

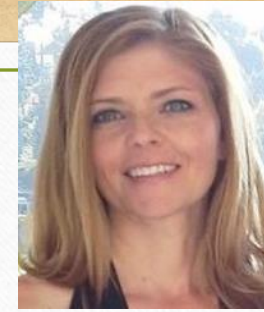
**Strategies for Demystifying  
Differentiation for Highly Capable  
and Gifted Students**

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***Fair isn't Always Equal***



# About Us



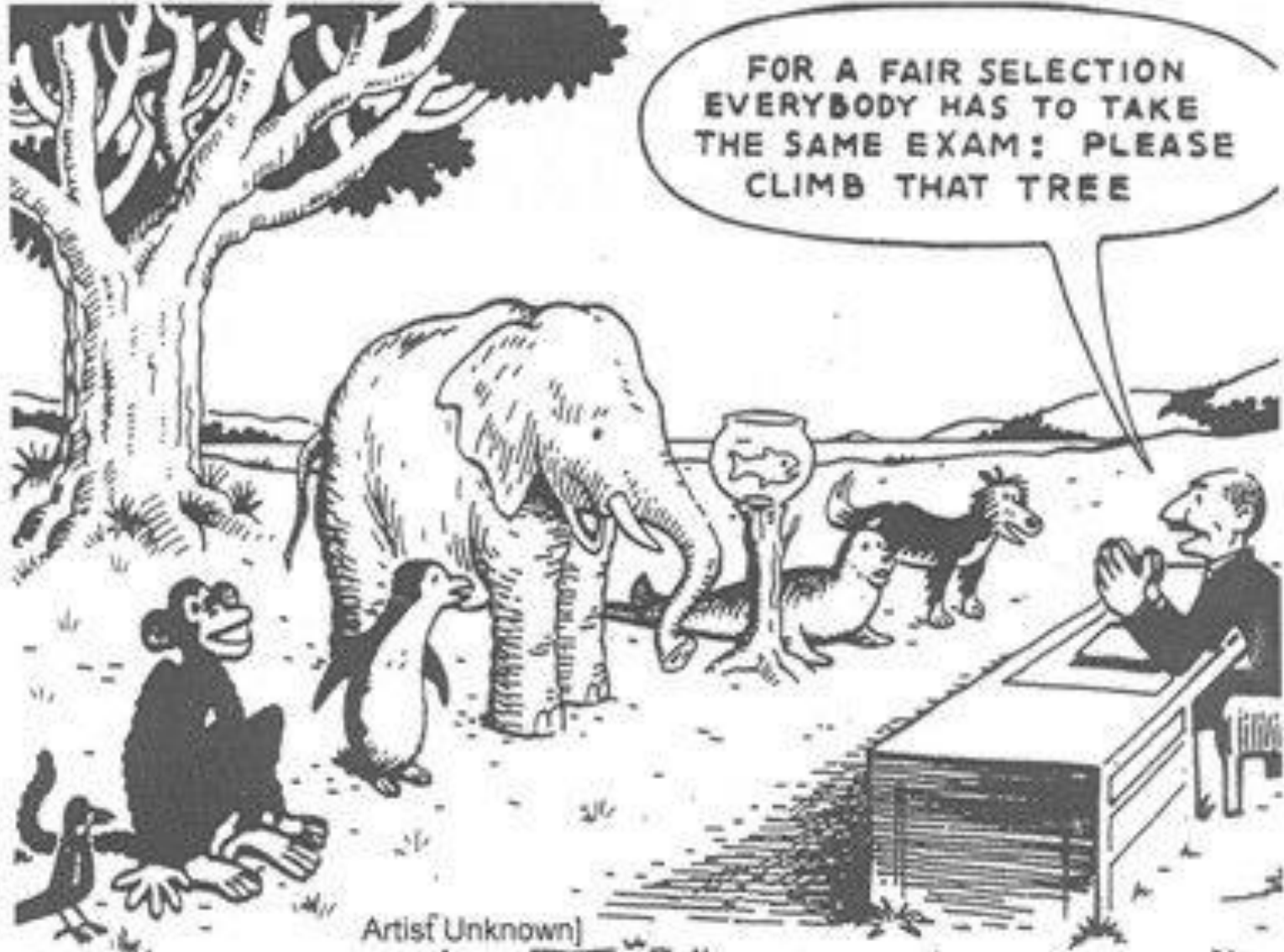
- **Katrina Wagner**

- Starting 11<sup>th</sup> Year Teaching
- Pacific Cascade MS
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- BA Elementary Education – Pacific Lutheran
- Masters in Literacy from Seattle Pacific
- Specialty Endorsement in Gifted and Talented from Whitworth
- Leads PD classes for Issaquah School District for middle school teachers; Presented at the NAGC 2014 Convention; Presented at Whitworth Institute 2014
- Adjunct Professor: Whitworth University (Summer '15)
- Summer – Summer Institute for the Gifted (2 years)
  - Princeton University Housemaster, Instructor, and Academic Dean

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- National Boards Certified in EA Math
- Presented at the NAGC 2014
- Summer – Summer Institute for the Gifted
  - Princeton University - Academic Dean (2015)





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Differentiation is...

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# Defining Differentiation

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“Differentiated instruction is a way of taking into account the needs and wants of others without relinquishing our own needs and wants, or dominating and controlling the other person. In that way, differentiated instruction is more than just a method of teaching; it is a way of being human.”

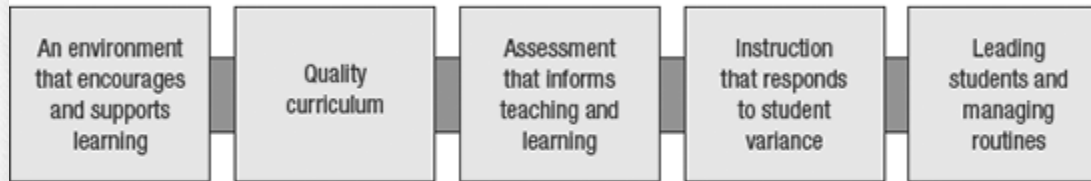
