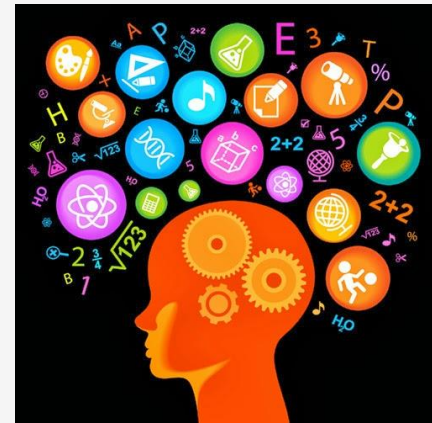


# Daring to Differentiate Creatively in Secondary Classrooms



# About Us

- **Katrina Wagner**

- Just finished 10<sup>th</sup> Year Teaching
- Pacific Cascade MS
  - Issaquah School District
  - 6<sup>th</sup> Grade Advanced Humanities
- Masters in Literacy from Seattle Pacific University
- Specialty Endorsement in Gifted and Talented from Whitworth
- Leads PD classes for Issaquah School District for middle school teachers
- Summer – Summer Institute for the Gifted
  - Princeton University Housemaster, Instructor, and Academic Dean



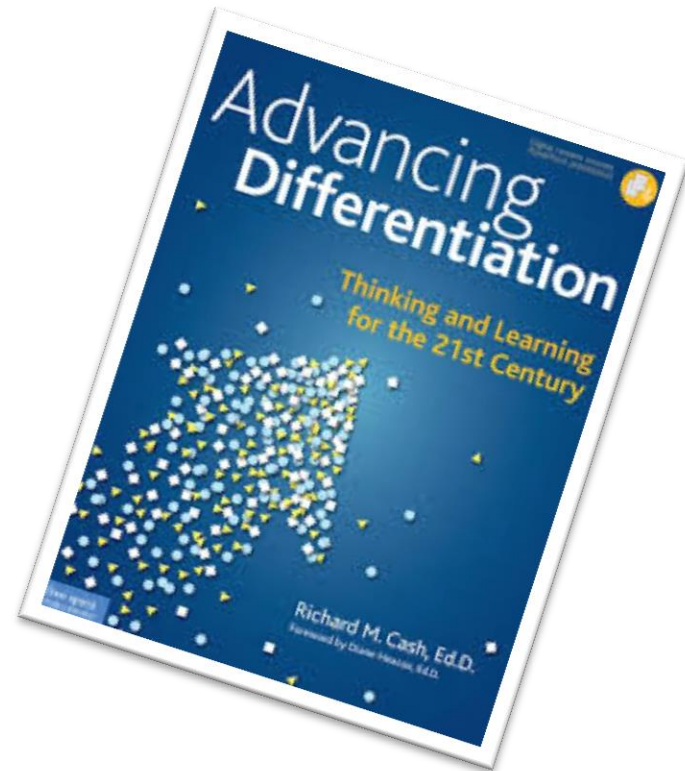
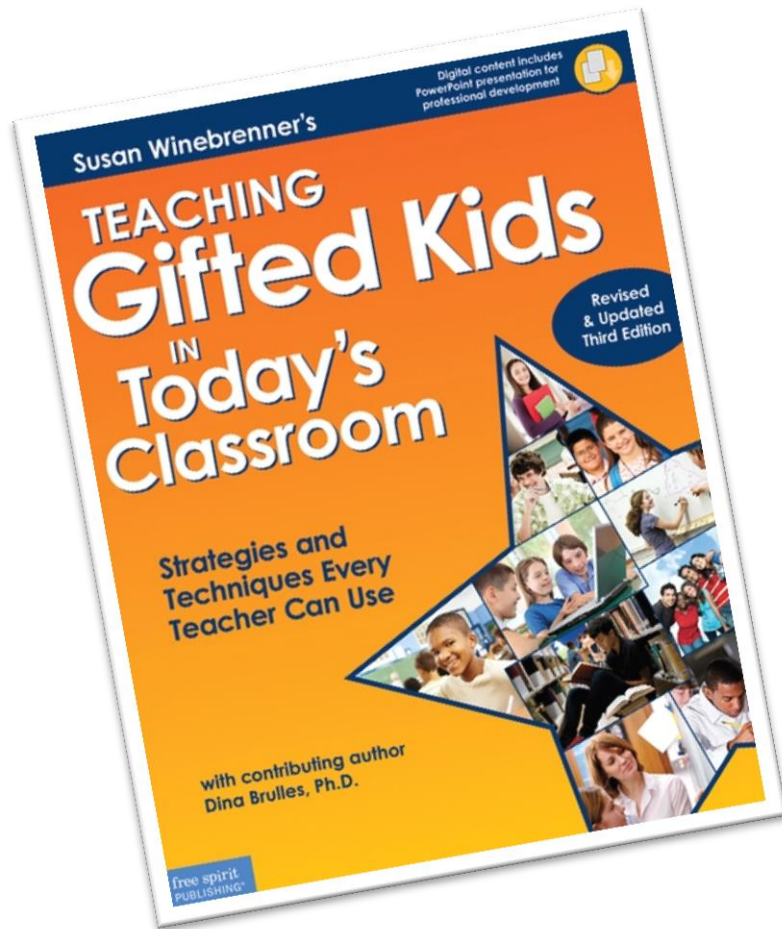
# Post-it Prompt

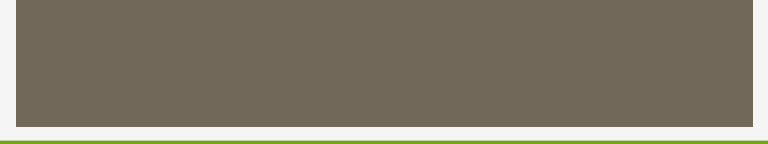


- Take two post-it notes.
- On each post-it note, write down a different ending to the following prompt...

