

# Understanding the Big Idea



## Learning Objectives

- Recognize that different regions had different leaders.
- Recognize that the leadership of government changes.

## Materials

- Print the following worksheets and data sheets:
  - *Malala Ancient Leaders Vocabulary Cards Worksheet*
  - *Malala Ancient Leaders Map Worksheet* (per student and teacher)
  - *Constant Time Delay Individual Data Sheet* (per student)
  - *System of Least Prompts Group Data Sheet* (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - Scissors (per Level 3 student and teacher)
  - Glue sticks (per Level 2 and 3 student and teacher)

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
  - Egypt
  - Rome
  - Greece
  - Mesoamerica
  - South America
  - Huang He Valley

## Anchor Instruction for All Students

**In our Adapted Book *Malala*, we read that the Taliban took over control of Swat Valley in 2007. Eventually, the Pakistani army retook control of the area. Different areas have different leaders. A leader is a person who is in charge or leads. Leaders make decisions for the people they lead. They pass laws and make decisions about raising taxes and spending money. Leaders change over time.**

Thousands of years ago, the area that is now Pakistan was home to an ancient civilization we call the Indus River Valley civilization. We do not know much about the leaders of this civilization. There are no monuments to its rulers like in other ancient civilizations.

Just like each country in the modern world has its own leader, so did ancient civilizations. There were different types of rulers in each.

In some ancient civilizations, the people made decisions. Athens was a city-state in Ancient Greece. Decisions in Athens were made by the Assembly. The Assembly was made up of all free male citizens. The Assembly in Athens is one of the first democracies.

Around the same time, the Ancient Roman civilization was forming a republic. A republic is run by elected officials who make decisions.

Other ancient civilizations had one ruler who made most of the decisions. In the Huang He Valley in what is now China, the Shang dynasty ruled. A dynasty is a series of rulers from the same family. Other civilizations had kings, queens, or emperors who passed their leadership to family members. In ancient Egypt, those rulers were called pharaohs. In the ancient Inca civilization, those leaders were emperors.

Today, we will identify different types of leaders and governments in different regions of the ancient world.

### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>pharaoh</li> <li>dynasty</li> <li>republic</li> <li>assembly</li> <li>emperor</li> <li>Hammurabi Code</li> </ul>	<ul style="list-style-type: none"> <li>pharaoh</li> <li>dynasty</li> <li>republic</li> <li>assembly</li> <li>emperor</li> <li>Hammurabi Code</li> <li>inherit</li> <li>city-state</li> </ul>	<ul style="list-style-type: none"> <li>pharaoh</li> <li>dynasty</li> <li>republic</li> <li>assembly</li> <li>emperor</li> <li>Hammurabi Code</li> <li>inherit</li> <li>city-state</li> </ul>

### Zero- and Four-Second Delay Rounds

Remember, in the Zero-Second Delay Round, provide the correct answer immediately. In the Four-Second Delay Round, wait for four seconds for the student to respond. Refer to the procedures outlined at the beginning of the Unit if needed.

**Materials:** Malala Ancient Leaders Vocabulary Cards Worksheet, Constant Time Delay Individual Data Sheet (per student), scissors

**Prior to Instruction:** Cut out the Vocabulary Cards from the Ancient Leaders Vocabulary Cards Worksheet. Write the vocabulary targets on the Data Sheet based on the student’s level.

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Use the following instructions to target the concepts listed above: Place two Vocabulary Cards (correct response and a distractor) in front of the student. <b>Touch the [pharaoh].</b> Repeat this with the other Vocabulary Cards.	<i>Zero-Second Delay Round:</i> Student provides the correct response.	<b>Great job finding the [pharaoh].</b> Include a description/definition of each concept in your feedback (e.g., <b>The pharaoh was the ruler of ancient Egypt</b> ). <b>Amazing work! [The pharaoh was the ruler of ancient Egypt].</b>
	<i>Four-Second Delay Round:</i> Student provides the correct response within four seconds.	
	Student does not respond.	Model the correct response. <b>Your turn.</b> Wait for student to respond. Provide additional prompts or physical guidance as necessary.
	Student responds incorrectly.	

### Concept Building

**Materials:** Malala Ancient Leaders Map Worksheet (per student and teacher), System of Least Prompts Group Data Sheet (per group), scissors (per Level 3 student and teacher), glue sticks (per Level 2 and 3 student and teacher)

