### **Differentiation**

**Universal Modification/Accommodations**

* For daily assessments, create sentence starters/sentence frames and provide space for drawing a picture.
* Use graphics to display vocabulary-See Vocabulary Google Sheet. This Sheet can also be extended to use as a daily lesson activity.
* Always have students work in pairs to discuss the daily lesson. Use Kagan cooperative learning structures such as: Kagan, S. *A Brief History of Kagan Structures.* San Clemente, CA: Kagan Publishing. <https://www.kaganonline.com/free_articles/dr_spencer_kagan/256/A-Brief-History-of-Kagan-Structures>

***Kagan Online Magazine,*** Spring 2003. [**www.KaganOnline.com**](http://www.kaganonline.com/)

* + Think-Pair-Share
  + Timed-Pair-Share
  + Round Robin
  + Rally Robin
  + Rally Coach-students can use the rubric to assess each other’s work.
* Strategically pair students in the following manner for better student support. Use reading data to determine ranges:
  + Highs with Medium lows
  + Lowes with Medium Highs
* Provide a visible timer for pair discussion, making sure each partner receives equal time and equal participation.
* Make sure students receive a brain break-have them stand when answering a question or use Mixed-Pair-Share (using music) to mix around the room to find a partner when the music stops.
* Always celebrate students!!!

### **Assessments**

Day 1

* Students draw a picture/write a sentence describing their community. *You may see them draw their home, apartment, park, school, neighborhood, or wherever they live/play.*

Day 2

* Students will describe how others impact their community.

Day 3

* Students will describe how the horse industry impacts communities in Kentucky with a drawing, use Think-Pair-Share to have partners answer the question verbally or in writing. Students may say- *more money in the community, jobs, taking care of horses, etc.*

Day 4

* Students will discuss how African American jockeys impacted their community. Students may say- *more money in the community, jobs, taking care of horses, respected by the community, etc.*

Day 5

* Students will discuss how African American jockey wives impacted their community. Students may say- *more money in the community, jobs, taking care of families, managers of the family’s money, landowners, bank accounts (this was illegal),etc.*

Day 6-8 (extend if necessary)

* Review examples of how African American’s in the horse industry impacted the Kentucky communities.
* Review the rubric and expectations for the module/unit assessment.
* Give students time daily to work on their project.
* Final day of presenting their work.
* Students can bring community members in from the horse industry, especially African American members to add to their presentation.
* Use the rubric to assess the students’ knowledge

### **Extensions**

#### Field Trips

* International Museum of the Horse, ”Black Horsemen of Kentucky Turf” exhibit at the Kentucky Horse Park, Lexington, KY [www.imh.org](http://www.imh.org)
* Keeneland Race Track (5th grade has an annual Field Trip in August) <https://www.keeneland.com/visiting-keeneland>
* Locust Trace High School in Fayette County, Lexington, KY <https://www.facebook.com/locusttraceagrisciencecenter/>

#### Guest Speakers

* Contacting Jeremy Reese or an African American in the horse industry as a guest speaker as the culminating event, guest reader, or for Career Day. These people can be from the students’ community as well.
* Write to an author of one of the books you read in your class about the horse industry.
* Have living relatives of the famous jockeys discuss the family member more in depth.
* Have a Zoom conference with several historians about the former African American jockeys.
* Does a student in your room have a family member who works in the horse industry? Bring this person in to speak on their perspective of how they impacted their culture. Compare their experience with your classes’ learning about African American’s impact on their communities.

#### Technology

* Create a blog documenting this experience to add to the CAAHI or IMH website.
* Create a children’s digital story about the lesson or about a particular African American jockey.

#### Project Based Learning-Collaboratively

* Refer to this Kagan Article on Project Based Learning-Kagan style: “Kagan’s FREE Articles - Project Based Learning.” n.d. Accessed September 8, 2020.<https://www.kaganonline.com/free_articles/leadership_library/484/Project-Based-Learning>.