Creativity is important for our gifted and highly capable learners because...

# Major Resources Used



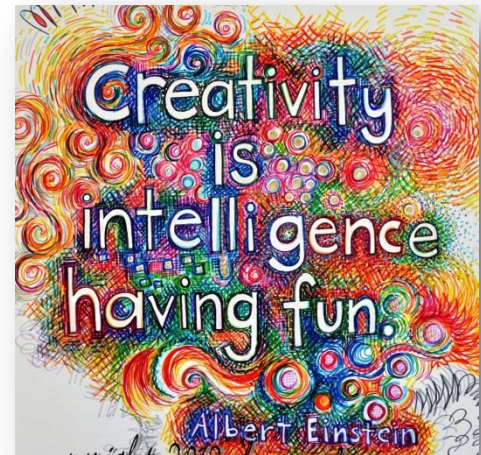


“Society is downright  
savage to creative thinkers,  
especially when they are  
young.”

-E. Paul Torrance

# Overview

- Importance of Creativity and Innovation
- Giftedness and Creativity
- Balancing Standardization and Creativity with Differentiation
  - Teacher Behavior
  - Learning Environment
  - Instructional Strategies





# Importance of Creativity and Innovation

- **Definition of creativity is difficult to define**
  - “...little consensus on what creativity means, how it is manifested, and how it is enhanced” (Sak, 2004).
  - No criteria for including creative or innovative methods are mandated (Burke-Adams, 2007).
- “...the largest obstacle lies in how creativity is valued by educators, politicians, and society” (Burke-Adams, 2007).
- Necessary for an individual to effectively problem solve

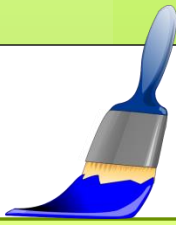


“In a time where innovative thinking is critical for our world, knowledge-based learning is not enough, particularly for gifted children” (Burke-Adams, 2007).

An IBM poll of 1,500 CEOs identified creativity as the number one leadership competency of the future.



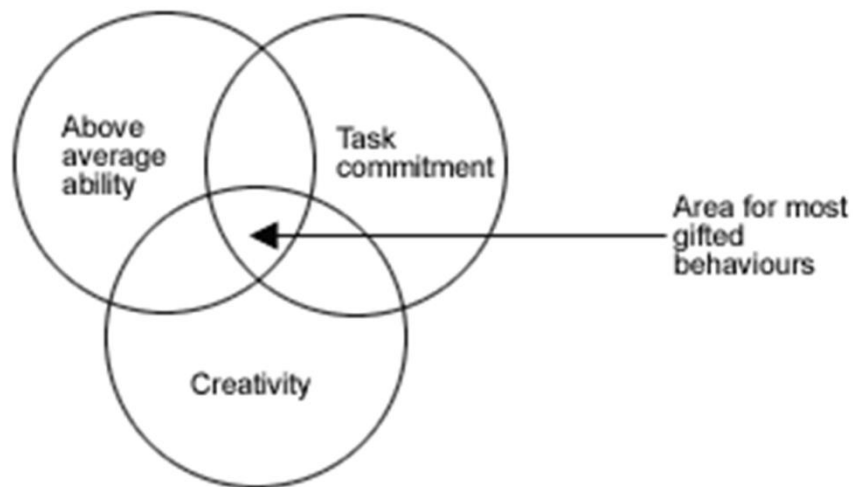
Po Bronson and Ashley Merryman, "The Creativity Crisis", *Newsweek*, July 10<sup>th</sup>, 2010.



“At the individual level, creativity is relevant to solving real life problems. At the societal level, creative individuals pioneer progress in science and technology and the beauty of the arts. Creativity also is important at the global level. Creative accomplishments help to build a more interactive world that fortifies human civilization” (Sak, 2004).

# Giftedness and Creativity

- Risks:
  - Gifted students who aren't linear thinkers are at risk for underachievement and underemployment

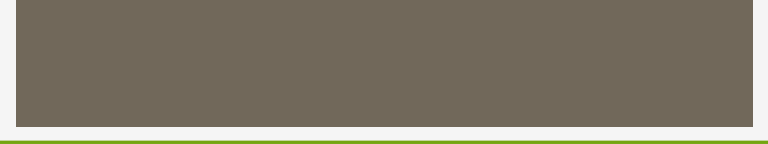


**Renzulli's Triad**

# Balancing Standardization and Creativity with Differentiation

- Ongoing questions:
  - Can standards-based education and creativity coexist?
  - How can we prevent standards from overshadowing creativity, while still providing a balance between knowledge and creative thinking skills?