**Prior to Instruction:** Cut out a set of Picture Cards from the Ancient Leaders Map Worksheet for each Level 1 and 2 student, including a set for yourself to use as a model. You may have Level 3 students cut out their own Picture Cards during the activity, as appropriate, or you may cut them out for students ahead of time.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>INTRODUCE</b>	<b>Every country has its own leaders. Some are elected. The president of the United States is elected. Other countries have rulers from the same family. Today, we will look at a map of ancient civilizations and learn more about different leaders.</b>	<b>Every country has its own leaders. Some leaders are elected, like the president of the United States. Other leaders inherit their position, like the king of Saudi Arabia. Today, we will learn more about different regions that had different leaders.</b>	
<b>MODEL</b>	<b>I'll go first.</b> Hold up your copy of the Ancient Leaders Map Worksheet. <b>This map shows different ancient civilizations.</b> Point to each civilization as you name it. Show students your set of Picture Cards. <b>These cards describe different types of leaders or governments of ancient civilizations. I will place each card next to the civilization it refers to.</b> Hold up the "assembly" Picture Card. <b>In Athens in Ancient Greece, decisions were made by the Assembly. All free male citizens could be part of the Assembly. They made decisions for the city-state.</b> Point to Ancient Greece on the Ancient Leaders Map Worksheet. <b>I will place the "assembly" Picture Card by Ancient Greece on the map.</b> Model placing the "assembly" Picture Card on the space near Ancient Greece. Do not glue it in place.		

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>Let’s do the next one together.</b> Hold up the “pharaoh” Picture Card. Read the label aloud and ask, <b>Which civilization was ruled by pharaohs?</b> Give students an opportunity to respond by pointing to the location on the Ancient Leaders Map Worksheet. Then say, <b>The rulers in ancient Egypt were called pharaohs. Let’s put the “pharaoh” Picture Card next to ancient Egypt on the map.</b> Model placing the “pharaoh” Picture Card in the correct location on the Ancient Leaders Map Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining Picture Cards, using the following explanations.</p> <p><b>Ancient Rome was a republic. Decisions were made by elected officials.</b></p> <p><b>The most famous Mesopotamian ruler was King Hammurabi. He made a code of laws and punishments.</b></p> <p><b>In the Huang He Valley civilization, rulers were part of a dynasty. A dynasty is a series of rulers from the same family.</b></p> <p><b>In Mesoamerica and South America, there were great civilizations ruled by emperors.</b></p> <p>After you’ve placed all the Picture Cards, remove them from the Ancient Leaders Map Worksheet.</p>	<p><b>Let’s do the next one together.</b> Hold up the “pharaoh” Picture Card. <b>Which civilization was ruled by pharaohs?</b> Give students an opportunity to respond. Then say, <b>The rulers in ancient Egypt were called pharaohs. They made laws and decisions about taxes. Let’s find ancient Egypt on the map.</b> Give students an opportunity to respond by pointing. Then model placing the “pharaoh” Picture Card in the correct location on the Ancient Leaders Map Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining Picture Cards, using the following explanations.</p> <p><b>Ancient Rome was a republic in which decisions were made by elected officials.</b></p> <p><b>In ancient Mesopotamia, the ruler was called a king. The most famous Mesopotamian ruler was Hammurabi. He established a code of laws and punishments that his kingdom was ruled by.</b></p> <p><b>In the Huang He Valley civilization in what is now China, rule was passed down in a family. When a series of rulers comes from the same family, it is known as a dynasty.</b></p> <p><b>In Mesoamerica and South America, there were great civilizations ruled by emperors. Emperors are the highest rulers in a land.</b></p> <p>After you’ve placed all the Picture Cards, remove them from the Ancient Leaders Map Worksheet.</p>	

GUIDED PRACTICE

	LEVEL 1	LEVEL 2	LEVEL 3
INDEPENDENT PRACTICE	<p><b>Now it's your turn.</b> Hand out a copy of the Ancient Leaders Map Worksheet to each student. Place two Picture Cards in front of students, the “dynasty” Picture Card and a distractor. <b>Which describes the leader or government of the Huang He Valley civilization?</b> Give students an opportunity to respond by pointing to the correct Picture Card. Then glue the Picture Card in the correct location on their Ancient Leaders Map Worksheet for them.</p> <p>Repeat this procedure for the remaining Picture Cards from the Ancient Leaders Map Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it's your turn.</b> Hand out a copy of the Ancient Leaders Map Worksheet and a glue stick to each student.</p> <p>Place three Picture Cards in front of students, the “dynasty” Picture Card and two distractors. Point to the Huang He Valley civilization on the Ancient Leaders Map Worksheet. <b>Which describes the leader or government of the [Huang He Valley civilization]?</b> <b>Place and glue the Picture Card next to the [Huang He Valley civilization] on your worksheet.</b> Assist students as needed with placing and gluing the Picture Cards in the correct location on their Ancient Leaders Map Worksheet.</p> <p>Repeat this procedure for the remaining Picture Cards.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it's your turn.</b> Hand out a copy of the Ancient Leaders Map Worksheet, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Then say, <b>Find the civilization whose leader or government each Picture Card describes. Place and glue the Picture Card next to that civilization on your worksheet.</b></p> <p>Assist students as needed with placing and gluing the Picture Cards in the correct location on their Ancient Leaders Map Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal prompt: <b>Which describes the leader or government of [the Huang He Valley civilization]?</b></p> <p>Model prompt: Point to the correct response. <b>[Dynasty]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>[The Huang He Valley civilization was ruled by a dynasty.]</b> as you prompt them.</p>	<p>Verbal prompt: <b>Which describes the leader or government of the [Huang He Valley] civilization?</b></p> <p>Model prompt: Point to the correct response. <b>[The Huang He Valley] civilization was ruled by [a dynasty]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>[The Huang He Valley] civilization was ruled by [a dynasty].</b> as you prompt them.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	<b>Terrific work! You recognized that different regions had different leaders.</b>	<b>Terrific work! You recognized that different regions had different leaders.</b>	