- Carol Ann Tomlinson

# Differentiation

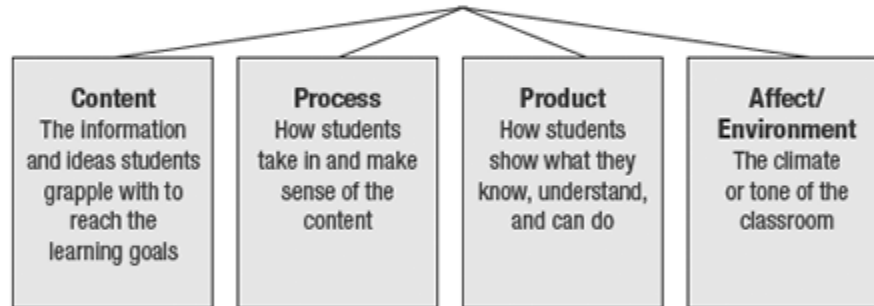
is a teacher's **proactive** response to learner needs

shaped by **mindset**

and guided by general principles of differentiation



Teachers can differentiate through



according to the student's



through a variety of instructional strategies, such as

- Learning/Interest Centers
- RAFTs
- Graphic Organizers
- Scaffolded Reading/Writing
- Intelligence Preferences
- Tiered Assignments
- Learning Contracts
- Menus
- Tic-Tac-Toe
- Complex Instruction
- Independent Projects
- Expression Options
- Small-Group Instruction

# Dispelling the Myths of Differentiated Instruction

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- Myth #1: Differentiation is another name for individualization
  - Differentiation aims to meet individual needs by...
    - Quality curriculum
    - Effective and efficient instructional practices that targets groups of students based on **learning readiness**, **individual interests**, and **preferred ways of learning**
    - Small groups or individuals will be engaged in different projects; sometimes most students are engaged in the same activity
    - Teachers manage the learning process (like the work place); oversees and coordinates



# Dispelling the Myths of Differentiated Instruction

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- Myth #2: Differentiation will change everything and solve all of our teaching problems.
  - Not a magic potion
  - Differentiating means providing intervention strategies and techniques so that every student is successful; this requires **constant reflection and adjustment**



