking and annotating procedure (text coding)
 - Model / self-talk teacher thinking of reading challenging text

Additional Strategies:

Use acronyms to teach the aspects of analysis:

SOAPS					
Subject – Occasion – Audience – Purpose – Speaker					

Introduce a consistent document analysis format:

Subject	Occasion	Audience	Purpose	Speaker	Tone
Title of the Piece and Author					

facinghistory.org

Create a framework for analyzing political cartoons:

OBSERVE	REFLECT	QUESTION
Have students identify and note details. Sample Questions: Describe what you see. · What do you notice first? · What people and objects are shown? · What, if any, words do you see? · What do you see that looks different than it would in a photograph? · What do you see that might refer to another work of art or literature? · What do you see that might be a symbol? · What other details can you see?	Encourage students to generate and test hypotheses about the source. What's happening in the cartoon? · What was happening when this cartoon was made? · Who do you think was the audience for this cartoon? · What issue do you think this cartoon is about? · What do you think the cartoonist's opinion on this issue is? · What methods does the cartoonist use to persuade the audience?	Have students ask questions to lead to more observations and reflections. What do you wonder about... who? · what? · when? · where? · why? · how?

loc.gov

Create primary sources about themselves – use as an introduction to what a primary source is

Primary Source Close-Up		
Choose a primary source document and record your observations below.		
<div>Document Title: _____</div> <div>Document Date: _____</div> <div>Document Type: _____</div> <div>Author/Creator: _____</div> <div>Audience: _____</div>		
Observation 1	shows	
Observation 2	shows	
Observation 3	shows	
<div>Reason(s) this document might have been created:</div> <div></div>		
Social Studies Graphic Organizers & Mini-Lessons © Sarah Longhi, Scholastic Teaching Resources		

Sarah Longhi / Scholastic Teaching Resources

Directions for Primary Source activity:

Teaching Guide

Primary Source Close-Up

Skills / Standards

- Identifies features of a primary source
- Accurately describes the presentation of a subject
- Analyzes the presentation and purposes the document may have served

Purpose

A close study of primary sources (original photographs, newspaper articles, diaries, speeches, and so on) reveals details specific to time, place, culture, and viewpoint. Primary sources offer a window into history that cannot be replicated by a textbook passage or other secondary source.

This organizer helps students carefully describe what is being presented in a primary source document and focus on various elements of the document that will help them make critical judgments about its dependability and usefulness.

How to Use the Organizer

Select a primary source document to share with the class. (The Library of Congress "American Memory" Web site at <http://memory.loc.gov/ammem> offers many primary sources that can supplement your American history curriculum.) Make photocopies of the document and the Primary Source Close-Up graphic organizer (page 29) and distribute them to students.

If possible, provide the historical context for the primary source document and help students fill in the top section of the organizer. (Remind students that such information is not always available and may have to be investigated through other sources or deduced from the document.) Invite students to study the document carefully and describe exactly what they observe. Have them record their observations in the left lens of the eyeglasses on the graphic organizer.

Encourage students to ask questions about elements that seem important or unusual, such as the quality of a photograph, the style of writing, or references to devices that are no longer used. The more details students can ask questions about, the richer their analysis will be. Instruct students to complete the right lens with their reflections about what these details show.

Individually or in pairs, ask students to consider both the document's historical context and their reflections to fill in the document purpose. If there is a stated purpose in the document, have them consider another reason the document might have been created or an effect the document may have had.

Ask students: *How dependable do you think this source is? Would you recommend this source to another student studying your topic?* Have students rank the document on a scale of 1 to 10—10 being most dependable—and require them to support their reasons (e.g., details of a scene from a day-after account by an eyewitness might rank higher than a memoir entry from an eyewitness remembering the same event from a distance of forty years).

Primary Source Close-Up
Choose a primary source document and record your observations below.

