The Research-to-Practice Gap: Practical Strategies for Common Core in the Inclusive Classroom

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The Research-to-Practice Gap: Practical Strategies for Common Core in the Inclusive Classroom

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Chancellor’s Honors Program Senior Thesis

May 7, 2013
Educational reforms come frequently and with fervor. As a pre-service teacher, I am fortunate to be educated in the new state systems of education while seeing the old system fade away. Looking at education from a historical perspective, it is easy to see that some of these changes are cyclical; increasing expectations here but modifying other educational goals elsewhere. Despite the ebb and flow of reforms in schools, it is exciting to be a part of what is happening in schools in 2013. While there are many teachers opposed to new reforms and curriculum changes, there is research available to every educator about how Common Core State Standards will affect the general education and inclusive classroom. I saw a need in this area of my professional development, so I sought to uncover how states plan to address increased rigor in schools while servicing students with specialized educational needs. Alarmingly, the research-to-practice gap in inclusive classrooms is the barrier teachers are most often facing. Evidence-based strategies exist for students of all ability levels, but teachers are not following these proven interventions. Therefore, I wanted to make research and practice united in this thesis project. The paragraphs following outline some concerns and suggestions for teaching strategies in the inclusive classroom with a focus on students with autism spectrum disorders. Then, a lesson plan utilizes evidence-based strategies in a 12th grade classroom. It is time that teachers embrace their non-mastery of teaching in an inclusive classroom, because no one is benefitting from the research-to-practice gap.

The history of special education has its roots in controversy, but major gains in the past forty years have made special education an everyday occurrence in the K-12 classroom. Rather than special institutions for children with disabilities, today’s high school provides for all ranges of ability levels and disabilities. Rather than a specialized curriculum with separate curriculum goals, students receiving special education services have access to the general curriculum (Zigmond, 2009). Based on the student’s disability, he or she often spends all or some of the school day in a general education classroom. These ideas sprung from the passage of PL 94-142 in 1975 and again under IDEA, or the Individuals with Disabilities Education Improvement Act of 2004. Reforms occurred between those years, but these two laws changed how the United States created and thought of special education. In the 2013 classroom, many special education
teachers remain in the inclusive classroom in a co-teaching model with the core teacher. These gains and improvements lead educators to new and exciting opportunities to educate a diverse student population.

The 1983 publication of Nation at Risk rang the bells of many education reformers who sought to increase expectations of students in public schools. A study in Nation a Risk concluded that American teenagers were not prepared to compete in a world economy based on their skills (Vaughn, Bos, & Schumm, 2006). While some special education reforms occurred after this publication, the focus on reform fell on students in the general education classroom. Thirty years after Nation at Risk, reformers believe our teenagers are still unprepared for the demands of global competition. The National Governors Association of the Consortium of Chief State School Officers developed new standards called Common Core State Standards for states to adopt in their school systems (corestandards.org). These standards aim to increase rigor in public schools so that students can be college and career ready. Grade-level expectations for mathematics and language arts prepare students in kindergarten to 12th grade for their postsecondary lives by an increased focus on vocabulary, informational and nonfiction texts and inference skills.

While students with specific learning disabilities constitute the largest percentage of special education students in the United States, the rise in diagnoses of autism spectrum disorders is the most alarming trend for teachers to watch. Estimates in 2008 concluded that one child in 88 was diagnosed with an autism spectrum disorder compared to one in 110 in 2006 and one in 155 in 2002 (Carey, 2012). Autism spectrum disorders have largely unknown causes and a variety of severity and behavior symptoms. This group should be an inclusive teacher’s main priority in instruction because of the individuality of students with ASD. With differing and specific Individualized Education Plans, teachers must know how to instruct students with ASD using teaching strategies not simply “googled.” Following No Child Left Behind, all students receiving in special education services will hold accountable in schools’ testing scores (McNulty & Gloecker, 2011). It is not to say that students with ASD should be regulated back to independent learning environments; in fact, that is the opposite goal educators must have in the inclusive classroom. First, teachers
must understand what aspects of ASD require the most instructional support and how to teach skills following the Common Core State Standards initiative.