“Creativity is not the opposite of discipline and control. On the contrary, creativity in any field may involve deep factual knowledge and high levels of practical skill. Cultivating creativity is one of the most interesting challenges for any teacher. It involves understanding the real dynamics of creative work.” – Sir Ken Robinson

# Balancing Standardization and Creativity with Differentiation

- Why balance the two?
  - Emphasizes both sequential learning and spatial learning
  - Need both academic and imaginative intelligence
- Three Solutions:
  - Teacher Behavior
  - Learning Environment
  - Instructional Strategies



# Teacher Behavior

- Is creativity teachable?
  - Requires specific instruction
- Teachers need a strong understanding of the concept
  - Do they act as a role model and demonstrate creativity?
  - Is the trait acknowledged and rewarded?
- Many teachers are afraid to give students more control over their learning





# Learning Environment

- Freedom of thought
  - “Freedom of thought and the generation of unique ideas are critical aspects within the learning environment, although these areas are rarely observed in traditional classrooms” (Burke-Adams, 2007).
- Reflection Time
  - Ideas need time to incubate

# Instructional Strategies



- Same educational goals, but innovative paths to reach the destination

# Incorporating Movement and the Arts

- Why?
  - Utilizing bodies in the learning process can have a big effect
  - “The part of the brain responsible for numerical representation also controls finger motion” (Schwartz).
- Ideas:
  - “Feel” abstract concepts
  - Dancing a timeline
  - Arts Integration
  - Drama and Improv



# “Feeling” Abstract Concepts

- Physics
  - Using bicycle wheels and a rod to help students experience angular momentum



# Dancing a Timeline



- “Physically acting out knowledge to be learned or problems to be solved makes the conceptual metaphors employed by our brains a literal reality” (Paul, 2015)
- In my class...
  - Students illustrate their understanding of the shift from nomads to the first civilization.
  - Begin by watching [PowerPoint vs Dance](#)
  - We discuss creativity, working as a group, and the connection between movement and the understanding the content

# The Cone of Learning

*I see and I forget.  
I hear and I remember.  
I do and I understand.*  
— Confucius



After 2 weeks,  
we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

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Source: Edgar Dale (1969)

# Drama and Improv



- Why?
  - Improv is creative and judgment free
  - Invites risk taking, collaboration, creativity, and communication
- Ideas:
  - Tableaux's/Frozen Pictures
  - Conducted Story
    - A teacher or student “conducts” a story
      - Describe a process in science or math
      - Review the plot mountain
  - Living Museum/Talk Shows/Historical Figure's Brunch

# Open-Ended and Hands-on Projects and Assignments

- Why?
  - Gives students choice
  - Allows students to express themselves in independent directions
- Ideas:
  - Project-Based Learning
  - Creative problem solving and Design Thinking
  - Compacting, Extension/Enrichment Projects
  - “Experiments”



# Project-Based Learning

- **Leader = BIE**
  - Buck Institute
- **Why?**
  - Active, not passive
  - Real-world relevance
  - Students retain learning longer
  - More than just basic knowledge and skills
    - Responsibility, confidence, problem solving, collaboration, communication, creativity
  - Include technology
  - High-quality, meaningful work



# Creative Problem Solving

- Combining two (or more) ideas to create a novel idea
  - Ideas:
    - Create an invention to solve a problem in social studies or science
    - Use the innovative product in a science-fiction story in language arts
- Come up with a novel use for a common product



# Creative Problem Solving

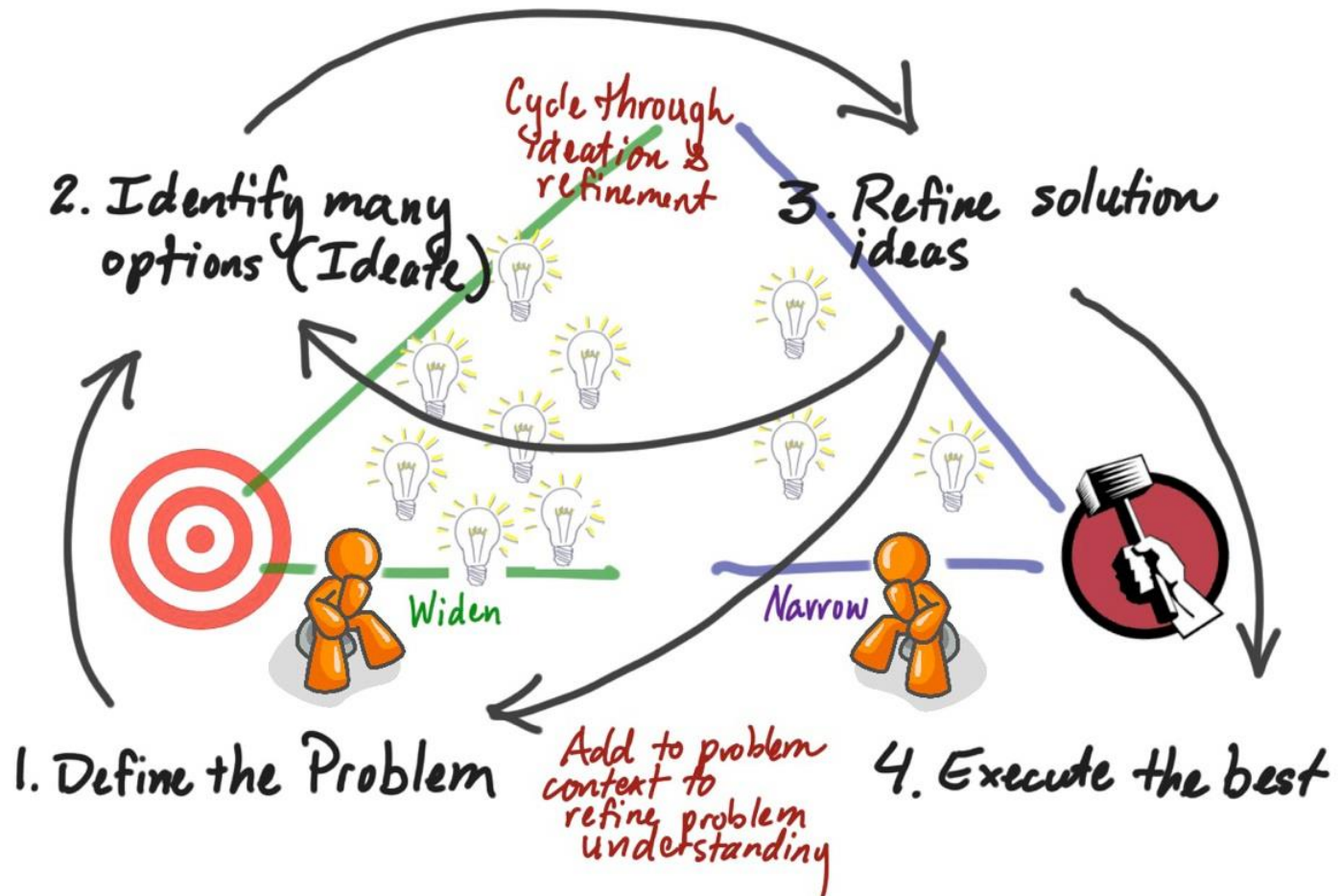
- “Bag” Activity
  - Ideas:
    - Items that are symbols in a book (pre/post assessment)
    - Use the items to tell a story in language arts
    - Use the items to map out a timeline in social studies