# Connecting the Big Idea

## Learning Objectives

- Recognize that people fight to gain control of a country.
- Recognize a characteristic of a power struggle.
- Recognize that wars are fought for control.

## Materials

- Print the following worksheets and data sheets:
  - *Malala* Reasons for War Vocabulary Cards Worksheet
  - *Malala* Reasons for War Matching Worksheet (per Level 2 and 3 student and teacher)
  - Constant Time Delay Individual Data Sheet (per student)
  - System of Least Prompts Group Data Sheet (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - Scissors (per Level 3 student and teacher)
  - Glue sticks (per Level 2 and 3 student and teacher)

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
  - economic gain
  - nationalism
  - religion
  - disagreement between two parts of a country
  - revolution

## Anchor Instruction for All Students

In *Malala*, we read that control of the Swat Valley where Malala lived changed from Pakistan to the Taliban at one point. Throughout history, people have fought to gain control of an area or country. There are many reasons why countries go to war. Today, we will learn how wars are fought as part of a struggle for power and control.



### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>nationalism</li> <li>religion</li> <li>civil war</li> <li>revolution</li> </ul>	<ul style="list-style-type: none"> <li>nationalism</li> <li>religion</li> <li>civil war</li> <li>revolution</li> </ul>	<ul style="list-style-type: none"> <li>nationalism</li> <li>religion</li> <li>civil war</li> <li>revolution</li> </ul>

#### Zero- and Four-Second Delay Rounds

Remember, in the Zero-Second Delay Round, provide the correct answer immediately. In the Four-Second Delay Round, wait for four seconds for the student to respond. Refer to the procedures outlined at the beginning of the Unit if needed.

**Materials:** *Malala* Reasons for War Vocabulary Cards Worksheet, Constant Time Delay Individual Data Sheet (per student), scissors

**Prior to Instruction:** Cut out the Vocabulary Cards from the Reasons for War Vocabulary Cards Worksheet. Write the vocabulary targets on the Data Sheet based on the student’s level.

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Use the following instructions to target the concepts listed above: Place two Vocabulary Cards (correct response and a distractor) in front of student. <b>Touch [nationalism].</b> Repeat this with the other Vocabulary Cards.	<i>Zero-Second Delay Round:</i> Student provides the correct response.	<b>Great job finding [nationalism].</b> Include a description/definition of each concept in your feedback (e.g., <b>Nationalism is the belief that your country is better than other countries.</b> ) <b>Amazing work! [Nationalism is the belief that your country is better than other countries.]</b>
	<i>Four-Second Delay Round:</i> Student provides the correct response within four seconds.	
	Student does not respond. Student responds incorrectly.	Model the correct response. <b>Your turn.</b> Wait for student to respond. Provide additional prompts or physical guidance as necessary.

#### Read and Connect the Big Idea

**Materials:** *Malala* Reasons for War Matching Worksheet (per Level 2 and 3 student and teacher), System of Least Prompts Group Data Sheet (per group), scissors (per Level 3 student and teacher), and glue sticks (per Level 2 and 3 student and teacher)

**Prior to Instruction:** Cut out a set of Picture Cards from the Reasons for War Matching Worksheet for Level 2 students, including a set for yourself to use as a model. You may have Level 3 students cut out their own Picture Cards during the activity, as appropriate, or you may cut them out for students ahead of time.