There are three characteristics of autism that educators must recognize and acknowledge in instruction, as explained by Susan Constable, Barrie Grossi, Alexis Moniz, and Lynne Ryan. First, delayed theory of mind constrains students’ ability to recognize and understand the thoughts, feelings, beliefs and intentions of other people (Constable et al, 2013). By assigning perspective-taking activities and working on emotion recognition through computer-aided interventions, students can successfully build their theory of mind ability. Another characteristic is that students with autism have difficulty seeing the larger set of details in a story. Many Common Core State Standards address students mastery of using small details to make larger assumptions about the text; certainly, this skill must be instructed in the inclusion classroom. The last major characteristic of ASD teachers must be aware of is weak executive functioning. Educators can help students stay organized through graphics and task analysis. These are only a few of the characteristics of autism that inclusive teachers must recognize and strategize for their lessons.

A spectrum disorder does not lend itself to traditional or textbook “trustworthy” research methodologies. Since autism spectrum disorders (ASD) manifest in children with a wide range of symptoms, severity and unknown causes, the prescribed pedagogies, at best, work on an individual basis. Therefore, the “gold standard,” where, “science-based practices include products and materials validated by means of research designs that use random samples and control and experimental groups,” cannot be a standard practiced by scientists advocating for effective teaching strategies for ASD (Simpson, 2011). As Simpson suggests, there are even further implications in research for students with ASD: a 2002 proposition by the Coalition for Evidence-based Practices suggested that the U.S. Department of Education should create incentive programs for programs that implement studies following the gold standard.

The What Works Clearinghouse received $18.5 million in August 2002 to build a knowledge base of validated educational interventions. The WWC requires that randomized experimental groups support evidence-based practices. As previously stated, the autism spectrum does not support such randomization.
Rather, Simpson suggests that a variety of methodologies would be the most pragmatic approach to identifying effective pedagogical practices. It must be noted, however, that these criteria were the requirements for the No Child Left Behind initiative beginning in the early 2000’s (Simpson, 2011). As No Child Left Behind undergoes reform and Common Core State Standards enter state public schools, research criteria may be reformed or amended along with other changes in the federal education system.

Arguments to No Child Left Behind have not been quiet for the last decade. Multiple avenues, such as the National Research Council and the work of Sailor and Stowe, identified the problems of ASD research following the gold standard. These individuals and organizations addressed the fact that federal funding controlled state education systems, and that control inhibited the effectiveness of finding evidence-based strategies. As these contradictions appeared, it became evident that there was a need for more research to occur on an individual or small sample base in order for educators and parents to determine the most suitable plan for a child with an autism spectrum disorder.

The uncertainty in the exact methods scientists must take to discover and validate evidence-based strategies is not automatically solved by Common Core leaders. In the document, “Application to Students with Disabilities”: the continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts standards for all students, including those with disabilities” (“Application”, 2012). Further, Common Core uses the principles of IDEA to loosely suggest how this “historic opportunity to improve access to rigorous academic content standards for students with disabilities” should look like in the classroom (“Application”, 2012). Along with access to the general curriculum, an IEP and knowledgeable support personnel, students with disabilities should also be provided with a “culture of high expectations” (“Application”, 2012). This culture follows the principles of universal design, which allows accommodations that “do not change the standards but allow students to learn within the framework of the Common Core” (“Application”, 2012).
The debate surrounding the validity of research within the ASD field inhibits the evolution of effective strategies for different varieties of autism on the spectrum. However, there are some strategies that constitute evidence-based strategies. Evidence-based strategies, in the following paragraphs, will be defined as research-evidenced but not requiring a randomized or certain quantity of test populations, peer-reviewed and for explicit use for students with ASD. Further, each strategy will include an application to one or more Common Core Anchor Standard.