Document Information

Title: _____ Date: _____

Author: _____

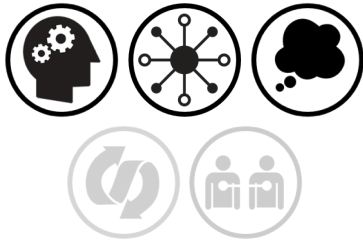
Observations

Reflections

Document Purpose

Purpose: _____

Due to challenges in:



Students on the spectrum may be challenged by:

Researching & writing content-area essays and reports

*Researching and developing an argument based essay
Evaluation of an argument to determine the counter perspective.
(CCS Anchor Standard 8)*

General Suggestions:

- ✓ Coordinate essay structure with ELA team, including:
 - charts
 - language
 - prompts
 - sentence starters
 - transitional phrases
- ✓ Use color coding:
 - evidence for arguments and counter arguments
 - evidence for major supporting ideas for thesis/claim
- ✓ Use of acronyms to teach students how to construct paragraphs
 - PEE (Point, Evidence, Explanation)
 - RAFT (Restate, Answer, For Example, Tie it up)
 - ICE (Introduce, Cite, Explain) *see below*
- ✓ Provide models & exemplars with marked up text that show the arguments and the counter-arguments within the text
- ✓ Use specific language and sentence starters to prompt students when looking for arguments and counter arguments
- ✓ Individualized organizers on which students input key information

Additional Strategies:

Use a variety of sentence starters

- The text ____ supports my claim ____,
- For example, _____. This shows _____. On the other hand, _____.
- Although some people think _____, some might argue that _____. But _____...
- This proves _____

Use concrete ways to identify and group evidence, including:

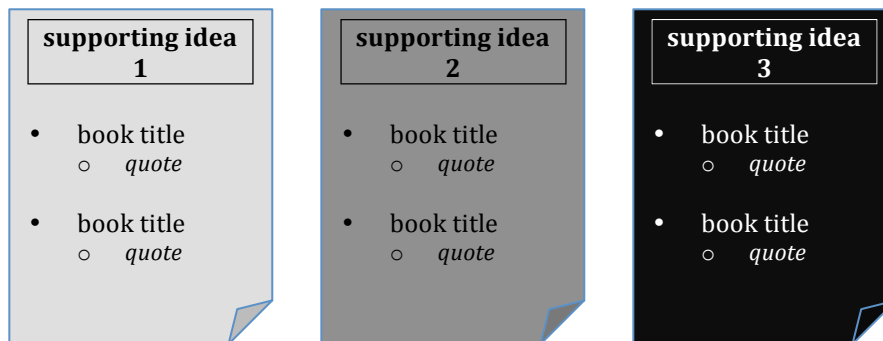
- t-charts



- folders to collect evidence for separate body paragraphs



- color-coding with highlighters or colored paper



Use acronyms to teach the construction of paragraphs

Writing Body Paragraphs with Evidence I.C.E.



- **I—Introduce the evidence**
 - Give the Document #
 - Say if it's a primary or a secondary source
 - Give the title of the document
- **C—Cite the evidence**
 - Quote the text word for word
 - or*
 - Describe the evidence on the map or other resource
- **E—Explain how the evidence proves your claim**
 - This shows...
 - This illustrates...
 - This gives me the idea that...
 - This connects to...
 - This proves...

explore the new continents of the Americas and the continent of Australia. In Document 4 (secondary source) from *Prehistoric Peoples*, it states, "These varied [different] habitats [which people migrated to] were a challenge to early people, and they had to adapt to different conditions...People had to devise [develop] different tools, hunting techniques and social skills to suit these varied [different] lifestyles." This shows that the new environments humans migrated to during the ice ages pushed them to invent new ways to survive. As you can see, the migrations

- **I—Introduce the evidence**
 - Give the Document #
 - Say if it's a primary or a secondary source
 - Give the title of the document
- **C—Cite the evidence**
 - Quote the text word for word
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- **E—Explain how the evidence proves your claim**
 - This shows...
 - This illustrates...
 - This gives me the idea that...
 - This connects to...
 - This proves...

Andrepoint

Use standard essay organizer template or graphic organizer

Essay Organizer

Introduction <ul style="list-style-type: none"> • Begins with a hook • States thesis • Lists reasons 	<ul style="list-style-type: none"> • Hook: _____ • Thesis: _____ _____ • Reasons: _____ _____ _____
Support 1 <ul style="list-style-type: none"> • Repeat thesis • States reason • Supports and explains reason 	<ul style="list-style-type: none"> • Reason 1: _____ • Supports for reason: _____ _____ _____
Support 2 <ul style="list-style-type: none"> • Repeat thesis • States reason • Supports and explains reason 	<ul style="list-style-type: none"> • Reason 2: _____ • Supports for reason: _____ _____ _____
Support 3 <ul style="list-style-type: none"> • Repeat thesis • States reason • Supports and explains reason 	<ul style="list-style-type: none"> • Reason 3: _____ • Supports for reason: _____ _____ _____
Conclusion <ul style="list-style-type: none"> • Repeats the thesis • Lists reasons in one sentence • Addresses opposite side's argument • Leaves readers with a twist 	<ul style="list-style-type: none"> • Opposite side's argument: _____ _____ • Twist: _____