	LEVEL 1	LEVEL 2	LEVEL 3
<b>INTRODUCE</b>	<p>Sometimes countries fight each other in a war. Today, we will look at some of the reasons why countries fight wars.</p>	<p>Sometimes countries have disagreements that lead to armed conflict or war. Today, we will recognize some of the reasons why countries fight wars.</p>	
<b>MODEL</b>	<p><b>I'll go first.</b> Place your set of Picture Cards in front of students. <b>These Picture Cards show different reasons why countries fight wars.</b></p> <p>Hold up the "Economic Gain" Picture Card. <b>Some wars are fought because one country wants to control the resources of another country.</b></p> <p>Hold up the "Nationalism" Picture Card. <b>Nationalism is the idea that your country is better than all other countries. Some countries go to war to try to prove that their country is better than other countries.</b></p> <p>Hold up the "Religion" Picture Card. <b>Religion is an organized belief in a god or gods. Some wars are fought between religious groups.</b></p> <p>Hold up the "Disagreement between two parts of a country" Picture Card. <b>Civil wars are fought between two parts of the same country.</b></p> <p>Hold up the "Revolution" Picture Card. <b>Revolutionary wars are fought when people want to overthrow the government of their country.</b></p> <p>Hold up your copy of the War Matching Worksheet and point to the sentences in the left column. <b>These are descriptions of some wars that have been fought at different times in history. We will match the war with the reason the war started.</b></p> <p>Place the "Economic Gain" Picture Card in front of students. Read the first description on the Reasons for War Matching Worksheet aloud: <b>"In 1991, Iraq invaded Kuwait to take its wealth." This is an example of an economic reason for war.</b> Hold up the "Economic Gain" Picture Card. Model placing the Picture Card in the empty box beside the first description on your copy of the War Matching Worksheet. Do not glue it in place.</p>		
<b>GUIDED PRACTICE</b>	<p><b>Let's do the next one together.</b> Place the "Disagreement between two parts of a country" Picture Card and a distractor in front of students. Read the next description aloud: <b>"In the 1800s, the North and South of the United States fought over slavery." Which is the reason behind this war?</b> Give students an opportunity to respond by pointing to the correct Picture Card. Then hold up the "Disagreement between two parts of a</p> <p style="text-align: center;"><i>(continued)</i></p>	<p><b>Let's do the next one together.</b> Place the "Disagreement between two parts of a country" Picture Card and two distractors in front of students. Read the next description aloud: <b>"In the 1800s, the North and South of the United States fought over slavery." Which is the reason behind this war?</b> Give students an opportunity to respond verbally, by using their AAC devices, or by pointing. Then point to the "Disagreement between two</p> <p style="text-align: center;"><i>(continued)</i></p>	<p><b>Let's do the next one together.</b> Read the next description aloud: <b>"In the 1800s, the North and South of the United States fought over slavery." Which is the reason behind this war?</b> Give students an opportunity to respond verbally. Then point to the "Disagreement between two parts of a country" Picture Card and say, <b>Civil wars are fought between two parts of a country. The war between the North and South was a civil war.</b></p> <p style="text-align: center;"><i>(continued)</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>country” Picture Card and say, <b>Civil wars are wars between two parts of the same country. The war between the North and South was a civil war.</b></p> <p>Repeat this procedure for the remaining descriptions on the War Matching Worksheet.</p>	<p>parts of a country” Picture Card and say, <b>Civil wars are fought between two parts of the same country. The war between the North and South was a civil war. Other wars that started as civil wars include the Korean War and the Vietnam War.</b></p> <p>Model placing the “Disagreement between two parts of a country” Picture Card in the correct location on the War Matching Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining descriptions. Then remove the Picture Cards from the War Matching Worksheet.</p>	<p><b>Other wars that started as civil wars include the Korean War and the Vietnam War.</b></p> <p>Model placing the “Disagreement between two parts of a country” Picture Card in the correct location on the War Matching Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining descriptions. Then remove the Picture Cards from the War Matching Worksheet.</p>
INDEPENDENT PRACTICE	<p><b>Now it’s your turn. I will read a description of a war and you will decide what was the reason for the war.</b></p> <p>Before reading each description, place the correct Picture Card and a distractor in front of students. Then read each description aloud, pausing to give students an opportunity to point to the correct response.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it’s your turn.</b> Hand out a copy of the War Matching Worksheet and a glue stick to each student. <b>I will read a description of a war and you will decide what was the reason for the war. Glue the Picture Card at the end of the sentence.</b></p> <p>Before reading each description, place the correct Picture Card and two distractors in front of students. Read each description aloud, pausing to give students an opportunity to place and glue the correct Picture Card to their War Matching Worksheet. Assist students as needed with placing and gluing the Picture Cards.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it’s your turn.</b> Hand out a copy of the War Matching Worksheet, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Then say, <b>Match each description with the reason for the war. Glue the Picture Cards in place.</b> Assist students as needed with reading the descriptions and placing or gluing the Picture Cards to their War Matching Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
<b>PROMPTING AND ERROR CORRECTION</b>	<p>Verbal prompt: <b>["In 1991, Iraq invaded Kuwait to take its wealth."] What was the reason for this war?</b></p> <p>Model prompt: Point to the correct response. <b>[Economic gain]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>[Economic gain] was the reason for this war.</b> as you prompt them.</p>		
<b>REINFORCE</b>	<p><b>Terrific work! You understand that countries fight wars for different reasons.</b></p>	<p><b>Terrific work! You recognized that countries fight wars for control of other countries for different reasons.</b></p>	



# Investigate and Extend

## Learning Objectives

- Identify how to vote for a leader in the school or community.

