



*History and Social Science
Aligned Standards of Learning
Sample Activities: History*

2007-2008

ASOL:

HS-H1: The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln.

Sample Activity:

Teacher will introduce George Washington by reading short stories, watching videos, and/or by discussing details about his life and experiences; i.e. cherry tree, favorite food (ice cream, fish), farmer, soldier, recognized for being on the quarter and dollar bill, being first president (father of our country). Students will create an interactive story using assistive technology software with interactive book creation capabilities. Given six simple sentences and pictures about George Washington, the student will direct select four details to create their own story. The student can choose to reread the story and/or print out in a variety of setting and multiple audiences.

Materials Needed:

- Using an assistive technology program (such as Boardmaker/ Speaking Dynamically Pro, My own book shelf, Writing with Symbols).

Instructional Setting(s):

- Classroom, library, computer lab.

Community Connections and/or Peer Interaction:

- Share story with general education peers, visit museum, school assemblies.

Functional Activity/Routine:

- Bind book and display in library.

Strategies to Collect Evidence:

- Videotape students using the interactive book, work sample, pictures, peer interview, audiotape of child reading book, anecdotal record of creating the book.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Increase the student's interaction by allowing the student to draw their own pictures, write or copy sentences, locate pictures on the Internet, increase or decrease the size of the book.
- **Multi-Sensory:** Supply real objects (make ice cream).

ASOL:

HS-H2: The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Sample Activity:

The teacher will show pictures in a book format of him/her growing up (infancy to present). The teacher will emphasize how things have changed over time and they look very different (looking at a baby picture, “I have changed so much over time!”). The student will then have pictures of a random person to organize, in a left to right direction, showing how this person has changed, physically, over time. The teacher and students will then discuss and brainstorm skills they gained and/or lost as they physically changed (referencing the pictures they organized). (Be sensitive to the student’s level of physical involvement. For example: some people learned to walk and other learned to use their wheelchair, which meets the same mobility purpose.) Have the students identify what picture will come next using gestures to respond.

Materials Needed:

- Sentence strips, growing up picture book of teacher/staff, and pictures from Google images of baby-senior citizen.

Instructional Setting(s):

- Classroom, library, and general education setting.

Community Connections and/or Peer Interaction:

- Non-disabled peer and student could bring in pictures of themselves at different ages and make a Change Over Time chart of each other.
- Non-disabled peer and student could review old school yearbooks and discuss how the principal, staff and/or students have changed over time.

Functional Activity/Routine:

- Students who have jobs/responsibilities will identify how their jobs/responsibilities have changed and/or improved over the course of the year (e.g.: self-evaluation, employer evaluation, time management, etc.).

Strategies to Collect Evidence:

- The teacher will record or document how the student describes the pictures changing over time and what that means about all people and linking it to people in the past.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Reduce the amount of pictures to pick from. The teacher will do every other picture.
- **Support:** Picture size changed to meet the needs of the individual child.
- **Assistive Technology:** Make teacher growing up book in a PowerPoint with voice emphasizing the change over time hooked to individual switch select need (head switch,

joystick, and single button).

- **Multi-Sensory:** Have items in a box that are representative of the different ages. The students pick and match it up to the age it would most be used in (e.g.: rattle-baby, backpack-school age, car keys-adult, etc).

ASOL:

HS-H3: The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

Sample Activity:

Provide the students with multiple pictures and real materials that represent transportation, and family life from the past and present.

As a pre-set activity, discuss the materials and pictures with the students and write a story as a classroom using the materials (Possible title of the book could be “Past and Present.”)

Read the story to the class and refer to the objects and pictures to reinforce the concept of past and present.

As a whole class the students will discuss and place items and pictures on a floor size time line with *past* and *present*.

To determine level of individual knowledge, place on the floor the time line with *past* and *present*. Give the students the pictures and objects and have them place them on the time line. The teacher will keep documentation of how many items the student was able to place on the time line correctly. Once completed review responses with the student.