# Dispelling the Myths of Differentiated Instruction

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- Myth #3: You can't differentiate when you are trying to prepare for high stakes testing.
  - “Evidence clearly suggest that for most students, mastery and understanding come through, not after, meaningful interaction with ideas.” (Tomlinson, 8)
  - 1<sup>st</sup> objective: students understand content deeply
    - Thus, they would be more prepared for tests
  - 2<sup>nd</sup> objective: prepare students for all kinds of content delivery



# Dispelling the Myths of Differentiated Instruction

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- Myth #4: Differentiation is just a way to group or track students.
  - Tracking is the practice of permanently assigning students to a particular level of instruction
  - Differentiation uses flexible grouping practices
    - Interest, ability, learning style, academic strength/weakness, gender
    - Students should move in and out of groups to as to interact with a variety of peers
    - Depends on the outcome expected from the activity

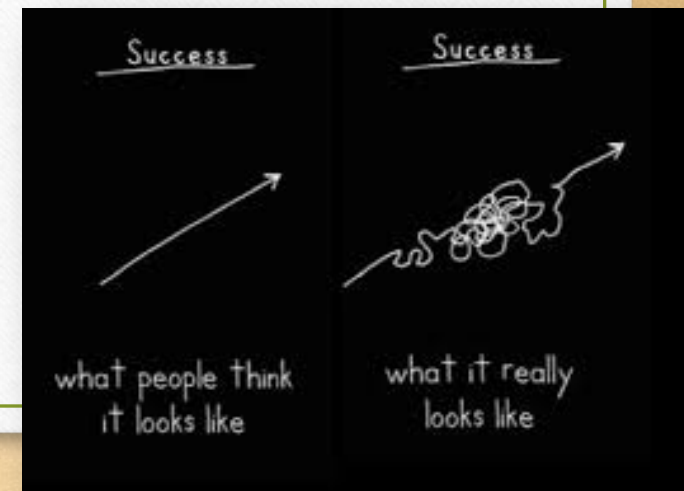




# Dispelling the Myths of Differentiated Instruction

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- Myth #5: Differentiation takes too much time that I don't have.
  - It will require a considerable time investment initially
  - In the long run, it will save you time and increase overall efficiency
  - Start small, work on one strategy at a time
  - It is not easy



# A Differentiated Classroom Looks Like...

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- Content goals are defined
  - Know: Factual Knowledge
  - Able to do: Procedural Knowledge
  - Understand: Conceptual Knowledge
- **Learning differences are acknowledged**
- Three types of assessment (pre-assessment, formative, summative) are employed
- Curriculum and instruction foster brain-compatible learning
- The classroom environment respects **active learning**

(Cash, 2011)



# A Differentiated Classroom Looks Like...

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- Learners develop 21<sup>st</sup> Century skills
  - Higher Order Thinking Skills (HOTS)
  - Creative Thinking
  - Critical Reasoning
  - Self-Regulation
- **Flexible learning** is used to achieve optimal learning
- **Tiered assignments and activities respond to learning needs and differences**
- The learning environment is interesting, enjoyable, challenging, and **choice-filled** for all students
- Students develop **learning autonomy**

(Cash, 2011)

# Developing Student Self-Regulation through Differentiated Classrooms

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- Theory of self-regulation
  - “Successful people believe that most things can be accomplished as long as one puts effort forward, has a goal in mind, knows how to deal with conflict, avoids distraction and impulsivity, stays focused on the task at hand, and acknowledges both success and failure.”
  - How do we help kids do this?



# Growth vs Fixed Mindset

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- Dr. Carol Dweck
- **Fixed Mindset** = person believes that their intelligence and talents are a fixed trait that cannot be changed or enhanced
  - Reliance on documentations (i.e. IQ tests)
  - Trouble with...
    - Admitting to or correcting mistakes
    - Patience, perseverance, and persistence
  - Advanced learners who spend years in under-challenging courses don't develop a need for effort; failure when things get hard leads them to think they are not able