Antecedent-based interventions address interfering behaviors performed by the student with autism spectrum disorder (National Professional Development Center on ASD, 2013). Interfering behaviors are undesirable actions that the student might perform when unsatisfied with the class environment or as a reaction to an unwanted stimulus. These behaviors include self-injurious and repetitive actions. Antecedent-based intervention aims to take away the undesirable stimulus that causes the interfering behavior. Examples of intervention are changing schedules, increasing interest levels of instructional activities, and offering choices. Along with reinforcement of desirable behaviors, antecedent-based interventions can help the student with ASD acquire skills of self-monitoring and self-regulating. Antecedent-based interventions can be used in the Common Core classroom in a variety of ways. The inclusive teacher will determine the best antecedent intervention for the student, but daily antecedent-based interventions are helpful for whole class instruction. Providing choice in assignments negates student dissatisfaction in the activity. Increasing interest levels by finding relevancy in instructional material to the students’ loves keeps them engaged in the lesson. This strategy is effective in one-on-one, group and whole class environments.

Peer-mediated instruction can involve every student in the inclusive classroom. This strategy is used primarily with students with ASD paired with a student achieving at his or her average grade level. Peer-mediated instruction develops social skills in students with ASD and educates other students on effective ways of communicating with other, diverse students (NPDC on ASD, 2013). Teachers should target certain skills in students with ASD when using this strategy. Interaction and collaboration are crucial to an enriching classroom community. Responding to others and reciprocating questions helps students with ASD acquire
necessary life skills. This strategy can be implemented in conjunction with the speaking and listening standards of the Common Core.

Computer-aided instruction is the strategy most often used in the lesson plan that concludes this thesis project. By using technology in instruction, students are gaining crucial digital literacy skills needed in their postsecondary lives. Computer-aided instruction addresses academic and communicative skills through a focused acquisition of vocabulary and grammar (NPDC on ASD, 2013). This strategy has also been proven to promote the prediction and analysis of emotions in others. Once again, theory of mind is a crucial aspect of instruction for students with ASD. By working on this skill with an author’s tone or examining the emotions of characters, teachers can promote a critical skill needed for life outside of school.

Prompting is a skill used in every classroom regardless of inclusivity or special education services. Prompting is any assistance given to students to help them use a specific skill (NPDC on ASD, 2013). In the general classroom, teachers can prompt students by giving them a recall clue. It works the same way in the inclusive classroom. Prompting can help students remember a necessary fact during instruction or can be used to address behavior. There are many types of prompting that can be used effectively in the classroom; graduated guidance uses a controlling prompt that will ensure the correct behavior and the prompt is gradually taken away so that only the behavior remains. The system of least prompts uses the lowest amount of prompts to promote a successful response. This strategy can be used for acquiring new Common Core skills. For example, students in 11th grade must analyze U.S. foundational documents, like the Declaration of Independence. Teachers might prompt students often when they first begin analyzing the document. As the lesson or unit progresses, students will have to be prompted less based on skill mastery.

Task analysis can be used in a variety of educational settings. As a teacher, task analysis is most often used during instructional planning. By breaking down the Common Core standards into more manageable parts, teachers can ensure that his or her students understand individual components of an anchor standard. This division of skills aids in college and career preparation. By expanding this strategy to becoming part of a teacher’s instruction, a teacher can teach students to break up assignments into daily activities. Since
deficits in executive functioning have been observed in students with autism spectrum disorder, task analysis, used in conjunction with graphic organizers and planners, is an effective strategy for students’ academic and social lives (Constable et al, 2013).

Video Modeling is a tool that can be used as a student assignment rather than an additional academic requirement. For the Beowulf unit, choices of assignments include video recording the student talking about the book. By requiring the student to make “eye contact” with the viewer, the student is working on a behavior and social skill while performing academically. It would be beneficial if other students in the inclusive classroom can record themselves so students with ASD have an example of an exemplary video modeling.