# Creative Problem Solving

- Design Thinking
  - Basic Steps (Mindshift):
    - Identify the problem and research to understand the problem better.
    - Brainstorm possible strategies and identify solutions
    - Test these solutions (welcoming failure as a learning tool.)
    - Apply what you learn to evolve best solutions





# Creative Problem Solving and Design Thinking

- Students are learning to...
  - Trust their own ideas
  - Work without fear of failure
  - Develop the ability to reflect on a process
  - Exercise their collaboration skills
  - Investigate thoroughly

# Compacting

- Definition:
  - A process to help challenge advanced learners where curriculum material is eliminated or shortened to allow more time for enrichment or acceleration activities (Siegle).
    - “Testing Out” of particular content
    - Modifying curriculum to challenge students
    - Examples: Paragraphs, grammar, math concepts, hypothesis, scientific method
- “When teachers eliminate as much as 50% of the grade level curriculum for gifted students, there is no difference in achievement test results” (Siegle).



## Five Most Difficult

- Choose the five most challenging problems/items on an assignment
  - The items may appear together or throughout the assignment
  - Get 4/5 right to “pass”
- Students who can demonstrate mastery of the skill with the five most difficult problems can move to more challenging work or extension work
- Cannot correct errors – One Chance
- Example: Primary and Secondary Sources





# Extension Activities

- When students document mastery, their first activity should be to engage with **that material** at a higher level
  - It isn't silent reading time or journal writing time
  - Focus on depth and complexity
- Always Think: How can a standard be extended in more challenging ways?
- Don't use extension work time to have students work on areas of weaknesses
  - Should not be MOTS!

# Extension Activities – Examples

- Community-based Enrichment
- Tic-Tac-Toe Boards
- DDM/DDQM
- Learning Centers
- Websites





# Tic-Tac-Toe Board/Extension Menu

- Can be used as extension work, a tiered assignment, or a way to offer choice to gifted students
- Options:
  - Student choices create a “tic-tac-toe”
  - Choose one option that ALL students must do
  - Base on skill level, interest, multiple intelligences, etc.
- Allows for creativity, and students feel empowered to dictate the direction of the own learning



[www.exquisite-minds.com](http://www.exquisite-minds.com)



## American Wars Extension Menu

Present a detailed biography of an important person during the time of this conflict. Include evidence of this person's influence during the war period.	Research the patriotic music used by both sides in the war. Point out similarities and differences. Describe how music influences patriotism in civilians and soldiers. Compare the patriotic music of this war to that of other wars.	Locate information about the medical practices used on the battlefield and in field hospitals during this war. Include biographical information about famous medical people of that time.
Discover how military people communicated with each other and with their commander-in-chief during this war. Focus on events in which poorly understood or poorly delivered communications influenced the outcome of a military effort.	<b>Student Choice</b>	Investigate battles in which creative or uncommonly used tactics were employed. OR design strategies that you think would have led to more victories and fewer casualties. Be sure to use only the technology available during that time period.
Discover words or phrases that were "coined" during this war period and remain part of our English usage today.		Investigate and describe ways in which this conflict or wars in general could be avoided.
Investigate other types of wars: between families, clans, children in school, mythical creatures, etc. Share information about them and include a comparison of elements found in a traditional war between countries.		