Materials Needed:

- Large time line.
- Pictures from Google Images, example: one-room school house, current school building.
- Objects: lunch pail, lunch box, slate and chalk, notebook and pen, computer, writing tablets, vacuum, brooms, and data/documentation sheet.

Instructional Setting(s):

- Classroom, library, and general education classroom with general education peers.

Community Connections and/or Peer Interaction:

- Have students interview someone such as a local historian who can discuss living in their community in the past and the present.
- Take students to a construction site. Provide opportunity to take pictures over time showing how buildings change.

Functional Activity/Routine:

- The students will keep a time line (calendar) of their daily, weekly, monthly, and yearly activities.
- Provide an opportunity for families to show how they have changes over time (homes, community, transportation, etc.).

Strategies to Collect Evidence:

- The teacher will video tape the student placing the items on the time line on an individual basis.

- Write an anecdotal record of the student participating in the time line activity.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Have the student only demonstrate knowledge of one or two concepts (ex. school and community).
- **Assistive Technology:** Make a time/activity with Kidspiration.
- **Multi-Sensory:** Use only objects as materials.

ASOL:

HS-H4: The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.

Sample Activity:

During a small group reading activity, a picture story about George Washington and his contribution as the first American President is read aloud. Using pictures from the story or a teacher made symbols, the student will match a picture of George Washington to the designated symbol for “first President” from a choice of two or more symbols. Later, a picture story of Abraham Lincoln will be shared in a reading small group activity. The student will match Lincoln’s picture to the picture or symbol representing the end of slavery, freedom for all. Finally, the student will sort and match each President to his major contribution.

Materials Needed:

- Picture book biographies.
- Various visuals aids, pictures, and symbols.

Instructional Setting(s):

- Classroom (general or specialized instruction), and library.

Community Connections and/or Peer Interaction:

- Student places pictures of each President on the calendar in February to represent President’s Day.
- Student looks for evidence of Presidents and their contributions throughout the school and the community (posters, statues, portraits, books).
- Student takes a field trip with non-disabled peers to Washington, D.C. and visits the Presidential monuments.
- Student participates in small group reading instruction with non-disabled peers and does a pair/share about American leaders.
- Student visits the public library with non-disabled peers to look at other books and information about the Presidents.

Functional Activity/Routine:

- Student identifies the President pictured on various coins and denominations of money.
- Student identifies leaders within the classroom, student body, and school, (line leader, principal, etc.).
- Student identifies who is serving as current President.
- Student places pictures of the Presidents on a US History timeline displayed in the classroom.

Strategies to Collect Evidence:

- Anecdotal record of correct matching and sorting responses.
- Videotape of the student completing the matching activity.
- Interview with a non-disabled peer that completed pair/share matching activity with the student.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Reduce or increase the number of leaders and contributions the student is learning. Increase or decrease the number of choices for matching activity.
- **Assistive Technology:** Use electronic and/or computer stories for presentation and review for the student. Use an alternate keyboard to complete the matching activity.

ASOL:

HS-H6: The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Sample Activity:

Students will research the hieroglyphic alphabet and find the spelling of their name. They will reproduce their name using the Egyptian symbols. Students will then make their own paper and cut and paste hieroglyphics of their name. They can also make peers' name, signs around the classroom and school. Students will make their own sundial and compare and contrast the sundial and a regular clock. They will create a picture schedule of sundial times and label the schedule with words and/or hieroglyphics.

Materials Needed:

- Copy of the hieroglyphic alphabet.
- Instructions on how to make paper and sundial.
- Craft materials.

Instructional Setting(s):

- Throughout the school building (office, cafeteria, hallway, classroom etc.).

Community Connections and/or Peer Interaction:

- Non-disabled peers can assist in making signs for different location within the school.

Functional Activity/Routine:

- Students can place words in alphabetic order, use hieroglyphic alphabet to match pictures according to beginning sounds, create a student or classroom schedule.
- Generalize time telling skills by matching times on a sundial, analog, and digital clock.