Using these strategies will aid educators in incorporating the rigor of Common Core Standards into his or her inclusive classroom. By bridging the gap between research and practice, educators can realize that their students, independent of academic ability, can engage in instruction when the proper techniques occur in the classroom. Below I have completed a unit-type plan for the graphic novel of Beowulf. I chose Beowulf because it is a text most often taught at the 12th grade level at the beginning of the year. By beginning a semester with these evidence-based strategies, educators are sure to engage their students with a difficult subject and story. Common Core wants teachers to prepare students for rigor in their lives, and it seems to me that there is no way better to begin a school year than a heroic epic of victory and honor.
# UNIVERSALLY-DESIGNED LESSON PLAN

<table>
<thead>
<tr>
<th>Educator Name: Jillian Gentry</th>
<th>Date: 7 May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level and Subject: 12\textsuperscript{th} grade English</td>
<td></td>
</tr>
<tr>
<td>Unit: Beowulf</td>
<td></td>
</tr>
<tr>
<td>Lesson Title: multiple days</td>
<td></td>
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<tr>
<td>Class Constellation:</td>
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A 12\textsuperscript{th} grade inclusion classroom consisting of 25 students with differing ability levels. The students receiving special education services have been primarily diagnosed with autism spectrum disorders.

**Standard(s) addressed:**

- CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution)
- CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Lesson Objective(s):** Over 4-5 day instruction
Most of the class: Students will be able to differentiate the difference between two cultures’ definition of “hero” by examining Anglo-Saxon and modern society. Students will be able to retell the events of Beowulf through multimedia artifacts published on the Internet. Students will be able to assign graphic novel panels such literary conventions as author tone, reader mood, and overall emotional themes (of suspense, regret, redemption).

Students achieving at high levels: Students will be able to differentiate the difference between two cultures’ definition of “hero” and “monster” by examining Anglo-Saxon and modern society. Students will be able to retell the events of Beowulf through multimedia artifacts published on the Internet as well as extensive writing reflection. Students will be able to assign graphic novel panels such literary conventions as author tone, reader mood, and overall emotional themes (of suspense, regret, redemption). They will use this skill in later research papers.

Students achieving at low levels: Students will be able to differentiate the difference between two cultures’ definition of “hero” by examining Anglo-Saxon and modern society. Students will be able to retell the events of Beowulf through some multimedia and traditional print artifacts published on the Internet. Students will be able to assign graphic novel panels such literary conventions as author tone and overall emotional themes (of suspense, regret, redemption).

Students with mild autism spectrum disorder: Students will be able to differentiate the difference between two cultures’ definition of “hero” by examining Anglo-Saxon and modern society. Students will be able to retell the events of Beowulf through some multimedia and traditional print artifacts published on the Internet. Students will be able to assign graphic novel panels such literary conventions as author tone and overall emotional themes (of suspense, regret, redemption).

Students with mild-to-moderate autism spectrum disorder: Students will be able to differentiate the difference between two aspects of Anglo-Saxon and modern society. Students will be able to retell the events of Beowulf through limited multimedia artifacts published on the Internet. Students will be able to assign graphic novel panels such literary conventions as emotional theme by verbal communication or assistive technology.

Materials:
- Class set of Beowulf, the graphic novel by Gareth Hinds
- Class set of Beowulf, the epic poem translated in a grade level textbook
- Computer with accessibility to an interactive white board connection
- Interactive white board
- Students must be able to access internet outside of the classroom

Classroom Layout:
Student desks will be arranged in the classroom so that there is a central aisle the teacher uses to easily access students needing assistance. The teacher’s desk is located toward the front of the classroom so that the desktop can be connected to the interactive white board. Students achieving at different levels are placed deliberately throughout the room in order to create the most effective communication groups and partners. Rationales are provided on the classroom layout image at the end of this document.

Development of the Set/Activating Strategy:
Day 1: 8 minutes, What does someone living in 1000 C.E. look like? Create visuals, text descriptions or verbally discuss with a partner. This activity helps students accumulate the vocabulary in practicing mastery of a writing standard: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

Day 2: 8 minutes, Knowing what you learned yesterday, how might Anglo-Saxon society define hero? Write in 2-3 sentences. This set involves activating prior knowledge and prompting. It is also a continuation of working on writing standards.

