



Unit Plan

Learning Goals

Cultural Literacy: Civil War, war, battles, Lincoln, generals, slavery, Frederick Douglas, abolitionist, Confederates, Union, Yankees, North and South, emancipation proclamation

Geography: Northern states, Southern states

Vocabulary: battle, general, separate, abolitionist



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Canal p. 3	Panama p. 3	Scorpion p.6	Snake p. 6	Mosquito p. 7		
Summary	Dangerous p. 7						
Custom	Opinion p. 7	Dangerous Yes/No p. 7	Time half-hour p. 8	Time to the Hour p. 8	Time to the quarter-Hour p. 8	Toll Booth p. 9	
Map Activity	Route p. 2						
Coloring Page	Cargo ship p. 1		Roosevelt p. 4	Dynamite p. 5			
Presentation	Dangers p.7	Toll p. 9	Cargo p. 8				



Unit Plan

	Words and page
Reading Match	Roosevelt, ship, canal, Panama p. 8
Vocabulary	Toll, goods, complete , shortcut p. 9

	Concept and Page		Concept and Page
Sorting	Scorpion p. 6	Wh Questions	End of Book
Classification	Snake p. 6	Book Exam	End of book
Pattern	Snakes and scorpions p. 6	Sentence Scramble	End of Book
EZ Summary	End of Book	Question and Answer	End of Book
Short Answer	End of book	Fill in the Blank	End of Book
Capitalization		Reading Assessment	End of Book
Grammar	End of Book	Vocabulary Assessment	End of Book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Europe and the U.S. traded with each other. That means that the people in Europe bought things from the people in the U.S. The things that they bought were called goods. For example, tea, clothing, olive oil, and coffee are all goods. They are things that people buy and sell. The way that they traded goods, was that they had to bring their good over to sell in a ship. If someone in Europe wanted to sell the people in the United States olive oil, they had to put the olive oil in a cargo ship. The ship had to sail across the Atlantic Ocean with it. In the United States, if a company wanted to send goods to Europe, they had to put it on a cargo ship and send it also. A cargo ship is a ship that is full of goods.

Pointing Questions: ship, smoke, chimney, Atlantic Ocean

Short Answer: What kind of ship did they put goods on? What does transport mean? What is an example of goods?

Yes/No: Did the cargo ships cross the Atlantic Ocean? Did people want to buy goods?

Sharing opinion/experiences: What are some goods that you like to buy? What are some things that the U.S. might buy from Italy?

Vocabulary: Point to the word **goods** in the book. **Goods** are things that people buy or sell. The ships were filled with goods that they wanted to send out west. Find the **goods** flashcard and its matching definition.

Peer to Peer Interaction: After you read Page 1, ask students, "What type of boats were used to carry goods.?" The answer is the main idea card "cargo ships." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Coloring Page-Cargo Ship



Unit Plan

Page Two:

Talking Points: If a cargo ship in Europe needed to take goods to New York, they would just go straight across the Atlantic Ocean. But, there was a problem with shipping the goods to California or anywhere in the Pacific Ocean. Take a look at Europe on the map. If the Europeans wanted to send a cargo ship to California, which is right here, look at how long the route would be. They would have to come all the way down here around South America. That would take a long, long time. But, that is what they had to do because there was no other way to take the cargo ship over there.

Pointing Questions: Europe, USA, western U.S. ship, route

Short Answer: What took so long?

Yes/No: Was the route to go to the western U.S. too long? Did the cargo ships have to go around South America?

Sharing opinion/experiences: Have you ever seen the ocean? Have you gone swimming in the ocean? Which one? (when students say where they were when they saw the ocean, point it out on the map and tell them what the name of that ocean is)

Peer to Peer Interaction: After you read Page 2, ask students, “Why did it take so long to sail from the Atlantic to the Pacific Ocean?” The answer is the main idea card “route.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus:

Functional:

Assignment Options: Map Activity-Route (L)



Unit Plan

Page Three:

Talking Points: The business people who had the cargo ships just hated how long that route was. They wanted a shortcut. They wanted to be able to get there faster. The problem was that there was no other way to go. There was not a shorter route. If someone built a canal, they would have a shortcut. Look at the map right here so you can see where the shortcut could be. A canal is when workers make a river in a place where there was not a river. The river they make is called a canal. Ships could use the canal because they would build a big canal to help the cargo ships. Then the ships could travel like this (show route with finger) and not have to go like (show old route that is longer).