Strategies to Collect Evidence:

- Photos, permanent products, anecdotal record of using a sundial and schedule. Page of their name or signs written using hieroglyphics.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Create words and or sentences and stories for higher levels, repetitive, and expressive recognition of hieroglyphics alphabet.
- **Assistive Technology:** Have a non-disabled peer record the hieroglyphics alphabet on a communication device and use an overlay of the hieroglyphics.
- **Multi-Sensory:** Make paper and sundial from craft materials.

ASOL:

HS-H19: The student will demonstrate knowledge of the factors that shaped colonial America by describing the religious and economic events and conditions that led to the colonization of America.

Sample Activity:

Share A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620 (Dear America Series) with your students. Role play how it would feel to have rights and freedoms withheld from the student. Examples could include: students who wear glasses cannot go to recess, students who have tennis shoes cannot go to lunch today. Discuss how these restriction make the student feel and relate it to how Separatists were not allow to practice their religion until they settled in Massachusetts.

Materials Needed:

- A copy of the tradebook: *A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620* (Dear America Series).

Instructional Setting(s):

- Classroom or the school.

Community Connections and/or Peer Interaction:

- Use a group of peer buddies to role play with the students. Have the student discuss things that are important to them and how they felt when their rights and freedoms were taken away.

Functional Activity/Routine:

- Drive around the community and identify different buildings related to the different religions.
- Have student identify familiar religious buildings such as churches, synagogues, and mosques in magazines.

Strategies to Collect Evidence:

- Peer interview after role playing.
- Video of the role playing activity.
- Emotion cards used to identify how they felt when rights were taken away.

Specific Options for Differentiating this Activity:

- **Assistive Technology:** Use a communication device to identify places of worship.

ASOL:

HS-H20: The student will demonstrate knowledge of the causes and results of the American Revolution by identifying the issues of dissatisfaction that led to the American Revolution.

Sample Activity:

Read books and have discussions about causes of the war. Create a worksheet with two columns titled *satisfaction* and *dissatisfaction*, use line drawing pictures to depict emotions of *like* and *dislike*. Then have student sort pictures according to the issues that early Americans would like or dislike. Examples could include: picture of a bag of sugar with universal “no” sign, a redcoat, picture of a stamp, tea, Appalachian mountains, house and a soldier, books, paint, lead, glass, newspaper, playing cards, and picture of things they would have such as a gun, wig, clothes, tobacco, and musical instrument.

Materials Needed:

- Picture cards and T-chart poster to put the pictures on to sort activities.
- Yes/no cards or a communication device with “yes/no” recorded on it.

Instructional Setting(s):

- Classroom.

Community Connections and/or Peer Interaction:

- Use the circulars from a newspaper to pick out taxed and non-taxed items during Colonial times.

Functional Activity/Routine:

- Go on a shopping trip to purchase items that were non-taxed items during Colonial times.

Strategies to Collect Evidence:

- Copy of the completed T-chart.
- Anecdotal record of the student’s participation in the activity.
- Graph or a chart showing the students’ accuracy in answering “yes/no” questions.

Specific Options for Differentiating this Activity:

- **Assistive Technology:** Communication device for answering questions. Colored “yes/no” cards.
- **Multi-Sensory:** Objects could be used for the sorting activity.

ASOL:

HS-H21: The student will demonstrate knowledge of the challenges faced by the New Nation by describing the major accomplishments of the first five presidents of the United States.

Sample Activity:

Students will make a booklet of the first five Presidents of the United States. Give each student an information page about the first five Presidents including terms in office, major accomplishments, picture of the President, and place of residence. Students will cut apart the information page and sort according to the correct President and paste corresponding information on their page of the book. Use this book to study the five first presidents and their accomplishments.

Materials Needed:

- 11 x 14" construction paper.
- Information page listing President's name, term, accomplishments, picture and place of residence.
- Glue.
- Scissor.

Instructional Setting(s):

- Classroom.