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## Biography Extension Menu

Create a bibliography of biographies in a specific category. Examples: women, astronauts, children, musicians, inventors, sports heroes, entertainers. Read those that look interesting to you. Find a way to get others interested in reading them.	Read three biographies in a specific category (see the box at the left). Illustrate the elements they have in common.	Illustrate the relationship between the subject's life and the time period in which he or she lived. Include information about specific events and how they influenced the person's life.
Describe gender or ethnic issues in biographies written for your age group during the past 10 years, and during the first 5 years of any previous decade.	<b>Student Choice</b>	Discover some things about which the subject would have been proud. Use these to create his or her obituary and epitaph.
Create an illustrated timeline showing major and minor events in the subject's life. Create a second timeline showing things the person might have wanted to do or accomplish.		Use photography to illustrate the "snapshot method" of biography, in which you show common themes or elements found in three biographies.
Act out a biography of a person who was connected to a particular historical event your classmates are studying. Challenge your audience to guess the person's identity.		

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# DDM – Digging Deeper Matrix

- Tiered system for creating activities at all levels of Bloom's that are rigorous and complex
- Moves all students into advanced levels of thinking, while respecting varying needs for academic difficulty
- Levels
  - Level 1 (Blue): All students
  - Level 2 (Pink): Some students
  - Level 3 (Green): Advanced Learners
- Could be used...
  - Homework provided to all students; small groupings
  - Extension Work (the Advanced Options)
  - Selected activities used during lessons
  - As an assessment tool for curriculum and instructional purposes



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## Digging Deeper Matrix (DDM)

Unit:

Standards

Students will know:

Students will be able to:

Students will understand:



	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
LEVEL 1 FACTUAL	FOR ALL STUDENTS Specific/Concrete (1R)	Translate (1U)	Original Way (1A)	Individual Elements (1Z)	Check Clarity (1E)	Reorganize (1C)
LEVEL 2 PROCEDURAL	Tools/Skills (2R)	Interpret (2U)	FOR SOME STUDENTS Practical Way (2A)	Relationship Among Ideas (2Z)	Judge Accuracy (2E)	Formulate (2C)
LEVEL 3 CONCEPTUAL	Abstract Information (3R)	Extrapolate (3U)	FOR ADVANCED STUDENTS Creative Way (3A)	Principles Governing Elements (3Z)	Critique Validity (3E)	Innovate (3C)
ASSESSMENTS						

Based on Anderson, Lajoie, W., and David K. Gaskins, eds. *Assessing for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, 2001.  
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# Digging Deeper Matrix (DDM)



Unit: Revolution and the New Nation 1763-1820

**Standards:** The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.

**Students will be able to:**

- Analyze economic, political, and philosophical conflicts leading to the American Revolution.
- Explain how and why the American colonists won the war against the more superior British resources.
- Interpret the impact the Revolutionary War had on groups within American society.
- Infer the impact of revolution on nations and groups of citizens within those boundaries.

**Students will understand:**

- The causes, effects, and consequences of revolution.

**Students will know:**

- Important vocabulary, dates, and events (such as treaties, battles, political uprisings, and relations with foreign nations and Native Americans) related to the American Revolution.
- Important political, economic, military, and cultural figures related to the American Revolution (such as George Washington, Samuel Adams, John Adams, Paul Revere, Thomas Jefferson, Charles Cornwallis, Marquis de Lafayette, Thomas Paine, Patrick Henry, John Locke, and Baron de Montcalm).
- Important debates and facts over slavery; status of free blacks, women, and Native Americans; migration to Canada; and the westward movement of white settlers.



	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
LEVEL 1 FACTUAL	Specific/Concrete (1R)  List important dates of the Revolutionary War.	Translate (1U) WHAT?  What led to the colonists' revolt against Britain?	Original Way (1A)  How did the Treaty of Paris change the mapping of territories of North America?	Individual Elements (1Z)  What were the basic disagreements among the Native Americans, colonists, British and French?	Check Clarity (1E)  Why did the Native Americans, colonists, British and French have their disagreements?	Reorganize (1C)  Put yourself in the role of a colonial ambassador. What message would you send to Britain or France?
LEVEL 2 PROCEDURAL	Tools/Skills (2R)  Describe how the Red Coats attacked Boston.	Interpret (2U) SO WHAT?  Why was this revolt important?	Practical Way (2A)  How did the change of territories after the Treaty of Paris affect the colonists?	Relationship Among Ideas (2Z)  How did these disagreements relate to each other?	Judge Accuracy (2E)  In what ways might any or all of the disagreements have been avoided?	Formulate (2C)  Put yourself in the role of a British ambassador. What plans would you make to settle disputes in the colonies?
LEVEL 3 CONCEPTUAL	Abstract Information (3R)  Define a revolution.	Extrapolate (3U) NOW WHAT?  What effect has the American Revolution had on our nation and Britain?	Creative Way (3A)  Describe a modern day conflict where map boundaries were redrawn.	Principles Governing Elements (3Z)  Why did each group seek control?	Critique Validity (3E)  What made one group's claim more valid than the other group's claims?	Innovate (3C)  Create a position statement that would either support or oppose colonization.
Assessment Examples	Paper/Pencil Test	Essay	Performance	Graphic Representation	Essay Persuasive Speech Role Play	Speech/Debate Research Proposal Graphic Representation

Based on Anderson, Lois W., and David R. Kravitz, eds. *Assessing for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, 2001.  
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# DDQM – Digging Deeper Questioning Matrix