Lanou

Argument Essay Structure

INTRODUCTION

- Answer the **Inquiry Question** (Take a Side)
- Say **1st Reason** you think this
- Say **2nd Reason** you think this

BODY #1

- Give the **1st Reason** You Support this Position
- **ICE 1st Piece of Evidence** (2 sentences)
- **ICE 2nd Piece of Evidence** (2 sentences)
- Re-state your reason

BODY #2

- Give the **2nd Reason** You Support this Position
- **ICE 1st Piece of Evidence** (2 sentences)
- **ICE 2nd Piece of Evidence** (2 sentences)
- Re-state your reason

BODY #3

- Say the Reason Behind the Other Side of the Argument (**Counter-Argument**)
- **ICE 1st Piece of Evidence** (2 sentences)
- **ICE 2nd Piece of Evidence** (2 sentences)
- **REFUTE this Evidence**—Say Why Your Evidence Is Stronger

CONCLUSION

- Re-state Your Position on the **Inquiry Question** (Take a Side)
- Say the **2 Reasons** You Think This
- (Address Counter-Argument)

Andrepoint

Provide models that correlate to outlines and organizers used, for student reference

Argument Essay

Geography helps the development of civilization for two reasons. First, geography helps civilization grow because rivers provide water for people and allow crops to grow. Another reason geography helps civilization grow is that irrigation projects for farming forced people to work together and become more organized.

One reason geography helps civilization grow is because rivers provide fertile land and a water source for farms. As the map on Document 1 (primary source) shows, the population density is the highest in the areas closest to the Indus River. This gives me the idea that most people in Pakistan live near the river because it is an important water source, providing both water and potential sources of food. Also, in Document 5 (secondary source) from Eastern Hemisphere, it states, "Without the Nile's regular flooding, people never could have farmed in Egypt. The Nile was truly a gift to Egypt..." This proves that without the Nile, people could not have survived in Egypt's desert because there would have been few water or food sources. As you can see, geography helped civilization develop as people settled near rivers because of the life-giving resources they provided.

INTRODUCTION

- Answer the Inquiry Question (Take a Side)
- Say 1st Reason you think this
- Say 2nd Reason you think this

BODY #1

- Give the 1st Reason You Support this Position
- ICE 1st Piece of Evidence (2 sentences)
- ICE 2nd Piece of Evidence (2 sentences)
- Re-state your reason

Andrepoint

Additional model on following page

MS 206

Ms. Andrepont

Class 604

April 8, 2013

Ancient Egypt Essay: Ancient Egyptians' Jobs & the Afterlife

Some people think the Ancient Egyptians were obsessed with death. When they think about Egypt, all they think of are dead mummies and dark tombs. But did you know that the Ancient Egyptians thought the afterlife was a happy place where people would always be young, healthy, and where they would spend their days eat, sleeping, and having fun? To make sure they could enjoy life after death to the fullest, Ancient Egyptians spent their day-to-day lives preparing for the afterlife. For many, it was their life work. Some of these jobs Ancient Egyptians performed did have to do with burial practices and mummification of dead bodies, and some did not. In this essay, you will see that the afterlife for Ancient Egyptians wasn't just about death, it was also the life work of many Egyptians.

Introduction

Preparing the dead for the afterlife was the life work of many Egyptians, like embalmers, mourners, and priests. These workers spent their days dealing closely with the dead body to make sure the person would have a good afterlife. In Ancient Egyptian Jobs, it says it took "about 70 days to make a mummy." In Eyewitness Books: Ancient Egypt, it says, "the superbly preserved bodies that have been found in Egyptian tombs show how successful the embalmers were." This shows Egyptian embalmers worked tirelessly to prepare the mummies, taking their work very seriously. Ancient Egyptian priests also played a big role performing important rituals at the funeral for the dead, like the ritual of the "Opening of the Mouth." In Mummies Made in Egypt, it says, "a priest dressed up as the god Anubis held the mummy up for the ceremony." In addition to people like priests and embalmers, rich families would hire people whose job it was to work as mourners at the funeral services, crying loudly and waving their arms to show sadness. In Ancient Egyptian Jobs, it says, "it was their job to grieve openly both inside and outside the dead person's house, and then go with the body to the tomb." As you can see, many people in Ancient Egypt had important jobs to make sure the dead bodies were well-prepared for their journey to the afterlife.