Pointing Questions: Panama, Canal, Pacific Ocean, U.S, shortcut

Short Answer: What is a shortcut? Did Panama say yes?

Yes/No: Did Roosevelt make a deal with Panama?

Sharing opinion/experiences: Have you ever used a shortcut to go somewhere? Do you think the canal would be good idea? Have you ever seen a canal before?

Peer to Peer Interaction: After you read Page 3, ask students, “What do you call a shorter way to get somewhere?” The answer is the main idea card “shortcut.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: Point to the word **shortcut** in the book. A **shortcut** is a quicker way to go somewhere. If you take a **shortcut**, you will get there faster. Find the **shortcut** flashcard and its matching definition.

Assignment Options: Word Scramble-Canal (L), Word Scramble-Panama (L) Coloring Page-Canal



Unit Plan

Page Four:

Talking Points: Teddy Roosevelt wanted a shortcut too. He was the president of the U.S. at that time. He made a deal with Panama. The U.S. paid money so that they could build the canal. At first the United States owned the canal, but later Panama owned it. Everyone wanted a shortcut. It would be faster and cheaper to transport things. A lot of people got jobs working on the canal.

Pointing Questions: President Roosevelt, mustache, tie

Short Answer: Who was the president who talked to Panama about the canal? Who owns the Panama Canal today?

Yes/No: Did Panama say yes? Did Roosevelt ask Panama about the canal?

Sharing opinion/experiences: What does it mean to make a deal? Have you ever made a deal or seen someone make a deal?

Peer to Peer Interaction: After you read Page 4, ask students, "Which president asked Panama if we could build a canal?" The answer is the main idea card "Roosevelt." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: Point to the words in the book. A **shortcut** is a quicker way to go somewhere. If you take a **shortcut**, you will get there faster. Find the **shortcut** flashcard and its matching definition.

Assignment Options: Coloring Page-Roosevelt



Unit Plan

Page Five

Talking Points: Panama said that we could build the canal. It was a lot of work to build the canal. Look at the workers. It was a lot of work. They had to do a lot of digging to make the canal. One thing that they used to help with digging was dynamite. Dynamite is something you light and put it in the rocks and then it explodes. It breaks the rocks and makes it easier to dig. Dynamite is extremely dangerous. Some of the workers would get hurt using dynamite. It might explode and hurt them if they were too close or if it accidentally exploded in their hand. The dynamite was helpful, but dangerous. TNT is what is used to make dynamite. Sometimes dynamite has the word “TNT” on it. Video: <https://www.youtube.com/watch?v=0y-cc3fHBFk> (this shows dynamite blowing up the ground. Tell students that this was not the Panama Canal but shows them it looked like)

Pointing Questions: workers, rocks, dirt, dynamite, TNT

Short Answer: What did the workers use to help them dig out the canal?

Yes/No: Was it easy to build the canal? Was it hard to build the canal?

Sharing opinion/experiences: What are some things that people build? Have you ever seen something explode?

Peer to Peer Interaction: After you read Page 5, ask students, “Which canal was a lot of work to build?” The answer is the main idea card “Panama Canal.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Dynamite



Unit Plan

Page Six:

Talking Points: Not only did it take a long time to build the canal, but it was also dangerous. Dangerous means that people could get hurt. A lot of people did get hurt. Panama is a jungle. A jungle is a tropical forest. There are a lot of animals living in the jungle in Panama. The animals living in the jungle are called wildlife. There are a lot of scorpions in the jungle. Some of the workers got stung by a scorpion. It really hurt and some of them were poisonous. There were also a lot of snakes in the jungle. One type of snake is called the coral snake. It is poisonous. Poisonous means that if it bites you that you could get sick and die. Oh my. It was scary. Coral Snake Video: <https://www.youtube.com/watch?v=KTVSPJrw8CU>

Pointing Questions: coral snake, scorpion, snake bite

Short Answer: What is a type of snake that is poisonous? Who got bit by snakes? What stung people?

Yes/No: Do snakes bite? Are all snakes poisonous? Is it a good idea to touch a scorpion?

