

## Appendix C

### Student Example of Learning as Demonstrated in Instructional Unit Plan (IUP)

#### Before Reading Exercise (10 minutes)

Teacher will institute a “List-Group-Label” Activity. Although students are working in groups, *each group member* is to make their own copy of this exercise. This activity is designed to engage the prior knowledge of students concerning the material and also get a feel for what they know about the war material that we have not yet visited. Teacher will state the following phrase to the class (I know the instructions suggest to limiting it to one or two words, but I felt it needed to be broadened to get the appropriate amount of 25 responses, or something close to it.) “War for Independence” The floor will be open for students to voice terms and phrases having to do with “War for Independence” back to the teacher.

Some possible responses:

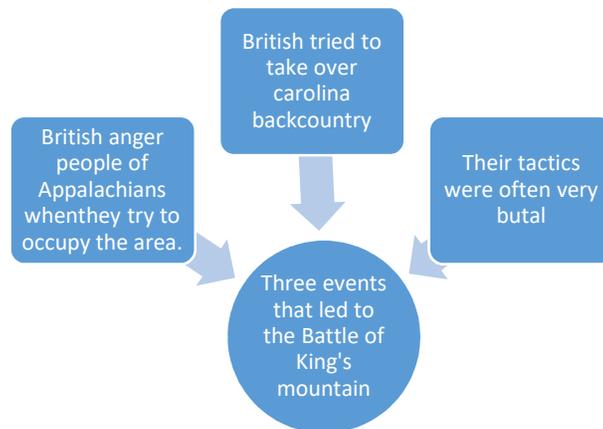
Americans on home ground  
France  
King George III  
British people tired of war  
George Washington  
Yorktown

Minutemen  
Boston  
Spain  
Cornwallis  
Nathanael Greene

War means more to the  
Americans  
Guerilla Warfare  
British troops worn down by  
long war  
Lafayette

Students are then instructed, in their groups, to organize the terms teacher has been listing on the board into three categories. These categories should contain terms that have something in common with one another. Each group must contain three words, if not more.

Students then give each group a term that tells what their each group of terms has in common with one another. For example, the groups in our situation could be: people, places and circumstances.



#### During Reading Phase (15 minutes)

Students will read textbook pages 141-45 in their groups, taking turns reading aloud to one another as they were doing before. Students will be presented with three flow charts for students to fill in as they read. As you can see, one asks students to fill in three events that led to the Battle of King’s mountain, one asks students to name three ways France helped the Americans in the war., and one asks for three events or ideas associated with the Battle of Yorktown. The students would fill in the three blanks on each flow chart, but I filled them in just to give you an idea of how it would look.



**After Reading Phase (10 minutes)** - Each student will be given a handout for an ABC graffiti activity. Students will continue to work in the groups they are in. In their groups, students will be asked to brainstorm concepts that associate not only with today's reading, but with all the material they have seen thus far in the unit. They are to come up with one word or phrase for each letter of the alphabet. The letters X and Z are to be left off the list. After 5 minutes, each group will be able to send a "spy" to the table of another group to get answers they could not come up with while the other two group members continue working. The goal for each group is to have their Alphabet chart as full as they possibly can after ten minutes.