	RECALL	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
LEVEL 1 FACTUAL	<p><i>Tier 1 Questions</i> Specific/Concrete</p> <p>Review the two vocabulary words in Chapter 5, Lesson 4.</p> <ul style="list-style-type: none"> <li>What are the characteristics of a savannah?</li> <li>What are textiles used to make?</li> </ul>	<p><b>Translate</b></p> <p>Why is it important to know the key terms used in this lesson (savannah, textiles)? Why are they significant?</p>	<p><b>Original Way</b></p> <p>How can you apply your understanding of cultural diffusion between Kush and Egypt to your own life? Where do your own cultural influences come from?</p>	<p><b>Individual Elements</b></p> <p>How did natural resources help make Meroë a great trading city?</p>	<p><b>Check Clarity</b></p> <p>Why did the kingdom of Kush prosper?</p>	<p><b>Reorganize</b></p> <p>Put yourself in the role of a Kushite leader. What do you admire about other civilizations in the area and how could you advertise your own civilization?</p>
LEVEL 2 PROCEDURAL	<p><b>Tools/Skills</b></p> <p>What are the steps/events that led up to the Kush conquest of ancient Egypt?</p>	<p><b>Interpret</b></p> <p>Why is it important to know the steps/events that led up to the Kush conquest of ancient Egypt?</p>	<p><b>Practical Way</b></p> <p>Read through the primary source, The Selection of <i>Aspalta</i> as King of Kush, on page 131. How does this passage illustrate cultural diffusion?</p>	<p><b>Relationship Among Ideas</b></p> <p>Compare and contrast the cities of Kush and those of Egypt? How were they similar and how were they different?</p>	<p><b>Judge Accuracy</b></p> <p>Why might textbook writers put more emphasis on ancient Egypt than the kingdom of Kush? Should they?</p>	<p><b>Formulate</b></p> <p>In what ways would history be different if Egypt and Kush had not traded with each other?</p>
LEVEL 3 CONCEPTUAL	<p><b>Abstract Information</b></p> <p>What does cultural diffusion mean, and how does it relate to this unit?</p>	<p><b>Extrapolate</b></p> <p>Why would archaeologists and historians want to know more about the kingdom of Kush?</p>	<p><b>Creative Way</b></p> <p>How could an author outline a historical fiction novel about the Kushite kingdom and its impact on Egypt?</p>	<p><b>Principles Governing Elements</b></p> <p>In what ways did trade and cultural diffusion benefit both Kush and Egypt?</p>	<p><b>Critique Validity</b></p> <p>Why is it important for us to understand how trade influences societies?</p>	<p><b>Innovate</b></p> <p>Create a position statement that would either support or oppose cultural diffusion.</p>
Assessment	Students must complete all three boxes. <i>(Tier 1)</i>	Students must choose one dark grey box and one light grey box. <i>(Tier 1)</i>	Students must choose at least two boxes. <i>(Tier 2)</i>	Students must choose at least one box. <i>(Tier 2)</i>	Students choose at least one box. <i>(Tier 3)</i>	Students choose at least one box. <i>(Tier 3)</i>



# PRODUCT CHOICES CHART



Auditory	Visual	Tactile-Kinesthetic	Technology
Audio recording Autobiography Book Classifying Commentary Crossword puzzle Debate or panel talk Dialogue Documentary Editorial Essay Experiment Family tree Finding patterns Glossary Interview Journal or diary Learning Center task Letter to editor/author Limerick or riddle Mystery Newspaper Oral report Pattern and instructions Petition Position paper Press conference Reading Scavenger hunt Simulation game Song lyrics Speech Story or poem Survey Teaching a lesson Trip itinerary Written report (Auditory because people write thoughts they "hear" in their minds)	Advertisement Art gallery Brochure Coat of arms Collage Coloring page Comic book or strip Costume Decoration Design Diagram Diorama Drawing or painting Flow chart Graphic organizer Greeting card Hidden pictures Multimedia presentation program Illustrated manual Illustrations Learning Center visuals Magazine Map Mural Pamphlet with pictures or icons Photo album Photo essay Picture dictionary Political cartoon Portfolio Poster Rebus story Scrapbook Slide show Travelogue TV program Video Website	Acting things out Activity plan for trip Collection Composing music Dance Demonstration Diorama Dramatization Exhibit Experiment Field experience Flip book or chart Game Game show How-to book Invention Jigsaw puzzle Learning Center—hands-on tasks <u>Manipulatives</u> Mobile Model Museum exhibit Patter creation/demonstration Papier-mâché Photograph Play or skit Pop-up book Project cube Puppet show Rap or rhyme Reader's Theater Rhythmic pattern Role-play Scale drawing Sculpture Simulation game Survey	Animation App Blog Broadcast over TV, radio, or the Internet Competition <u>Cyberhunt</u> Digital game Forum <u>iMoxie</u> Multidimensional video (e.g., 3D) Online quiz Podcast Presentation Research Song or jingle Virtual site visit <u>Webquest</u>



# “Experiments” and Hands-on Learning

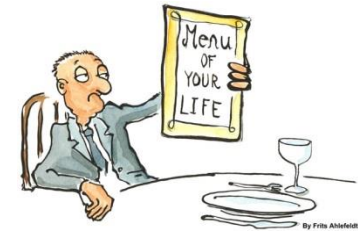
- Why?
  - Trial and error, active exploration, and testing using all the senses
  - Inspires creation
  - “Engineering professors report that students now enter college without the kind of hands-on expertise they once unfailingly possessed” (Paul, 2015).
- Ideas:
  - Construction of historical buildings or inventions