Sharing opinion/experiences: Have you ever seen a snake? Scorpion? What should you do if you see one?

Peer to Peer Interaction: After you read Page 6, ask students, “What was a problem that the workers had in the jungle?” The answer is the main idea card “wildlife.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus:

Assignment Options: Word Scramble-Scorpion (L), Word Scramble-Snake (L), Classification-Snake, Sorting-Scorpion, Patterns



Unit Plan

Page Seven:

Talking Points: Another problem that workers had in the jungle was getting sick. Some workers caught yellow fever. You know how they got yellow fever? From a mosquito bite! Some workers caught malaria. Do you know how they got malaria? Mosquito bites. Those mosquitos were terrible. They carried diseases. That means that they could make people sick if they bit them. Some of the workers died from getting sick from mosquito bites. They were trying to work and they kept getting bit by mosquitos. It was annoying and scary.

Pointing Questions: mosquito, skin

Short Answer: What insect made some of the workers sick? What causes yellow fever? What causes malaria?

Yes/No: Did some workers get sick? Did some workers get yellow fever? Did some workers get malaria?

Sharing opinion/experiences: Have you ever gotten a mosquito bite? Have you ever gotten bit by any insects?

Peer to Peer Interaction: After you read Page 7, ask students, “Which type of insect bit the canal workers and made them sick?” The answer is the main idea card “mosquitos” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Dangers

Assignment Options: Word Scramble-Mosquito (L), Opinion, Summary-Dangerous, Dangerous YES/NO



Unit Plan

Page Eight:

Talking Points: After 10 years the canal was finally done. It was completed after 10 years. Completed means finished. How old are you now? Let's add 10 years to your age. If we started to work on the canal right now, you would be X years old in 10 years. That is how long it took to build it. Some workers got killed by accidents with dynamite or sick and died or got bitten by snakes or scorpions, but the canal was finished. It was all done. Cargo ships could use it now. The ships had a shortcut. It was exciting. The canal was very long. It was 50 miles long. When you are riding on a ship through the canal, it takes about 8-10 hours. That is the amount of time it is from when you wake up until you eat dinner. That is all day. But that is much faster than going around South America.

Pointing Questions: Canal, red ship, grass

Short Answer: How long is the canal? How long does it take to ride a ship through the canal?

Yes/No: Is the canal one mile? Is the canal for swimming? Is it for ships?

Sharing opinion/experiences: What could you do if you were riding on a ship for 8 hours?

Peer to Peer Interaction: After you read Page 8, ask students, "What took 10 years to complete?" The answer is the main idea card "canal." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: Point to the word **completed** in the book. **Completed** means to finish. If you have completed it, you have finished it. . Find the **complete** flashcard and its matching definition.

Presentation: Cargo

Assignment Options: Reading Match (L), Time to half hour, Time to the Hour, Time to the Quarter Hour



Unit Plan

Page Nine:

Talking Points: The United States does not own the Panama Canal anymore. Panama owns it. Ships use it. Ships from many different countries use it as shortcut. The ships have to pay to use the canal. They pay a toll. A toll is what they pay to use the canal. The Panama Canal was a great shortcut. Ships are a type of vehicle. They are something you can drive. Ships are what is used on the canal. Cars can't drive on the canal, motorcycles can't ride on it. It is water. Ships can use it.

Pointing Questions: red ship, yellow and green ship, water,

Short Answer: Who owns the Panama Canal? What is the money ships pay to use the canal called?

Yes/No: Do ships have to pay to use the canal? Is the canal a shortcut?

Sharing opinion/experiences: Would you want to be a worker who built the Panama Canal? What would it be like? What might happen? What would you need to be careful about?

Peer to Peer Interaction: : After you read Page 10, ask students, "What type of vehicle uses the canal?" The answer is the main idea card "ships." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: Point to the word **shortcut** in the book. A **shortcut** is a quicker way to go somewhere. If you take a **shortcut**, you will get there faster. Find the **shortcut** flashcard and its matching definition.

Vocabulary: Point to the word **toll** in the book. A **toll** is the price you pay to use a road or canal. When a ship wants to use the Panama Canal route, they have to pay a toll. Find the **toll** flashcard and its matching definition.

Presentation: Toll

Assignment Options: Toll Booth, Vocabulary