**Body Paragraph #1
(Supporting Idea #1)**

Many other Ancient Egyptians spent their lives preparing the dead to enjoy the afterlife, even though these workers never actually had to participate in funerals or burials in the ways that embalmers, priest, or mourners did. For instance, in Mummies Made in Egypt, it says people working as artists, sculptors, and carpenters spent their days preparing the dead to be buried. In the text it says, "The walls of the royal tombs were carved and painted with scenes that would magically come alive. The scenes showed the person's new life in the other world." Other workers who spent their days preparing people were the afterlife were pyramid builders. In Eastern Hemisphere, it says, "As many as 100,000 workers may have been needed to build just one pyramid." In Ancient Egyptian Jobs, it says these builders would stay carving rock and dragging stones "for about three months at a time, before returning home to their normal lives." As you can see, preparing for others to have a full afterlife was serious work for the Ancient Egyptians that wasn't just about dead bodies.

**Body Paragraph #2
(Supporting Idea #2)**

This shows that the day-to-day lives of many Ancient Egyptians revolved around their big religious beliefs in the afterlife. Ancient Egyptian embalmers, priests, and mourners were responsible for participating directly in the funerals for the dead to make sure they made it to the afterlife properly. People like artists, craftsmen, architects, and pyramid builders were also responsible for making sure the dead would be able to fully enjoy the "next world." This makes me think Ancient Egyptians weren't as gloomy and obsessed with death as some people think. They thought the afterlife would be magnificent, and they wanted to do everything they possibly could to make sure that those who died would be able to enjoy it!

Conclusion

Survival Guide:

For larger research assignments, provide a calendar with due dates and benchmarks to support students' completion of the project

Ancient Civilization Survival Guide November 2013						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Add notes to organizer	23 Work on case study	24
25	26 Research notes check	27	28 Thanksgiving No School	29 No School	30 Work on Case Study	

Mrs. McLean/Ms. Moss/Ms. Pate CVSR

Name: _____
Class: 610/614

**Ancient Egypt Research Project
Benchmarks**



What Needs to be Done:	Due Date:
Outline of report (graphic org)	Wednesday January 23rd
Rough draft of Report (3 pages)	Thursday January 31st
Pictures and Illustrations	Tuesday February 5th
Tri-fold board	Friday February 8th
Final Copy of Report (3 pages)	Friday February 15h
Bibliography (at least 3 sources)	Friday February 15th
All work put onto tri-fold board	Wednesday February 20th

Pate / Mannion

Name: _____ Class: _____ Date: _____

Ancient Egyptian Research Paper Checklist

Due on Monday, 4/8. Use this checklist to make sure you complete all the important parts.

Be sure to turn in:

- ✓ Notes from research & Thesis statement paper
- ✓ Essay Draft
- ✓ Published piece (written or typed)
- ✓ This Checklist

INTRODUCTION

- | | |
|---|--|
| ★ My introduction paragraph says <i>what ideas in the essay are important and why</i> . It includes thesis statement . | |
|---|--|

BODY PARAGRAPH #1 (Supporting Idea #1)

- | | |
|--|--|
| ★ My paragraph begins by naming 1st supporting idea . | |
| ★ It includes 2 or more pieces of evidence from research from reliable sources to support idea. I discuss and explain my evidence and how it supports the claim. I use correct punctuation when quoting from texts. | |
| ★ I use transitional phrases to help the reader understand the connection between my evidence and ideas. | |

BODY PARAGRAPH #2 (Supporting Idea #2)


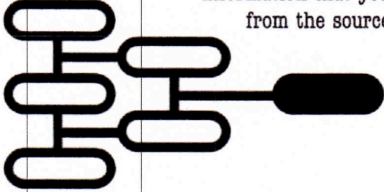

- | | |
|--|--|
| ★ My paragraph begins by naming 2nd supporting idea . | |
| ★ It includes 2 or more pieces of evidence from research from reliable sources to support idea. I discuss and explain my evidence and how it supports the claim. I use correct punctuation when quoting from texts. | |
| ★ I use transitional phrases to help the reader understand the connection between my evidence and ideas. | |

