



Feather Quills – Life During the Colonial Period

Abigail Wray

Time Allotment: 30 minutes

This lesson is geared toward a student in a 4th grade Integrated Co-Teaching classroom. This student presents with delays in speech and language including vocabulary, grammar and syntax, higher-order thinking (such as language reasoning, inference-making, drawing conclusions, etc.). She will be fully accommodated according to the mandates specified on his/her Individualized Education Program (IEP). It will be conducted out of the classroom over a series of consecutive sessions (30 minutes are allotted for each Speech and Language session).

Long Term Goals:

In one academic year, X.M. will continue improved verbal expression utilizing appropriate noun/verb agreement in complete utterances in response to wh-questions, story-telling activities, and in describing (including comparing and contrasting) and defining key terms given multi-sensory stimuli (e.g., verbal, visual, tactile)

Common Core State Standards Targeted:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.B: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.



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Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Visual Arts Blueprint Benchmarks:

- *Art Making*: Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.
- *Developing Art Literacy*: Students will hone observation skills and discuss works of art. Develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.
- *Making Connections Through Visual Arts, Observing and Interpreting the World*: Students connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world

Speech and Language Objectives:

- X.M. will name several differences between her own life and the life of Colonial children. (Compare and Contrast)
- X.M. will construct a quill out of a feather.
- Using her quill, X.M. will write a short journal entry from the perspective of a girl living during colonial times with moderate provider support.



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Visual Art Blueprint Objective:

X.M. will create her own quill. She will then engage in a discussion by reflecting on the experience. X.M. will also engage in a guided discussion with the speech teacher on materials using semantic feature analysis including what category the object belongs to, function/use, shape, size, texture, and association and how this differs from tools used for writing today.

Materials:

- Feather
- Grape juice to serve as ink
- Visual checklist of procedure to be followed written on the dry erase board with supplemental pictures

Summary of Procedures (over the course of several sessions, if necessary):

- The speech/language provider will engage the student in a discussion on what Colonial-era Americans used as writing utensils including chalk and quill pens. The speech/language provider will then encourage the student to begin semantic feature analysis of the quill (including shape, size, look, feel, function, location, other associations etc.)
- The speech/language provider will provide the student with visuals (e.g., picture, videos, etc.) of historical figures using a quill (e.g., individuals signing the Declaration of Independence)
- Following discussion, the student will be told she will be making her very own quill.
- The student will be introduced to and given a model and verbal directives as to how to complete the quill constructing process. The speech/language provider will demonstrate cutting the end of the feather at a 45-degree angle, then cut the tip flat.
- Key vocabulary terms will be defined by the speech and language teacher during this time.
- The speech teacher will review the steps, then ask the student to recall the steps in the appropriate sequence. The speech teacher will write the students' correct responses on the board and affix visual cues next to each step.
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- The student will be given the supplies and will be guided through the procedure, decreasing cues as judged to be appropriate as she executes each step.
- The student will then engage in a discussion by reflecting on the experience. The student will also engage in a guided discussion with the speech teacher on materials using semantic feature analysis including what category the object belongs to, function/use, shape, size, texture, and association, using tactile/visual/recall cues and asking various differentiated “wh”- discussion



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- questions throughout, with increasing/decreasing complexity as the speech teacher judges to be appropriate.
- The student will be asked to write and draw with the pens. She will be encouraged to practice using the instrument (e.g., practicing her signature)
 - X.M. and the provider will engage in a discussion comparing and contrasting the life of a young girl in present day to that of a girl living during the colonial period.
 - The student will be asked to write a short journal entry about what she thinks it would be like to live a day in the life of a girl who lived during colonial times. The draft will be written in her notebook. The published piece will be written using the quill she constructed and grape juice as ink. X.M. will write this entry in first person, from the point of view of a young colonial girl.

Intervention Techniques:

- Encourage strategies to increase auditory processing and conceptualization skills (e.g., requesting repetition/clarification, reauditorization, paraphrasing, etc.)
 - Using prosodic features to draw attention to specific language structures
 - Scaffolding instruction
 - Questioning strategies
 - Visual support
 - Verbal cues, semantic cues and prompts
 - Phonemic/recall cues
 - Auditory closures
 - Models of the correct/desired response when no response is given
 - Providing a choice of two
 - Provide semantically contingent feedback
 - Comment on and provide reversed imitation, i.e., expansions, extensions and recast comments and gestures provided by the group
 - Allowing for peer models when deemed appropriate
 - Verbal praise for undivided attention and participation (answering questions, providing additional comments, asking questions, eye contact)
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- Fading degree of support when judged to be appropriate.

Outcomes:

Evaluation and recommendations:



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NYC Cultural Connections and Resources:

Students will visit the Historic Richmond Town in Staten Island. Historic Richmond Town serves as a museum to create opportunities for the public to explore the diversity of the American experience from the colonial period to the present

<http://historicrichmondtown.org/>