## Materials

- Print the following worksheets and data sheets:
  - *Malala How to Vote Vocabulary Cards Worksheet*
  - *Constant Time Delay Individual Data Sheet* (per student)
  - *System of Least Prompts Group Data Sheet* (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - Printer
  - Paper (several sheets per Level 1 student; 1 sheet per Level 2 and 3 student)
  - Stapler
  - Scissors (per Level 2 student and teacher)
  - Glue sticks (per Level 1 and 2 student and teacher)
  - Markers or colored pencils (per Level 2 and 3 student)
  - Computer(s) with Internet access

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
  - vote
  - voter identification
  - polling place
  - ballot

## Anchor Instruction for All Students

**We've learned about how Ancient Athens was a democracy. Citizens could vote on issues facing the city-state. We also learned how Ancient Rome was a republic. In a republic, decisions are made by representatives that are elected by citizens. The United States is a republic. Citizens vote for representatives at the local, state, and national levels. Today, we will learn how people in our state vote.**

### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• vote</li> <li>• representative</li> <li>• election</li> <li>• absentee ballot</li> <li>• identification</li> </ul>	<ul style="list-style-type: none"> <li>• vote</li> <li>• representative</li> <li>• election</li> <li>• absentee ballot</li> <li>• identification</li> <li>• polling place</li> </ul>	<ul style="list-style-type: none"> <li>• vote</li> <li>• representative</li> <li>• election</li> <li>• absentee ballot</li> <li>• identification</li> <li>• polling place</li> </ul>

### Zero- and Four-Second Delay Rounds

Remember, in the Zero-Second Delay Round, provide the correct answer immediately. In the Four-Second Delay Round, wait for four seconds for the student to respond. Refer to the procedures outlined at the beginning of the Unit if needed.

**Materials:** *Malala* How to Vote Vocabulary Cards Worksheet, Constant Time Delay Individual Data Sheet (per student), scissors

**Prior to Instruction:** Cut out the Vocabulary Cards from the How to Vote Vocabulary Cards Worksheet. Write the vocabulary targets on the Data Sheet based on the student’s level.

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Use the following instructions to target the concepts listed above: Place two Vocabulary Cards (correct response and a distractor) in front of the student. <b>Touch [the absentee ballot].</b> Repeat this with the other Vocabulary Cards.	<i>Zero-Second Delay Round:</i> Student provides the correct response.	<b>Great job finding [the absentee ballot].</b> Include a description/ definition of each concept in your feedback (e.g., <b>An absentee ballot is a voting ballot filled out and returned by mail before an election by someone who is unable to vote in person).</b>  <b>Amazing work! [An absentee ballot is a voting ballot filled out and returned by mail before an election by someone who is unable to vote in person.]</b>
	<i>Four-Second Delay Round:</i> Student provides the correct response within four seconds.	
	Student does not respond.  Student responds incorrectly.	Model the correct response. <b>Your turn.</b> Wait for student to respond. Provide additional prompts or physical guidance as necessary.

### Asking Questions and Finding Answers

**Materials:** System of Least Prompts Group Data Sheet (per group), computer(s) with Internet access, printer, paper (several sheets per Level 1 student; 1 sheet per Level 2 and 3 student), stapler, scissors (per Level 2 student and teacher), glue sticks (per Level 1 and 2 student and teacher), markers or colored pencils (per Level 2 and 3 student)