CONCLUSION

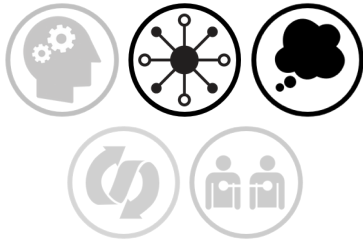
- | | |
|--|--|
| ★ My conclusion paragraph restates <i>what ideas in the essay are important and why</i> . It restates my thesis statement . | |
|--|--|

Andrepoint

Provide instruction and graphic organizers for gathering information from websites

<p style="text-align: right;">Name _____</p> <hr/> <h2 style="margin: 0;">Use of Information 4.2</h2> <h3 style="background-color: black; color: white; padding: 2px 5px;">Extract Relevant Information</h3> <p>Key Question: What information from the source is useful?</p> <p>Summarizing Website Information</p> <p>Use this checklist to extract information for your report. Websites are great for current information, but be careful about accuracy and make sure the source is reliable.</p> <p>URL: _____</p> <p>Citation:</p> <p>Author(s): _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Summary:</p> <p>What are the main points?</p> <p>What facts can I use?</p> <p>Quotes I may use:</p> <p>Statistics I may use:</p> <p>Other useful information:</p>	<div style="text-align: center;">  <p>In Use of Information 4.2, pull out the relevant information that you need from the source.</p> </div> <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: right; margin-top: 100px;">  </div>
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Due to challenges in:



Students on the spectrum may struggle with:

Determining causes and effects, and analyzing events

General Suggestions:

- ✓ Use graphic timelines with annotations
- ✓ Provide cause and effect graphic organizers
- ✓ Use language highlighting social concepts

Additional Strategies:

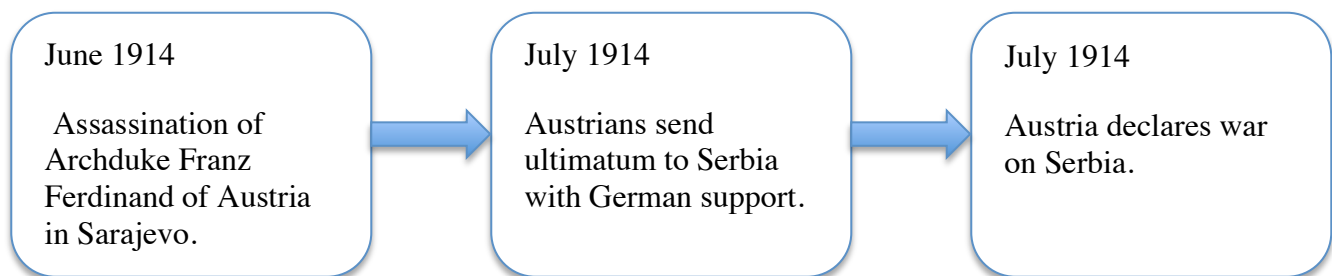
Use the Walk it to Know it Strategy

- For students to understand an event the sequence/causes and effects are written on sheets of paper placed throughout the classroom. Students walk around the room reading and explaining each step as they walk over it.
- A chart/graphic organizer can also be used if limited classroom space.

http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic_organizers#.UvaN50JdXbw

Walk it to Know it Strategy:






Events Leading to WWI



Use graphic organizers that show sequence and the relationships between events

Name: _____ Section: _____ Date: _____

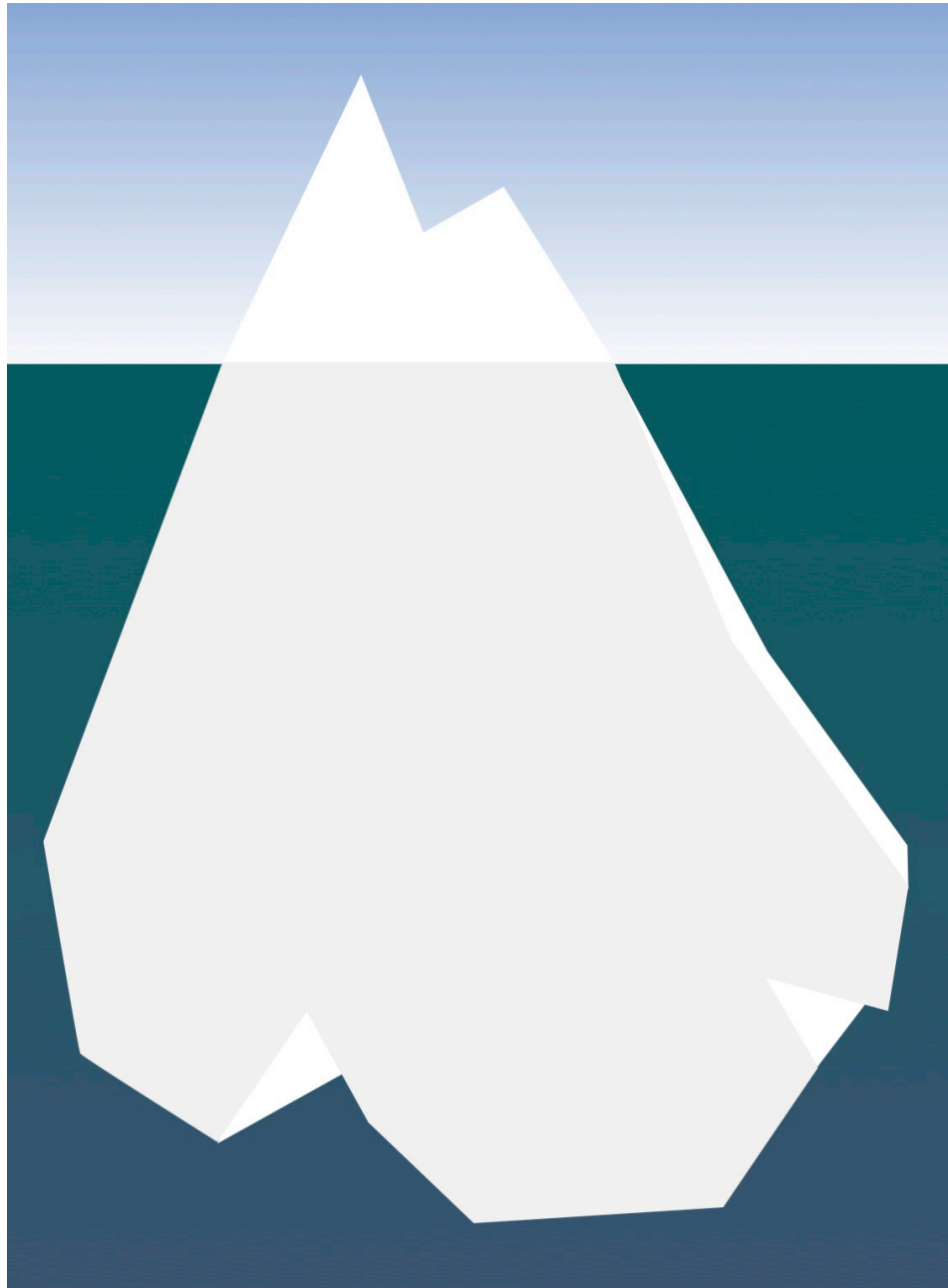
*As you read the story, write each main event in SEQUENTIAL ORDER.
Place one event in each box.*

Challenges Workers Faced	New Reforms
<p>1. Child Labor</p> <ul style="list-style-type: none"> - dangerous conditions - _____ hours - low _____ - age 	<p>➤ 1912 - _____</p> <p>➤ 1916 & 1919 Federal Child Labor Laws</p> <p>_____</p> <p>_____</p>  <p>➤ Workers Compensation Laws - _____</p> <p>_____</p>
<p>2. _____</p> <ul style="list-style-type: none"> - When? 1911 - Where? _____ - Why? _____ <p>_____</p> 	 <p>➤ 1908 Muller v. Oregon Case</p> <p>Result - _____</p> <p>_____</p>
<p>3. Women Labor</p> <ul style="list-style-type: none"> - working long hours - dangerous 	

Use iceberg visuals to analyze underlying causes

Top: what happened? who was involved? where? when?

Beneath: what factors influenced the choice made by those involved (events from past, aspects of human behavior—fear, jealousy, conformity, opportunism)?



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Implementation

- Introduce guided notes to the entire class, so as not to stigmatize individual students
- Teach directly into taking notes using guided notes sheets – allow for practice
- Create and instruct students about a structure for organizing/tracking guided notes sheets (binders, folders)
- Instruct students how to use guided notes sheets as reference for homework, to review for quizzes, etc.