Community Connections and/or Peer Interaction:

- Connect to community leaders by looking at local newspapers and making information page and booklet about local leaders.

Functional Activity/Routine:

- Link this activity to the leader of the school or student council at the student's school.
- Talk about leadership and what it means.
- Create a classroom leader or line leader and talk about responsibility and leadership.

Strategies to Collect Evidence:

- Student product.
- Anecdotal record of student's participation.

Specific Options for Differentiating this Activity:

- **Support:** Velcro chips or Velcro backed pictures.

ASOL:

HS-H25: The student will demonstrate knowledge of how life changed after the Civil War by explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

Sample Activity:

Demonstrate the differences in the amount of light provided by an oil lamp and an electric light in a darkened room. Students can predict what objects in the radius of the light will be seen as the light source changes. This will show that electric light provided a larger and clearer range of light making it easier to identify objects. Discuss how electric light changed the life of citizens after the Civil War. Electric lights made the day longer allowing people to extend the work day. Factories were operated around the clock and stores remained open longer. People moved from rural to urban areas for jobs in the factories and stores in the cities.

Materials Needed:

- Oil lamp.
- Electric lamp.
- Everyday objects found in a room.

Instructional Setting(s):

- Classroom and all places visited by the student that are conducive to darkness.

Community Connections and/or Peer Interaction:

- Peer interviews with a non-disabled peer.
- Practice in this learning activity with non disabled peers in places conducive to darkness.

Functional Activity/Routine:

- Have students practice writing or reading using both types of lighting.

Strategies to Collect Evidence:

- Videotape the students doing the different activities.
- Anecdotal record written by a non-disabled peer during their interview with the student.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Reduce or increase number of objects, replace objects with pictures or words, move the light, and change the wattage of the bulb.
- **Support:** Use brightly colored objects, use variety of sizes of objects and pictures.

ASOL:

HS-H31: The student will demonstrate knowledge of ancient river civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China, and the civilizations of the Hebrews, Phoenicians, Kush, by the development of language and writing.

Sample Activity:

Students will be presented with an array of pictograms from ancient civilizations and hieroglyphics from Egypt. The teacher would then lead the students into a discussion concerning the purpose of those pictures as a means of communication. Students would then give suggestions about what the specific symbols mean. For example, a hieroglyphic of a sun or an animal would be presented to the student and they would then try to identify what the picture represented. After doing this group activity, students would then be asked to do this on an individual basis. Probing questions such as events that have occurred, weather, animals, and why these items were important would be discussed either in a small group or individual basis.

Materials Needed:

- Picture cards of symbols.
- Photographs.
- Internet access.
- Smartboard for student participation or an LCD player to project.
- A computer.

Instructional Setting(s):

- General education classroom, special education classroom, and library.

Community Connections and/or Peer Interaction:

- Have students go around the school building and identify the symbols in the school community that may have been interpreted in ancient times as a pictogram. They will either draw it, take a picture of it, or make a representation of it in order to show its progression of importance and continued relevance from ancient times to modern times.
- Have students go outside and choose a pictogram to represent the weather that they observed.
- Have students make a bingo game using easy-to-understand and relevant pictograms. Students could also take this bingo game into a regular education classroom and play it there.
- Have students design a “memory” game of pictograms and use this game to reinforce the pictogram relevance and they could do this with a non-disabled peer.

Functional Activity/Routine:

- Take a picture list and go shopping with it.
- Have students make a story, a message, or have them report on their daily activities using a pictogram.

Strategies to Collect Evidence:

- Videotape the discussion; take pictures of the students and write an anecdotal record; have student respond to a visual aid representation of a picture; have a peer conduct an interview and assess the other student’s comprehension.

Specific Options for Differentiating this Activity:

- **Size and scope of activity:** Modify the number of pictograms necessary for students to identify.
- **Assistive Technology:** Use switches to indicate yes/no answers about pictures. Use Smartboard with the first link giving hints on what the hieroglyphics/pictograms mean.