Day 3: 12 minutes, Look up an origin story about your favorite monster (in computer lab) Draw a picture based on the story's descriptions, create your own description, or write about how the story is written. This activity builds technology skills by asking students to find their own monster stories. Tasks are differentiated so that students achieving at higher levels do not complete the set too quickly. Students are also working on building tone and mood in their creative work (helpful in later wiki assignments).

Day 4: Complete hypothetical emotion slip (below). This slip pinpoints particular skills for students with ASD. Emotional recognition is a still-developing skill for many students, and this activity will allow them to start thinking about emotions before the class dives into tone and mood in Hinds' panels.

### Hypothetical Emotion

How would you feel if...

1. You got dumped by a girlfriend or boyfriend:
2. Your life was threatened:
3. You got a new car:
4. You found out you couldn’t graduate this year:
5. You won a million dollars:
6. You saw someone crying:

**Instruction:**
Day 1: After set,
   a) 20 minutes- Read graphic novel aloud.
   b) 15 minutes- Discuss Beowulf’s historical impact with a historical timeline (flipchart slide 2). Students will then be asked to find evidence from the text that gives clues about why these historical events happened.
   c) 15 minutes- Map slide (flipchart 3). Students will find a map in the classroom after looking at the IWB slide then they will find evidence in the graphic novel that gives clues to the setting of the work.
   d) 20 minutes- Watch YouTube clip on language slide (flipchart 4). Five minute discussion about what Old English sounds like or feels like when heard or imitated. Then students will look at the Beowulf manuscript to find similarities and differences in the language compared to modern English. Find evidence in the graphic novel where the language seems archaic.
   e) 7-12 minutes- Students must choose 1-3 tasks to complete: Draw an Anglo-Saxon character, Choose an Old English word to define and translate, identify the main characters of Beowulf and their nationality, retell one event in Anglo-Saxon history with inferred details and narrative voice, or list synonyms for archaic (e.g. dated, antique).

Day 2: After set,
   a) 30 minutes- Read aloud.
   b) 15 minutes- Hero slide: Discuss the imagery of Hind’s Beowulf and Superman. Students must describe images in one word, then two words, then 5 words to help strengthen descriptive skills. 2nd hero slide- have students answer aloud the characteristics of a modern hero. Teacher will help class discover how A-S culture defined hero through the graphic novel and traditional epic poem.
   c) 20 minutes- Class will divide in pairs to create a character map. Students must provide one descriptor for each character and create a family tree.
   d) 15 minutes- Answer verbally with groups of four to five: “If you were a hero, what would you look like, what would you do, and how would you feel?” Share with whole class.

Day 3: After set,
   a) 20 minutes- Read aloud.
   b) 20 minutes- Slide with Grendel and Hulk, ask: “Can a monster also be a hero?” Small group discussion on monster descriptions (what they discovered during the set) and students must find evidence of monster descriptions in the graphic novel.
   c) 20 minutes- 2nd monster slide: Find evidence of monster description in epic poem translation with partner. Return to whole class to discuss.
   d) 10 minutes- personal reflection and voluntary sharing of what makes Grendel’s mother different from Grendel. Can monsters have moms? Be moms?
   e) 10 minutes- Go over wiki assignment instructions.

Day 4: After set,
   a) 45 minutes: Go over emotion slides. Students will be asked to draw an arrow to which descriptive, emotion word best describes Hinds’ image. This will greatly strengthen student vocabulary for identifying tone in texts. By building students’ visualization of emotion, they can more easily imagine character emotion in narratives.
   b) 20 minutes- small group work on finding more images in the graphic novel and labeling the panels with one or two emotional words
   c) During this time, the teacher will be individually helping students with more moderate ASD. Instruction can be differentiated by using tier one emotional words on the slides.
   d) Remainder of class- Individual work with recognizing emotion and tone and completing wiki assignments. Questions answered before fifth day of instruction (working on wikis).