# Growth vs Fixed Mindset

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- **Growth Mindset** = person believes that most skills and abilities can be learned; through dedication and effort that we are successful
  - “Intensity as a learner is a far more useful trait than tested or perceived ability
  - Encourages self-regulation
- We need to help students shift
  - Create classroom settings that are stimulating and allow students to develop the skills of...
    - Monitoring actions, thoughts, feelings, and behaviors



## FIXED MINDSET

- SOMETHING YOU'RE BORN WITH
- FIXED

- SOMETHING TO AVOID
- COULD REVEAL LACK OF SKILL
- TEND TO GIVE UP EASILY

- UNNECESSARY
- SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH

- GET DEFENSIVE
- TAKE IT PERSONAL

- BLAME OTHERS
- GET DISCOURAGED

SKILLS

CHALLENGES

EFFORT

FEEDBACK

SETBACKS

## GROWTH MINDSET

- COME FROM HARD WORK.
- CAN ALWAYS IMPROVE

- SHOULD BE EMBRACED
- AN OPPORTUNITY TO GROW.
- MORE PERSISTANT

- ESSENTIAL
- A PATH TO MASTERY

- USEFUL
- SOMETHING TO LEARN FROM
- IDENTIFY AREAS TO IMPROVE

- USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

# Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

*It's up to you!*



## FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



## GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

	FIXED MINDSET	GROWTH MINDSET
DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT ...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.



# Strategies

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- **KIQ Charts**

- What do I **k**now, What do I find **i**nteresting, What **q**uestions do I have

- **Keep Thinking Journals**

- Take notes on their ideas throughout a lesson

- **Encourage Reflection**

- Provide time in each lesson for students to debrief, discuss, debate, and digest (D4)

# Strategies

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- **Require Self-Evaluations**
  - Have students do them at the end of every unit
- **Use the 10:2/20:2 Rule**
  - Helps students remember information, stay focused, and remain active
  - Elementary:
    - For every 10 minutes of instruction, allow two minutes of discussion, application, movement, or restating
  - Secondary:
    - For every 20 minutes of instruction, allow two minutes of discussion, application, movement, or restating



# Making the Shift

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- “You can’t differentiate garbage.” – Tomlinson
- Quality differentiation can only be achieved when we can clearly articulate what we want students to know, be able to do, and understand.
- We need to understand the essence of a rigorous curriculum, know how to define it, and be able to construct activities that guide students toward deep levels of learning.

# Differentiation Continuum

*Not Differentiated*

*Fully Differentiated*



Assessment is at the end.

A single form of assessment is used.

Teacher directs student behavior.

Instruction is whole class.

Coverage of texts and curriculum drive instruction.

Intelligence is viewed narrowly.

Single option assignments.

Time is inflexible.

Teacher solves problems.

Grading is based on teacher-set, inflexible objectives.

Assessment is ongoing.

Diagnostic assessment is used.

Teacher scaffolds self-reliant learning.

Flexible grouping is practiced.

Materials are varied.

Multiple forms of intelligence are valued.

Assignments offer multiple options.

Time is flexible in terms of student needs.

Teacher facilitates student problem-solving.

Grading is determined by learning goals.

adapted from Carol Ann Tomlinson, 1999

*The Differentiated Classroom: Responding to the Needs of All Learners*, p. 16



<b>Traditional Instruction</b>	<i>Example</i>	<b>Differentiated Instruction</b>	<i>Example</i>
<b>A single teaching approach for the entire class</b>	<i>The math teacher works sample word problems on the overhead.</i>	<b>A variety of approaches of lesson delivery</b>	<i>Math teacher works the first step then instructs students to discuss the next steps with a partner.</i>
<b>Student practice looks the same for the entire class.</b>	<i>Students work the odd problems from their textbook on their own with the teacher answering questions.</i>	<b>Students have access to the content through a variety of learning styles.</b>	<i>Students in small groups cycle through centers to tackle word problems visually, with math manipulatives and through journal writing.</i>
<b>Students who have already mastered the material wait until the rest of the class catches up.</b>	<i>A student who worked ahead in the textbook spends the next half of class reading an off-topic book to kill time.</i>	<b>Students who have mastered the material are given "challenge assignments" which deepen their understanding of the content.</b>	<i>These students fill in a graphic organizer which promotes higher level thinking while the rest of the class does basic skill practice of the new concept.</i>
<b>Students have little choice in what they study.</b>	<i>Students who are learning to write research papers are assigned topics randomly by the teacher.</i>	<b>Students are given choice in their areas of study whenever possible.</b>	<i>Students choose a topic for their papers which is of interest to them from within guidelines established by the teacher.</i>
<b>Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone.</b>	<i>Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail.</i>	<b>The teacher modifies the grading rubric to take into account varying levels of readiness for this assignment among students.</b>	<i>A student struggling with writing would be given a modified version of the assignment which would still be challenging but more appropriate for his current skill set.</i>