Other considerations

- Differentiate by varying the amount of writing required
- Include space designated for extra thoughts, reactions, questions
- Align with Depth of Knowledge levels (apply a concept, synthesize information from multiple sources)

Sample Guided Notes Sheet: ELA	Sample Guided Notes Sheet: ELA <i>completed</i>
<p style="text-align: center;">Connecting Theme to Story Elements</p> <p>Theme is the _____ of a story It can be stated in ____-____ words. Examples: _____, _____, _____</p> <p>_____, _____, and _____ inform the theme</p> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> </div> <p>Example:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="margin-left: 10px;"> </div> <div style="border: 1px solid black; padding: 20px; width: 150px; height: 100px; margin-left: 10px; position: relative;"> <!-- Empty starburst for student to draw --> </div> </div> <p>Summary Sentence</p> <p>The theme of the story _____ is _____.</p> <p>The characters () _____.</p> <p>The setting () _____.</p> <p>The plot () _____.</p> <p>This is all evidence show the theme () _____.</p>	<p style="text-align: center;">Connecting Theme to Story Elements</p> <p>Theme is the subject of the message of a story It can be stated in one-to-two words. Examples: perseverance, growing up, overcoming obstacles</p> <p>Characters, setting, and plot inform the theme</p> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> </div> <p>Example:</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; width: 150px;"> </div> <div style="margin-left: 10px;"> </div> <div style="border: 1px solid black; padding: 20px; width: 150px; height: 100px; margin-left: 10px; position: relative;"> <!-- Filled starburst --> </div> </div> <p>Summary Sentence</p> <p>The theme of the story _____ is _____.</p> <p>The characters () _____.</p> <p>The setting () _____.</p> <p>The plot () _____.</p> <p>This is all evidence show the theme () _____.</p>

Additional Resources

- **Guided Notes: Improving the Effectiveness of Your Lectures:** <http://ada.osu.edu/resources/fastfacts/Guided-Notes-Fact-Sheet.pdf> (Or google *guided notes fact sheet*)
- **Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings** (Intervention Central): <http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-> (Or google *intervention central guided notes*)
- **Preparing Guided Notes: A guided system of learning within lecture** (Study Guides and Strategies): <http://www.studygs.net/teaching/guidednotesa.htm> (Or google *preparing guided notes*)

CORNELL NOTES

The **Cornell method** of note-taking provides a systematic format for writing concise, organized notes. Students divide their paper into two columns:

- the note-taking column on the right
- the questions/key word column on the left

They then leave five to seven lines—or about two inches—at the bottom of the page

Students write notes from a class (or a text book) in the note-taking column. Notes should consist of the important ideas and concepts from the text or lecture, and long ideas are paraphrased. Teachers teach students to avoid long sentences and to use symbols or abbreviations instead.

To assist with future reviews, relevant questions or key words are written in the key word column on the left, after the lecture or reading.

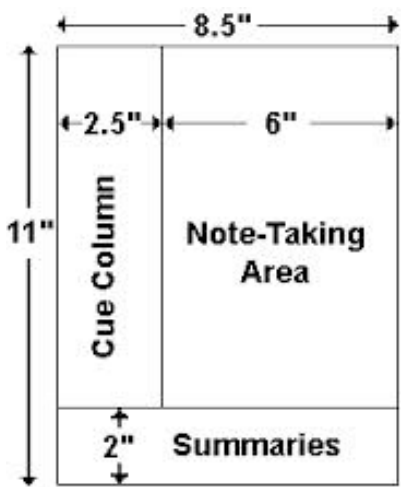
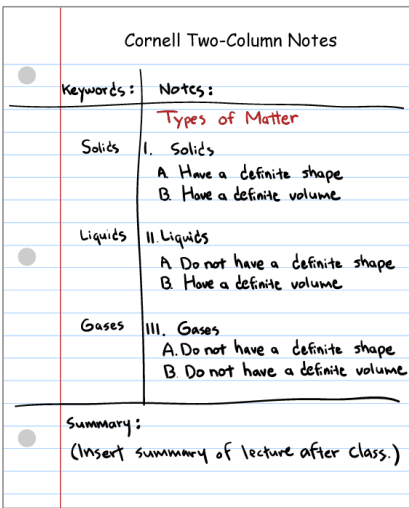
Within 24 hours of taking the notes, students review their notes and write main ideas and questions in the left column. Then, they write a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for a test or quiz, students have a concise but detailed and relevant record of previous classes.