Closure:
Students will have the final day of the week to work on their wiki assignments so that the teacher is there for assistance and students are guaranteed internet access. Overall, the lesson:

- Introduced students to Anglo-Saxon culture using modern definitions of heroes and monsters.
- Allowed *Beowulf* to succeed in the inclusion classroom by focusing on emotion recognition as author tone. Students created genuine work that can be evidence of improvement as the school year progresses.

**Cross-curricular connections:**

Day one had many historical and cultural connections. Days two and three had modern relevance that could be tied to sociology. Day four certainly tied to students with ASD skill practice with emotion recognition.
Use of interactive whiteboards in the classroom has gained popularity as schools receive grants for enhancing technology. The program used to create this project is ActivInspire, a Promethean product that is formatted to work with Promethean interactive boards. However, this file is easily transferred to a Smartboard file, which is a commonly used file type in the classroom. The following pages provide screenshots of the flipchart, instructions for use, and advice for use in the inclusive classroom. At the end of the section, a screenshot is provided that presents the Common Core State Standards for application of instruction to state requirements. These files, along with downloadable instructions, are available at https://sites.google.com/site/theresearchtopracticegap/, which I created exclusively for this thesis project.
The first section of the flipchart lesson is the “history” surrounding *Beowulf*. Anglo-Saxon culture is traditionally taught at the beginning of 12th grade instruction in a Tennessee high school. In the inclusive classroom, the challenges surrounding historical instruction are the relevancy of the material to students’ lives’, creating multiple means of access to the material and recognizing what material will be assessed within the lesson. By using only five dates in a timeline, the material is generalized so students do not become overwhelmed with the facts presented. Relevancy is a more difficult struggle to overcome, but using high-impact events, like invasions and changes of royal families, creates a more interesting topic of study, especially in light of the violence honored in the Beowulf story. Teachers will assess the material by indicating whether students see relationships between Anglo-Saxon culture and characters in *Beowulf* as the text becomes the integral part of the lesson.
Students will use the pen tool to drag the date in sequential order. Here, I would call on a student with a more moderate autism spectrum disorder so that they are working on a sequence task, rather than a thematic or open-ended question. This also makes them become more comfortable with the pen tool. If the student puts the wrong number in the box, the number will automatically move back to the bank of numbers located on the left side of the screen.
After the student puts the dates in the correct order, another student will be called to “erase” the background to “reveal” the information under each year. As the information comes into view, a student or the teacher will read the material.
This is the information shown after all erasures are made.
The second portion of the history section of the lesson is the geography *Beowulf* discusses. While some names are identical to modern-day pronunciations of countries, examples like “Frisia” and “Rhine” may be unfamiliar to students. In the lower right corner of the screen, there is a white box that says, “Move me where the arrows point.” Students will drag the white box over the areas closest to the red arrowheads to reveal the modern name of each area. This method allows for quick assessment by the teacher. By asking a student, “What is Geatland called today?” right after the student moves the white box away, the teacher is assessing the comprehension of material shortly after the material appears.

An example of how the box tool reveals the modern geographical names on the map.
After the history of Anglo-Saxon culture and geography, the teacher will present a small example of Beowulf's original language. For some students with autism spectrum disorders, sound is a trigger for unwanted behavior or emotion. Teachers want to be aware if some students have negative reactions to certain words or sounds. Therefore, Old English might present a conflict since it is a new, unfamiliar language heard by students. Here, I attached a YouTube video of the Beowulf Prologue read in Old English. If some students have a negative reaction to the audio, the teacher can stop the video and talk about the visual elements of Old English, which is presented in the image of the Beowulf manuscript above.
The parallel positions of the two figures on this slide are intentional; teachers must create visual as well as thematic relationships. The outstretched fists of Beowulf and Superman symbolize how modern society labels heroes, which is a central theme to the day’s instruction.
By using the magic ink tool, a student can erase the image to reveal “hero” under each figure. This reveal will spark discussion about how we define “hero” compared to Anglo-Saxon ideals of the hero or warrior.
Extending the example size of today’s “heroes” helps students retrieve prior knowledge to modify their schema on heroic figures. By including some characteristics of modern heroes, students can begin to think about and discuss how Beowulf can or cannot be labeled a modern hero.
Who are some other heroes?