A black road with white dashed lines in the center, curving from the bottom left towards the top right. The road is set against a light brown background. The text is contained within a white rectangular box with a thin green border.

# Instructional Strategies

Same educational goals, but  
unique, innovative roads to  
reach the destination.



## Begin Slowly – Just Begin!

### Low-Prep Differentiation

Choices of books  
Homework options  
Use of reading buddies  
Varied journal Prompts  
Orbitals  
Varied pacing with anchor options  
Student-teaching goal setting  
Work alone / together  
Whole-to-part and part-to-whole explorations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied Supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile  
Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini-workshops to reteach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interests  
Games to practice mastery of information  
Multiple levels of questions



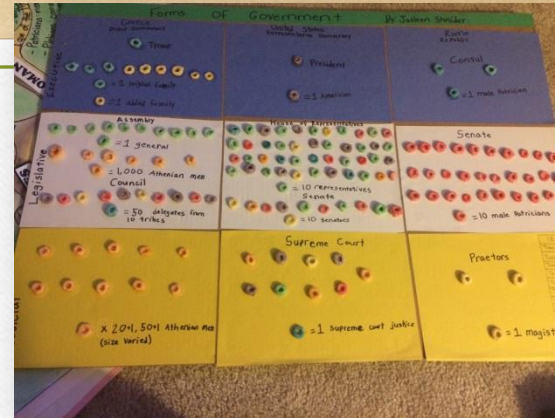
### High-Prep Differentiation

Tiered activities and labs  
Tiered products  
Independent studies  
Multiple texts  
Alternative assessments  
Learning contracts  
4-MAT  
Multiple-intelligence options  
Compacting  
Spelling by readiness  
Entry Points  
Varying organizers  
Lectures coupled with graphic organizers  
Community mentorships  
Interest groups  
Tiered centers  
Interest centers  
Personal agendas  
Literature Circles  
Stations  
Complex Instruction  
Group Investigation  
Tape-recorded materials  
Teams, Games, and Tournaments  
Choice Boards  
Think-Tac-Toe  
Simulations  
Problem-Based Learning  
Graduated Rubrics  
Flexible reading formats  
Student-centered writing formats

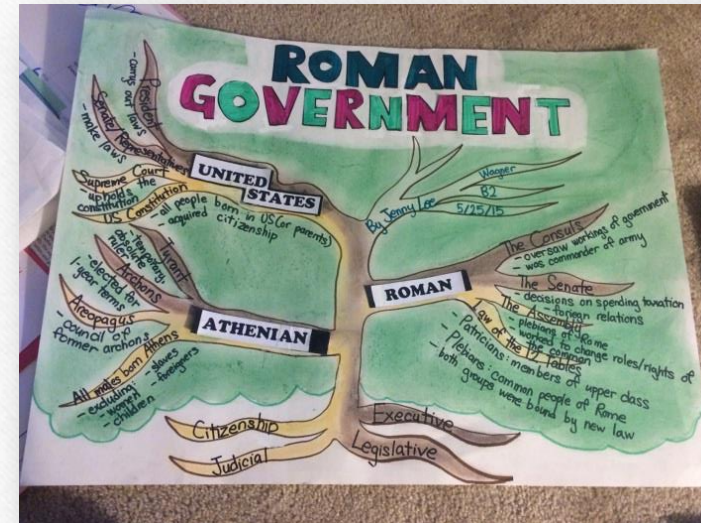




# Differentiating with Creativity and the Arts



- **Why?**
  - Utilizing bodies in the learning process can have a big effect
  - Can open doors for our kinesthetic learners
- **Ideas:**
  - “Feel” abstract concepts
  - Creative Problem Solving
  - Dancing a timeline
  - Drama and Improv
  - Arts Integration