# Differentiated Assignments/Assessments

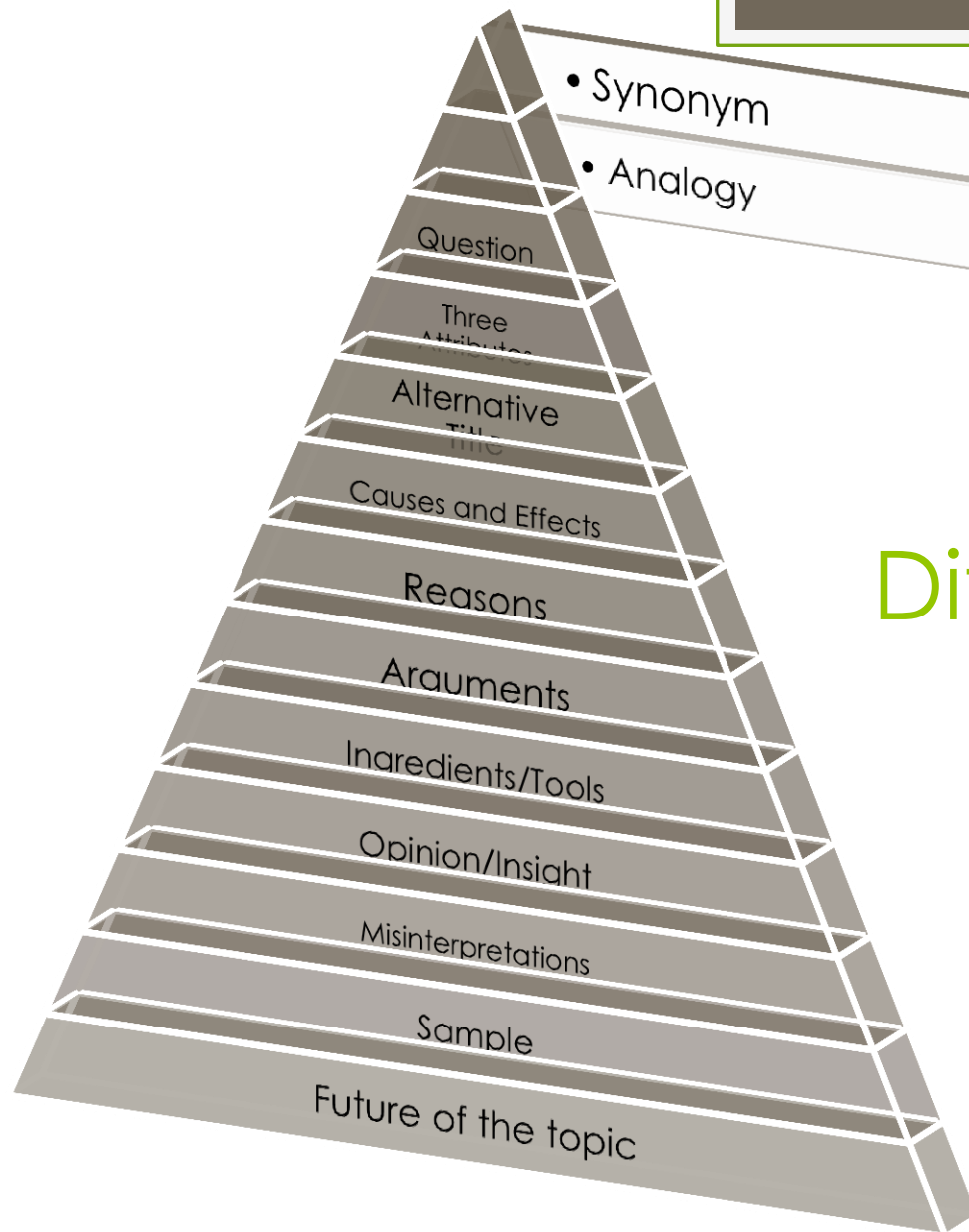
- **Straight-Ahead**
  - Instructions guide you from start to finish
  - All grade-level content, skills, and language
- **Uphill**
  - Instructions take you about half-way, then drop you off to see if you can finish
  - Mostly grade-level content and skills; language may be slightly above grade-level
- **Mountainous**
  - Instructions get you started, but you guide the task for most of the journey
  - Content and skills extend beyond the grade-level framework; cognitively demanding diction



# Differentiation Menu



- Designed to give learners choice of tasks, while still ensuring that each learner focuses on knowledge, understanding and skills designated as essential.
  - **Main Course:** All students are required to complete
  - **Side Dishes:** Students **MUST** select an option or two
  - **Desserts:** Optional extension or enrichment tasks.



- Synonym
- Analogy

# Differentiation Pyramid

# Tiering



- “Ratcheting” up or down the challenge level based on readiness level
- Begin with the standard/benchmark performance, and then raise the challenge level
- Don’t tier every aspect of the lesson/assignment
  - Stay focused on one concept or task, especially as you are learning to tier
  - **Example: Analysis of bias in newspaper articles**
    - **Fact vs opinion, conjecture, persuasive techniques, logical fallacies, slant, etc.**

# Tiered Lessons vs Tiered Assignments

- **Tiered Lessons:**

- “A teaching strategy in which teachers assess the readiness level (interest, prerequisite knowledge, and skill level) of their students and group them accordingly for both instruction and production” (Lafferty).