- reaction to a traumatic event
- patriotism
- save lives
- defeat evil
- protect others

When the student clicks on the arrow after reading the text accompanying it, an image will appear of a modern day hero.
Who are some other heroes?

- Reaction to a traumatic event
- Patriotism
- Save lives

- Defeat evil
- Protect others

Who are some other heroes?

- Reaction to a traumatic event
- Patriotism
- Save lives

- Defeat evil
- Protect others

5/8/13
On Day 3 of instruction, the teacher will introduce the concept of monster. At this point in daily read aloud, students should already know Grendel’s character. I wanted to complicate the concept of monster to include transitional characters like the Hulk. Ask students: “What makes Grendel’s killing worse than the Hulk’s?” This will engage student participation in discussion since the relevancy of lesson material is transparent.
Who are some other monsters?

King Kong
Frankenstein
Sasquatch

Click on Sasquatch for a guide to modern monsters
Including additional examples of famous monsters helps students solidify their concept of monster or villain. Students can then find evidentiary support of how Beowulf can be labeled a hero, Grendel can be labeled a monster, or the definitions are not so easily constructed.

In the following slides, students must draw an arrow from the image to the most appropriate emotional word. This activity helps students with ASD to recognize emotion in other’s faces while building crucial vocabulary when discussing author tone and reader mood.
Emily
regretful
proud
downtrodden

Wiki instructions

1. Log on to: pbworks.com using your email address and password
2. Request access to join this wiki: beowulfgraphicnovel.pbworks.com
3. You will see these options

4. After you have completed your mini-projects for Parts 1, 2, & 3, you will write a concluding reflection about Beowulf- the poem or the graphic novel. I have provided a graphic organizer and rubric for your assignment so that you know the expectations of your reflection. Feel free to comment on anybody's mini-project or reflection-but know that I must approve the comments first.

5/8/13
These are student instructions for the PbWorks assignment. Screenshots of each wiki page are included after the flipchart’s resource page.

This slide includes citations for the Common Core State Standards and graphic novel used in instruction. Since this flipchart is available for download, I included my name, intended grade level and origin of the lesson’s creation.

PbWorks- Beowulf

The images following are screenshots taken from the wiki I created to be the foundation of student work publication. The wiki includes downloadable graphic organizers (attached afterwards) as well as images representing each section of the graphic novel.
Welcome to your Beowulf Project Wiki

Part 1  |  Part 2  |  Part 3  |  Reflection
Part 1

Instructions:

Using the textbook translation or Garrett Hind's graphic novel, summarize the plot of the first section through a mini-project (options below). I want you to think about the theme of the first section and the tone of the words or panels. What did you find most interesting about an emotional part of the story? What do you think will happen next? Please leave questions in the comment section, e-mail me, or e-mail your classmates. We will talk more about the details in class and I will show you some more examples.

Options and Examples:

1. Photo – take a series of 5 photos that you believe carry the same tone of the first section of Beowulf. You can take pictures of things at school, people's faces, or objects at your house. You can even do a series of self-pictures.

2. Comic Strip – draw a line of panels that sums up the first section of Beowulf. What happens before Beowulf’s arrival? During? After? Convey emotion and tone through colors, shades of pencil or pen, or drawing style.

3. Text – write a brief summary of the first section and your reactions to the story or Hind's artwork. I want to see two great paragraphs or 200 words minimum.