**Prior to Instruction:** You may wish to bookmark websites detailing information about how to vote in your state.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>In the United States, people over the age of 18 have the right to vote for our leaders. Each state has rules about voting. Today, we are going to research rules about voting in our state and make a brochure that tells others about voting in our state.</p>	<p>We've learned about different types of leaders. In the United States, citizens vote for their leaders at all levels of government. The U.S. Constitution says that any person over the age of 18 has the right to vote. Each state also has rules about voting. Today, we are going to research rules about voting in our state. Then we will use our research to make a voting rights brochure to tell other people about voting in our state.</p>	
MODEL	<p>I'll go first. First, I will do research about how we vote in [state]. I will use a computer and the Internet to conduct the research. I will use what I find to include in my brochure.</p> <p>Model using a search engine for two phrases related to voting in your state, such as "how to vote in [state]" and "voting laws in [state]." When you find useful information, print it out.</p>		
GUIDED PRACTICE	<p><b>Now let's work together. Let's print out information about voting laws in our state. Then let's print out information about where we go to vote in our community. We will glue this information on paper to make a brochure about voting in [state].</b></p> <p>Assist students with using a computer search engine and printing out useful information. Help students search for information about the type of voting machines used in your state, if voter identification is needed, if there are early voting hours, and how to obtain and use an absentee ballot. Then have students research where to vote in your community.</p>	<p><b>Now let's work together.</b> Assist students with using a computer search engine and printing out useful information. Ask, <b>What terms can we search for to learn more about voting laws in our state?</b> Give students an opportunity to respond before having them use their terms to search. Allow students to choose which information they want to include on their brochures.</p> <p>Make sure students research information about where the polling places are in your community, how voting machines work, if voter identification is needed, if there are early voting hours, and how to obtain and use an absentee ballot. Continue to prompt students until they have enough information to create their brochures.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
INDEPENDENT PRACTICE	<p><b>Now it's your turn.</b> Distribute several pieces of paper, glue sticks, and the research they found to students. Review with students the information they researched.</p> <p><b>Which information shows how we vote in our state?</b> Give students an opportunity to respond by pointing to the information. <b>Let's glue the information on the first page of our brochure.</b> Cut out the information as needed. Then assist students with gluing the information to their paper.</p> <p>Repeat this process for the following questions:</p> <ul style="list-style-type: none"> <li>• <b>Do we have to show identification before we vote?</b></li> <li>• <b>Can we lose our voting rights?</b></li> <li>• <b>Where do we vote in our town?</b></li> <li>• <b>When do we vote for national leaders?</b></li> <li>• <b>When do we vote for state leaders?</b></li> <li>• <b>When do we vote for local leaders?</b></li> <li>• When completed, assemble the students' brochures by stapling the pages together.</li> </ul> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it's your turn.</b> Distribute one sheet of paper, a pair of scissors, a glue stick, and markers or colored pencils to each student, as well as the research they printed.</p> <p><b>Fold the paper into three parts. This will be your brochure. You can use pictures and words you printed from your research and glue them on the brochure. You can also write words or draw pictures.</b></p> <p><b>Write about how we vote in [state].</b> Give students prompts for their writing, such as, <b>Do we have to show identification before we vote? Can we lose our voting rights? Where do we vote in our town? When do we vote for national leaders? When do we vote for state leaders? When do we vote for local leaders?</b></p> <p>Assist students as needed with writing sentences and cutting out, placing, and gluing images from their research to their paper.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>Now it's your turn.</b> Distribute one sheet of paper and markers or colored pencils to each student, as well as the research they printed.</p> <p><b>Fold the paper into three parts. This will be your brochure. Write or draw information about voting in [state]. Include information about where we vote in our town; when we vote for national, state, and local leaders; how people register to vote; and how people obtain and use absentee ballots.</b></p> <p>Assist students as needed with prompts for specific information to include and with writing sentences on their paper.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>



	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>Verbal prompt: <b>Point to the information about [voter identification laws] in our state.</b></p> <p>Model prompt: Point to the correct research. <b>[Voter identification]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>[Voter identification]</b> as you prompt them.</p>	<p>Verbal prompt: <b>What are [voter identification laws] in our state?</b></p> <p>Model prompt: Point to the correct research. <b>[In our state, voters need to show proof of identity, such as a driver’s license, to vote.] Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the students point to the correct response, and say, <b>[In our state, voters need to show proof of identity, such as a driver’s license, to vote.]</b> as you prompt them.</p>	
REINFORCE	<p><b>Nice job! You used the Internet to identify how we vote for leaders in our state.</b></p>		

SEGMENT  
4

# Research and Collaborate

## Learning Objectives

- Recognize important people or events in artifacts, videos, or photographs.

## Materials

- Print the following worksheets and data sheets:
  - *Malala* Primary Source Vocabulary Cards Worksheet
  - *Malala* Primary Source Venn Diagram Worksheet (per student and teacher)
  - Constant Time Delay Individual Data Sheet (per student)
  - System of Least Prompts Group Data Sheet (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - *Malala* Adapted Book or e-Reader
  - Computer with Internet access
  - Scissors (per Level 3 student and teacher)
  - Glue sticks (per Level 2 and 3 student and teacher)
  - Pencil (per Level 2 and 3 student and teacher)

## Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
  - primary source
  - secondary source

## Anchor Instruction for All Students

Read the fifth chapter of the Adapted Book *Malala* with students. **This is a biography of Malala. It was not written by Malala but by someone who researched and read about her life. It is considered a secondary source. A secondary source is a document that provides information about a person or event but is not a firsthand account of the person's life or the event. Firsthand accounts are considered primary sources. Malala's autobiography, an interview with Malala, or pictures of Malala would all be considered primary sources. Today, we will use the Internet to research a primary source about Malala and compare it to our Adapted Book *Malala*.**

### Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>primary source</li> <li>secondary source</li> </ul>	<ul style="list-style-type: none"> <li>primary source</li> <li>secondary source</li> </ul>	<ul style="list-style-type: none"> <li>primary source</li> <li>secondary source</li> </ul>

#### Zero- and Four-Second Delay Rounds

Remember, in the Zero-Second Delay Round, provide the correct answer immediately. In the Four-Second Delay Round, wait for four seconds for the student to respond. Refer to the procedures outlined at the beginning of the Unit if needed.