When reviewing the material, students can cover the note-taking (right) column while attempting to answer the questions/keywords in the key word or cue (left) column. Students are encouraged to reflect on the material and review the notes regularly.

Adapted from wikipedia.com

Examples

The images below show examples of how to set up Cornell Notes on a page, what each section is used for, and an example of what a completed notes sheet may look like.

Setting up Cornell Notes	Description of sections	Example
 <p>www.montgomerycollege.edu</p>	<p>Cornell Note-taking Method - Lifehacker.com</p> <div> <div> Cues <ul style="list-style-type: none"> * Main ideas * Questions that connect points * Diagrams * Prompts to help you study <p>WHEN: After class during review</p> </div> <div> Notes <ul style="list-style-type: none"> * Record the lecture here, using * Concise sentences * Shorthand symbols * Abbreviations * Lists * Skip lots of space between points <p>WHEN: During class</p> </div> </div> <p>2.5 inches 6 inches</p> <div> Summary <p>WHEN: After class during review</p> <ul style="list-style-type: none"> * Top level main ideas * For quick reference <p>2"</p> <p>lifehacker.com</p> </div>	 <p>fontanamiddleschool.wikispaces.com</p>

Below is a larger example of a completed sheet of Cornell Notes, including how you may want to set up the heading for the page.

Topic: <u>Cornell Notes</u>	
Subject: <u>ELA</u>	Date: <u>September 9, 2014</u>
Main Ideas	Details
Uses for Cornell Notes	<ul style="list-style-type: none"> Organized by main ideas and details Can be used to provide an outline of the course, chapter, or lecture Can be used to provide a "big picture" of the course, chapter, or lecture Sequential: students take notes as they are given by the teacher or in a text book At the end of class, students write a summary of what they learned to clarify and reinforce learning and to assist retention (or assign for homework)
Benefits of Cornell Notes	<ul style="list-style-type: none"> Can be used as a study tool: students get a quick overview and determine whether they need more information or need to concentrate their studying on specific topics Creating a consistent structure is beneficial to students on the spectrum who thrive with predictability
Other types of note-taking	<ul style="list-style-type: none"> Can be combined with other types of note-taking, such as guided notes: provide a Cornell Notes template
Summary: Cornell notes help students organize notes into main ideas and details. They are helpful for students on the spectrum and can be used as a study guide. They can be used in conjunction with guided notes.	
Adapted from Bucks County Community College: http://faculty.bucks.edu/specpop/Cornl-ex.htm	

Additional Resources

- **Cornell Notes:** http://en.wikipedia.org/wiki/Cornell_note-taking_system (or google *guided notes wikipedia*)
- **Note Taking: Cornell Method:** http://www.usu.edu/arc/idea_sheets/pdf/note_taking_cornell.pdf (or google *usu cornell method*)

Nine Types of Curriculum Adaptations



PARTICIPATION

Adapt the extent to which a learner is actively involved in the task

Examples:

- Thumbs up/thumbs down response
- Cue cards: clothes pins on paint chips
- Small group work with roles



QUANTITY

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery

Examples:

- Reduce number of problems/body paragraphs/direct quotes required
- Shorten homework requirement
- Use checklists on which 3 out of 5 parts must be completed



TIME

Adapt the time allotted and allowed for learning, task completion, or testing

Examples:

- Increase amount of time given
- Allow to complete task at home
- Provide additional instruction time at recess, study hall, etc.



INPUT

Adapt the way instruction is delivered to student

Examples:

- Vary whole-class/small group, mini-lesson/discovery, oral/reading, etc.
- Include multimedia: video, audio, photographs, illustration
- Use manipulatives, hands-on materials



OUTPUT

Adapt how the student can respond to instruction

Examples:

- Allow options for work/assessments:
 - written
 - poster
 - oral presentation
 - technology



DIFFICULTY

Adapt the skill level, problem type, or the rules on how the learner may approach the work

Examples:

- All differentiated instruction
- Modify reading levels
- Modify tasks



LEVELS OF SUPPORT

Increase the amount of assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

Examples:

- Provide ask analysis/checklists
- Use guided notes & graphic organizers
- Provide small group and individual support



ALTERNATE GOAL

Adapt the goals or outcome expectations while using the same materials

When routinely utilized, this is only for students with moderate to severe disabilities



SUBSTITUTE CURRICULUM

Provide different instruction and materials to meet a learner's individual goals

When routinely utilized, this is only for students with moderate to severe disabilities