Assignment Submission: Import your mini-project here. Let me know if you have issues uploading your media.
book translation or Gareth Hind’s graphic novel, summarize the plot of the second section through a mini-project (options below). I want you to think about the theme of the second section and the tone of the words or did you find most interesting about an emotional part of the story? What do you think will happen next? Please leave questions in the comment section, e-mail me, or e-mail your classmates. We will talk more about the us and I will show you some more examples.

Examples:
- Take a series of 5 photos that you believe carry the same tone of the second section of Beowulf. You can take pictures of things at school, people’s faces, or objects at your house. You can even do a series of self-portraits.
- Draw a timeline of Beowulf’s events. Draw Beowulf meeting Grendel’s mother? During? After? Convey emotion and tone through color, shades of pencil or pen, or drawing
- Write a brief summary of the second section and you reactions to the story or Hinds’ artwork. I want to see two paragraphs or 200 words minimum.
- Record yourself talking about the second section. Include in your discussion how you reacted to certain parts of the story, or hold up your book to the camera so we know which panel you’re talking about!

Submission: Import your mini-project here. Let me know if you have issues uploading your media.
Jillian Gewry 1 month, 1 week ago

Translate or adapt Hind's graphic novel, summarize the plot of the third section through a mini-project (options below). What do you think about the theme of the third section? The tone of the words or panels? What did you find most interesting about an emotional part of the story? What do you think will happen after this story ends? Please leave questions below in the comments section, e-mail me, or e-mail your classmates. We will talk more about the details in class and I will show you some more examples.

Examples:

- Take a series of 5 photos that you believe carry the same tone of the third section of Beowulf. You can take pictures of things at school, people's faces, or objects at your house. You can also take a series of self-pictures.
- Draw a line of panels that sums up the third section. What happens before Beowulf meets the dragon? During? After? Convey emotion and tone through colors, shades, pen, or drawing style.
- Write a brief summary of the third section and your reactions to the story or Hind's artwork. I want to see two great paragraphs or 200 words minimum.
- Record yourself talking about the third section. Include in your discussion how you reacted to certain parts of the story, or hold up your book to the camera so we know which panel you are talking about!

Submission: Import your mini-project here. Let me know if you have issues uploading your media.
Assignment

Jillian Coryn 1 month, 1 week ago

Including assignment, I want you to do some writing for me. I want you to think about the big themes in Beowulf, and how Hinds uses facial expressions and tone to convey a message. In your introductory paragraph, start with a thesis statement that tells me what you're going to talk about for the rest of the essay. Your first body paragraph should focus on one emotion of the graphic novel and how it is important to the story. The second and third paragraphs should discuss two more emotions. Please use two quotes in your essay from our textbook's translation of Beowulf. Also, scan your favorite panel of the graphic novel and include it in your page. We will have a writing workshop in class on Friday, but you must also work on this project at home. I will have a scanner in class along with our books—please bring your flash drive if you want to save the image and put it on your title page at home. Here is a copy of the graphic organizer we will be using during the workshop:

Organizer: Introduction.docx
Organizer: Bodyparagraphs.docx
Organizer: Conclusion.docx
# Graphic Organizer for Beowulf Reflection

**Thesis:**

<table>
<thead>
<tr>
<th>First Sentence</th>
<th>Second Sentence</th>
<th>Third Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo-Saxon Culture</td>
<td>Beowulf</td>
<td>Emotional Responses</td>
</tr>
</tbody>
</table>
Graphic Organizer for Beowulf Reflection

P1
What emotion are you focusing on?

Page of the panel you will discuss

P2
What emotion are you focusing on?

Page of the panel you will discuss

P3
What emotion are you focusing on?

Page of the panel you will discuss
Graphic Organizer for Beowulf Reflection

For all educators, the files are downloadable on https://sites.google.com/site/theresearchtopracticegap/
References

“Application to Students with Disabilities.” http://corestandards.org


National Professional Development Center on Autism Spectrum Disorders. “Evidence-Based Practices Briefs.” http://autismpdc.fpg.unc.edu/content/briefs

Zigmond, Naomi. “What, Where, and How? Special Education in the Climate of Full Inclusion,”