# “Feeling” Abstract Concepts

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- **Physics**

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

- **Plot Mountain**

- Students use their bodies to review the five stages of plot

- **Monopolies**

- Use bodies to illustrate how a monopoly works and pros/cons



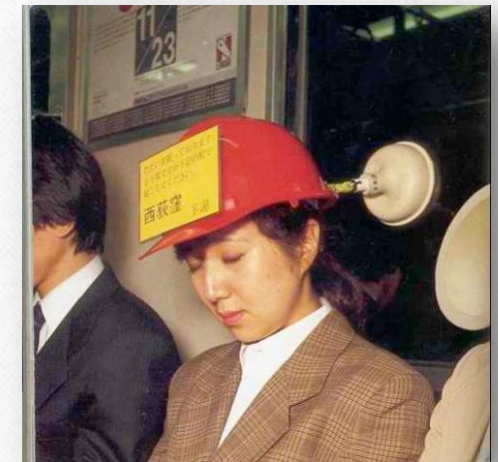


# Creative Problem Solving

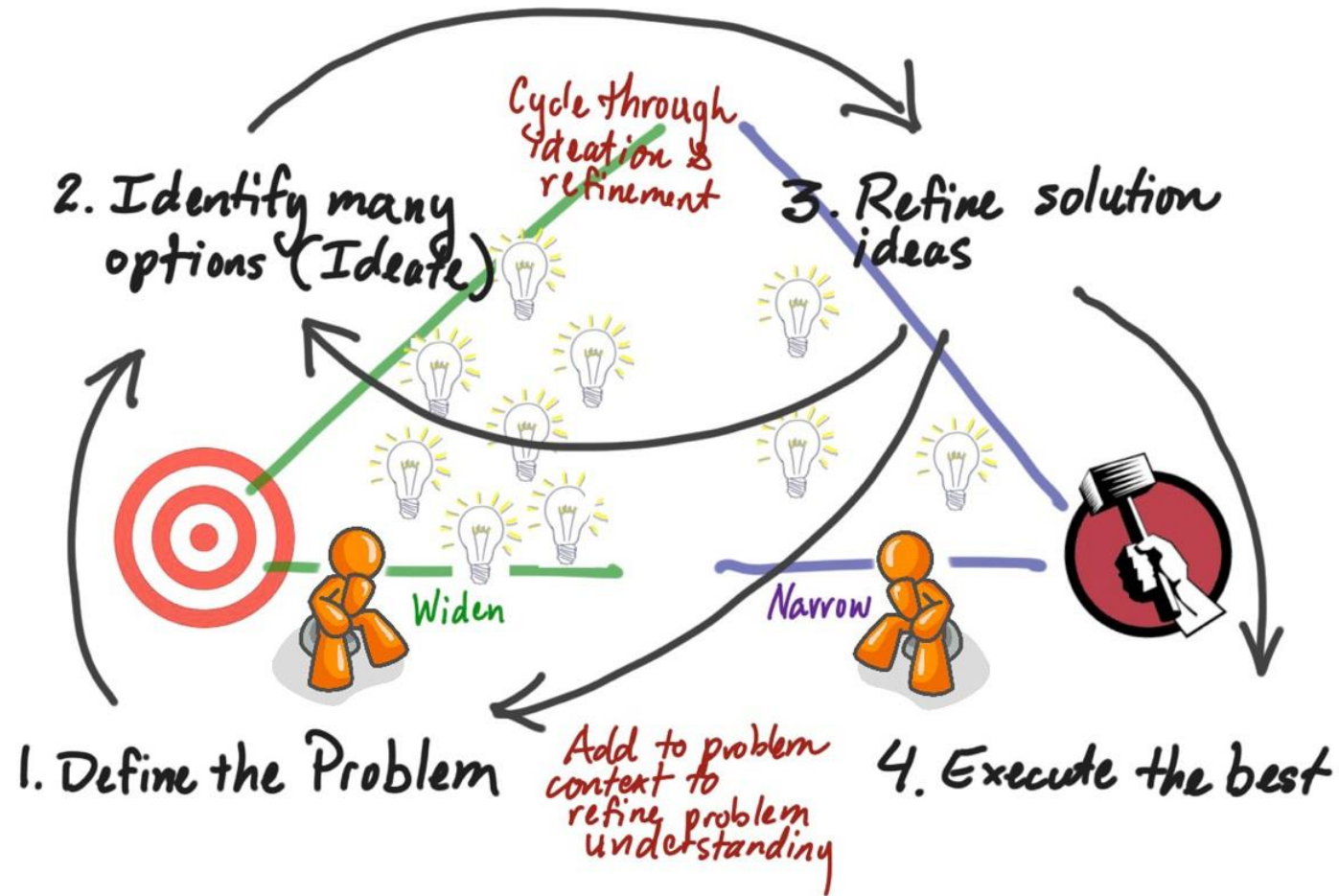


- **Design Thinking**

- New Neurons!
- Chindogu Japanese Art – The art of creating “un-useless” inventions
- 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

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- **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



# 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





# Drama and Creative Writing

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- **Frontloading before Reading with Dramatic Options**
- **During reading options to enhance comprehension**
- **Post reading options to assess understanding**
  - Assess more deeply than a multiple choice test!
- **Hot Seating!**
  - Some of the Why's:
    - Brings text/characters to life
    - Explores subtexts: what the character *doesn't* say
    - Helps students get to know characters deeply



## Other Correspondence Ideas

- Letters of complaint
- **Author-reader exchange:** Write and, perhaps, send a letter to an author.
- Invitations or cards
- Character belief statement
- Dear Abby letter (and/or Abby's reply)
- Yearbook page
- Job Fair advertisement
- Character résumé: Create one at the beginning and again at the end of a text.
- Campaign speech: Imagine that a character or an author decides to run for office. What would his or her agenda and platform be?
- Quotations book: Collect quotes from a favorite character and illustrate these in a book of quotations. Or, assuming the role of a character, collect quotations from the Internet, *Bartlett's Familiar Quotations* and other books that would appeal to that character.
- Job application
- Photo album

## Teacher Tips for In-Role Writing

Students' writing should tell readers something important about the scene, events, artifact, process, or implications that they have read or learned about.

Ask students:

- What repeated motifs or themes came up and recurred?
- What tensions or points of contact became apparent?
- Which people get to tell the stories and which people are silenced—and what might they have to say if they could speak?