**Materials:** *Malala Primary Source Vocabulary Cards Worksheet*, Constant Time Delay Individual Data Sheet (per student), scissors

**Prior to Instruction:** Cut out the Vocabulary Cards from the Primary Source Vocabulary Cards Worksheet. Write the vocabulary targets on the Data Sheet based on the student’s level.

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Use the following instructions to target the concepts listed above: Place two Vocabulary Cards (correct response and a distractor) in front of the student. <b>Touch the [primary source].</b> Repeat this with the other Vocabulary Card.	<i>Zero-Second Delay Round:</i> Student provides the correct response.	<b>Great job finding the [primary source].</b> Include a description/ definition of each concept in your feedback (e.g., <b>A primary source is a firsthand account of a person’s life or an event.</b>  <b>Amazing work! [A primary source is a firsthand account of a person’s life or an event.]</b>
	<i>Four-Second Delay Round:</i> Student provides the correct response within four seconds.	
	Student does not respond.	Model the correct response. <b>Your turn.</b> Wait for student to respond. Provide additional prompts or physical guidance as necessary.
	Student responds incorrectly.	

#### Organizing and Sharing What We Know Now

**Materials:** *Malala Primary Source Venn Diagram Worksheet* (per student and teacher), System of Least Prompts Group Data Sheet (per group), *Malala Adapted Book*, computer with Internet access, scissors (per Level 3 student and teacher), glue sticks (per Level 2 and 3 student and teacher), and pencils (per Level 2 and Level 3 student and teacher)

**Prior to Instruction:** Use the Internet to find a video showing a speech or interview given by Malala Yousafzai. Bookmark this resource to use with students during this activity. Cut out the Text Cards from the Primary Source Venn Diagram Worksheet for each Level 1 and 2 student, including a set for yourself to use as a model. You may have Level 3 students cut out their own Text Cards during the activity, as appropriate, or you may cut them out for students ahead of time.