- **Tiered Assignments:**

- A method for differentiating projects for multiple levels of students
- Students self-assess the challenge level for themselves
- Advanced and Most Challenging options should not simply be more work; should be a higher level of work





	Group #1 Have not demonstrated mastery	Group #2 Demonstrated Mastery of basic knowledge	Group #3 Mastery understanding of the overall system
In Class	<ul style="list-style-type: none"><li>• Focus on the reasons why people stopped nomading</li><li>• <b>Read about</b> the end of nomading and how early villages developed</li><li>• <b>Create a mural or timeline</b> to demonstrate understanding</li></ul>	<ul style="list-style-type: none"><li>• <b>Create a skit</b> that illustrates a timeline of how and why people stopped nomading and settled down</li><li>• Focus on <b>cause and effects</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Create a modern dance</b> that illustrates the factors that led to humans settling down into early villages</li><li>• Demonstrate mastery through movement and drama</li><li>• <b>Focus on cause and effect; and relationships between the past and the present</b></li></ul>

# Tiered Assignment

Required Standard	Entry-Level Activities	Advanced Activities	Most Challenging Activities
<p><b>Subject:</b> Informational Reading</p> <p><b>Concept:</b> Finding Evidence</p> <p><b>Standard:</b> Draw evidence from informational texts to support analysis, reflection, and research (WHST.6-8.9)</p>	<p>1. Create a <b>Venn diagram</b> to illustrate the comparison between the <u>Mesopotamian religion</u> and another religion of your choice (does not need to be your own religion).</p> <ol style="list-style-type: none"> <li>Use at least 2 sources</li> <li>Record at least 5 facts in each section of the Venn diagram.</li> <li>Cannot get higher than a 3.7 if this project is chosen.</li> </ol>	<p>1. Create a <b>large poster</b> drawing of a <u>ziggurat</u> detailing major components of the religious building and labeling key parts of the ziggurat. Include a written piece that explores the importance of the ziggurat and the role it played in Sumerian city-life.</p> <ol style="list-style-type: none"> <li>Use at least 3 sources</li> </ol>	<p>1. <b>Research and discuss</b> in detail three examples of societies, besides Sumer, that also believed in <u>polytheism</u>. These societies can be from the past or the present. Also, discuss how polytheism is different from monotheism, and how it might impact a society.</p> <ol style="list-style-type: none"> <li>Use at least 3 sources</li> <li>Present in a format of your choice</li> </ol>

# RAFT

- Role, Audience, Format, Topic
- Process:
  - Student chooses one from each column to create a unique task
- Tasks can be tiered...
  - Provide certain students/groups with combinations that are straightforward or more abstract
- T could also stand for Time
  - Instead of topic, students can choose a time period.



Role	Audience	Format	Topic
A southern orphan living under a train depot	<b>President Lincoln at the White House</b>	A personal journal entry	Reconstruction of the United States
A southern colonel who has returned to the South to find that his plantation burned to the ground	A group of Civil War Veterans gathered at a cemetery to remember a friend	Personal monologue	Why the South tried to secede from the Union
<b>A northern industrialist</b>	School children ten years after the Civil War ended	A set of drawings	The abolitionists
Harriet Tubman	A news reporter doing a story	<b>A speech</b>	<b>Abraham Lincoln's presidency</b>

From *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom* by Rick Wormeli, copyright © 2006. Stenhouse Publishers, Portland, ME; [www.stenhouse.com](http://www.stenhouse.com).

Role	Audience	Format	TIME
<b>The mayor of Vicksburg, Mississippi</b>	Congress	Rap or Song	Two years before the war ends
A Japanese immigrant living in the United States, building railroads	A group of Civil War veterans gathered at a cemetery to remember a friend	<b>Editorial letter in major newspaper</b>	May 18, 2010
A northern industrialist	A group of European politicians of the 1800s	Political cartoon	During the McCarthyism of the 1950s
Robert E. Lee (chosen for his complex views, reflecting both North and South arguments)	<b>Mrs. Bixby, who legend says lost four sons on the battlefield</b>	PowerPoint presentation	<b>Two years after the Civil War, during the Reconstruction era</b>

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# Using Technology

- Why?
  - Implements the use of creative thought
  - Allows students to show connections and create projects that represent new and abstract ideas
- Ideas:
  - [Designing Websites](#)
  - CNN Student News and Blogging: EDMODO



Emily P. to

■ [CNN Student News: Current Events Discussion Blog \(Advanced Humanities Q and A: Both Blocks\)](#)

Regarding the Fifa scandal: If you were in a position where you had to make a plan to stop scandals like this from happening again in the future, what would you do? Where would you start?

Like ▪ 2 Replies ▪ Share

Jun 3, 2015



Chuck W. said Jun 3, 2015

I think we need to monitor these major companies more. The US seems to think we don't need to watch them since they are some major companies. But look at how long it took us to find out about the FIFA scandal. There could be hundreds of more scandals like this going on right now in major companies and er wouldn't know it.



Maggie E. said Jun 3, 2015

I agree with chuck where you should monitor these things but when something like this comes up I think it would be appropriate to fire the person who did it so the rest of the people know that you are serious and they will stop doing it. With the FIFA scandal I think if I was following this rule I would have mr.Blatter fired.



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