- What is the hidden message or implication to you/to the characters/to other affected parties?



- **Medical report**
- **Psychological profile**
- **Map/floor plan**
- **Play-by-play:** Write up the events and actions of particular sequences or predict them as a sports event play-by-play. This can be quite fun when applied to historical or scientific processes such as oxidation or reduction, or to predicted events like the end of the Earth or our solar system.
- **Interview with character on the scene**
- **Person/reader on the street interview:** Question an unmentioned/unnamed observer or classmates who respond as readers
- **Ghost chapter of missing scene:** Put together a chapter or write a scene that seems to be missing, or that you think would be good in this story. This is great for texts with inference gaps, especially diaries and epistolary novels.
- **Character dream/dream journal:** Describe dreams in the text or those you imagine characters might have.
- **Character fantasy:** Express what the character or an affected person fantasizes as the best and worst possible future scenarios.
- **Character monologue:** Insert an explanation from a character into the book, explaining or justifying why he did something.
- **Shipwreck story:** Imagine you are a character shipwrecked on an island or another planet. How would you retell what you know or have experienced to the inhabitants there?
- **Myth/legend:** Explain and encapsulate, in mythic terms, what you have learned through this text or this unit study. Write your own myth or compare the situation or circumstances to a myth or legend you know.
- **People magazine profile of characters**
- **Bill of sale:** Prepare a bill of sale for an important object or artifact. It can be satirical, such as the bill of sale for clean rivers like the sacted Penobscot sold unwillingly by Native Americans to the paper companies.
- **Newspaper:** Produce one that is set in the time and situation of the story, or one published now.
- **Job announcement:** Create one for a character or for the kind of person who could help solve issues that have come up.
- **Personal ads placed by characters**
- **Hidden conversations/secret tapes:** Use this hidden tape or video recorder technique with *Roll of Thunder, Hear My Cry* as characters figure out what was said or what happened in the car between Uncle Hammer and Mr. Morrison. This works well using texts with inference gaps—parts of the story left to our imagination.