	LEVEL 1	LEVEL 2	LEVEL 3
<b>INTRODUCE</b>	<p><b>We've read a secondary source about Malala Yousafzai.</b> Hold up a copy of the Adapted Book <i>Malala</i>. <b>Today, we will look at a primary source to identify more information about her life. Then we will compare and contrast the kinds of information we learned from the primary and secondary sources.</b></p>		
<b>MODEL</b>	<p>Have students watch the primary source speech/interview you've bookmarked on the computer. Then say, <b>Let's think about how watching this [speech/interview] was different from reading our Adapted Book Malala.</b> Give students an opportunity to think. Then say, <b>One thing I noticed is that the [speech/interview] was from Malala's point of view. She was telling her side of the story in her own words. The Adapted Book did not do that.</b></p> <p>Display your copy of the Primary Source Venn Diagram Worksheet. Point to the first circle and read the label: <b>"Primary Source."</b> <b>This is where we will put descriptions that describe the video.</b> Point to the second circle and read the label: <b>"Secondary Source."</b> <b>This is where we will put descriptions that describe the Adapted Book Malala.</b> Point to the section where both circles overlap and read the label: <b>"Both."</b> <b>Here we will put descriptions that describe both the primary source video and the secondary source book.</b></p> <p style="text-align: center;">(continued)</p>	<p>Have students watch the primary source speech/interview you've bookmarked on the computer. After students have watched the video, ask them to describe their reaction. <b>How was watching this [speech/interview] different from reading the Adapted Book Malala?</b> Give students an opportunity to think. Then say, <b>The first thing I noticed is that the [speech/interview] was from Malala's point of view. She was telling her side of the story in her own words. The Adapted Book did not do that.</b></p> <p>Display your copy of the Primary Source Venn Diagram Worksheet. Hold up the "tells events from Malala's point of view" Text Card and read it aloud. <b>This refers to the primary source. The video showed Malala herself talking about [her experiences and opinions]. It was not described by someone else.</b> Model placing the Text Card in the Primary Source circle on your copy of the Primary Source Venn Diagram Worksheet. Do not glue it in place.</p> <p>Hold up the "tells about events from an objective point of view" Text Card and read it aloud. <b>This refers to the Adapted Book Malala, which we read. A biography written by another person is a secondary source. The author of the book researched Malala's life and wrote about it. Even though the author uses quotes from Malala, the book is written from his or her point of view, not Malala's.</b> Model placing the Text Card in the Secondary Source circle on the Primary Source Venn Diagram Worksheet. Do not glue it in place.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>Hold up the “tells events from Malala’s point of view” Text Card and read it aloud. <b>This refers to the primary source. The video showed Malala herself talking about [her experiences and opinions]. These experiences were not described by someone else.</b> Model placing the Text Card in the Primary Source circle on your copy of the Primary Source Venn Diagram. Do not glue it in place.</p> <p>Hold up the “tells about events from an objective point of view” Text Card and read it aloud. <b>This refers to the Adapted Book <i>Malala</i>, which we read. Malala is a secondary source. The author of the book researched Malala’s life and wrote about it. Even though the author uses quotes from Malala, the book is written from his or her point of view, not Malala’s.</b> Model placing the Text Card in the Secondary Source circle on the Primary Source Venn Diagram Worksheet. Do not glue it in place.</p>		
GUIDED PRACTICE	<p><b>Let’s do the next ones together.</b> Hold up the “includes details about Malala’s life” Text Card. <b>Did we learn details about Malala’s life from the primary or secondary source or both?</b> Give students an opportunity to answer by pointing to the correct circle on the Venn Diagram. <b>We learned details about Malala’s life from</b></p>	<p><b>Let’s do the next ones together.</b> Hold up the “includes details about Malala’s life” Text Card. <b>Did we learn details about Malala’s life from the primary or secondary source or both?</b> Give students an opportunity to respond. <b>We learned details about Malala’s life from both the primary source and the secondary source.</b> Model placing the Text Card in the correct location on the Primary Source Venn Diagram Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining Text Cards. Then remove the Text Cards from the Primary Source Venn Diagram Worksheet.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	<p><b>both the primary source and the secondary source.</b> Model placing the Text Card in the correct section of the Primary Source Venn Diagram Worksheet. Do not glue it in place.</p> <p>Repeat this procedure for the remaining Text Cards. Then remove the Text Cards from the Primary Source Venn Diagram Worksheet.</p>		
INDEPENDENT PRACTICE	<p><b>It's your turn.</b> Hand out a copy of the Primary Source Venn Diagram Worksheet to each student. Read each of the Text Cards one by one and have students point to the correct circle on their Primary Source Venn Diagram Worksheet. Glue the Text Cards in place for students.</p> <p>Describe one fact learned from the primary source video. Ask, <b>Is this information from the primary source or the secondary source?</b> Have students point to the correct space on the Primary Source Venn Diagram Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>It's your turn.</b> Hand out a copy of the Primary Source Venn Diagram Worksheet, a glue stick, and a pencil to each student. Present students' Text Cards to them one at a time. Read the Text Card and tell students to place and glue it in the correct space on their Primary Source Venn Diagram Worksheet, assisting students as needed. Repeat this procedure until all Text Cards have been glued in place.</p> <p>Then say, <b>Name two facts about Malala that you've learned. Did you learn them from the primary source or the secondary source or both? Write the facts on your Primary Source Venn Diagram Worksheet.</b></p> <p>Assist students as needed with writing two facts on their Primary Source Venn Diagram Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p><b>It's your turn.</b> Hand out a copy of the Primary Source Venn Diagram Worksheet, a pair of scissors, a glue stick, and a pencil to each student. Assist students as needed with cutting out their Text Cards.</p> <p>Then say, <b>Read the Text Cards and place them in the Primary, Secondary, or Both sections of the Venn Diagram. Then identify two facts about Malala and write them on the Venn Diagram in the circle that tells if you learned the fact from the primary source, the secondary source, or both sources.</b></p> <p>Assist students as needed with placing Text Cards in the correct circles and with writing two facts on their Primary Source Venn Diagram Worksheet.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
<b>PROMPTING AND ERROR CORRECTION</b>	<p>Verbal prompt: <b>Point to the source that [tells us what Malala sounds like].</b></p> <p>Model prompt: Point to the correct response. <b>[Primary source]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>[The primary source tells us what Malala sounds like.]</b> as you prompt them.</p>	<p>Verbal prompt: <b>Which source [tells us what Malala sounds like]?</b></p> <p>Model prompt: Point to the correct response. <b>The [primary] source tells us [what Malala sounds like]. Your turn!</b></p> <p>Physical prompt: Use hand-over-hand assistance to help the student point to the correct response, and say, <b>The [primary] source tells us [what Malala sounds like].</b> as you prompt them.</p>	
<b>REINFORCE</b>	<p><b>Great job! You've identified information from primary and secondary sources.</b></p>		

### Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete the following activities at times that work with your schedule.

ACTIVITY	DESCRIPTION
Leaders Today	Have students look at the Ancient Leaders Map Worksheet from Segment 1 and compare it to a current world map. Have them choose two areas and research what country or countries are located in each area today and what type of ruler each country has now.
The American Revolution Time Line	Remind students that a revolution occurs when people are unhappy with their governments. Tell students that the United States was originally founded as colonies of Great Britain, but it fought a war for independence. Have them research events leading up to the Revolutionary War, important battles of the war, and how the war ended. Then have them organize the information in a time line.
Current Events	Have students look in newspapers, news magazines, or watch news reports online to find current events about how Americans vote for their leaders.
Primary vs. Secondary Sources	Have students choose a historical event they would like to learn more about. Tell them to look online to find a primary source and a secondary source for the event. Have them share the sources they found.



ACTIVITY	DESCRIPTION
Personal Primary Source	Have students bring in a primary source that they can use to share information about themselves, such as a childhood photo or a favorite toy. Have students share the item and explain how it is a primary source.