# The Arts

- Comics
  - Take comics from the newspaper, remove the words, and have students rewrite their own captions.
  - Group comic strips
- Options for showing comprehension of concepts through art and drawing





# Project-Based Learning, Compacting, and Extension Work

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- **Why?**
  - Gives students choice
  - Allows students to express themselves in independent directions
  - Individualized (groups or individual) based off of interest and ability
- **Ideas:**
  - Project-Based Learning
  - Compacting, Extension/Enrichment Projects



# 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









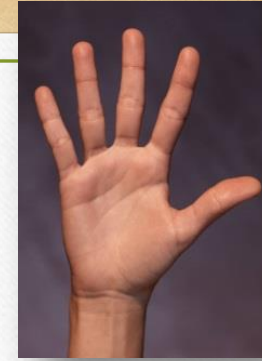
# Compacting

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- **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

(Winebrenner)

Purpose of Assignment: \_\_\_\_\_

What I already have to know or be able to do in order to complete the assignment: \_\_\_\_\_

Name: \_\_\_\_\_

Number: \_\_\_\_\_

Class/Period: \_\_\_\_\_

Due Date: \_\_\_\_\_

## Identifying and Analyzing Primary and Secondary Sources

### Part I - Directions:

❖ Determine whether the following are primary or secondary sources. Circle the letter indicating whether the item is a "P" primary source or "S" secondary source. Write WHY in complete sentences.

❖ FIVE MOST DIFFICULT OPTION (MOUNTAINOUS)

- o If you think you can complete the starred items first (which represent the most difficult questions) and get 90% (4/5), try it out and get it checked. If you get 90%, you can skip the rest of Part I and go on to Part II. IF YOU PASS, YOU MUST COMPLETE PART III AT THE END.

1. The story your great-grandfather tells you about his experience during World War II:  P  S  
a. Why: *Why: if my great-grandfather was there and experienced the war, his testimony (oral history) of that event would be a primary source.*
2. A letter written by George Washington to his mother about the latest developments in the Revolutionary War: P  S  
a. Why:
3. Your World History textbook: P  S  
a. Why:
4. A photograph of you and your friends at your 12<sup>th</sup> birthday party: P  S  
a. Why:
5. A mummy from ancient Egypt: P  S  
a. Why:
6. The Diary of Anne Frank – the published diary of a teenage girl who experiences the Holocaust first hand: P  S  
a. Why:

7. A timeline of the events of the Civil War that was published in a newspaper dated March 6<sup>th</sup>, 2013: P  S  
a. Why:

8. Information the Pacific Science Center tour guide, who shows you around the exhibit, shares with you: P  S  
a. Why:

- ★ 9. A high school diploma: P  S  
a. Why:

10. A biography of Albert Einstein: P  S  
a. Why:

11. A 7<sup>th</sup> graders' website about the effects of global warming: P  S  
a. Why:

- ★ 12. A magazine article titled, "Life at NASA," that was written by an astronaut: P  S  
a. Why:

13. A newspaper article about Abraham Lincoln's role in the abolition of slavery (which happened in the 1860's), published in 1934: P  S  
a. Why:

- ★ 14. A magazine article from a kids' science magazine that discusses earthquake's effects on the environment: P  S  
a. Why:

- ★ 15. A speech from a Nobel prize winning scientist regarding an experiment about the effects of Oreo cookies on mice's attention: P  S  
a. Why:

- ★ 16. A Van Gogh painting [when you want to study the life of Van Gogh]: P  S  
a. Why:



# 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 (More of the Same)!

# Extension Activities – Examples

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







# Tic-Tac-Toe Board/Extension Menu

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- 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.		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.
		Use photography to illustrate the "snapshot method" of biography, in which you show common themes or elements found in three biographies.

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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





## 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 N. Gasko, 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 complex 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>



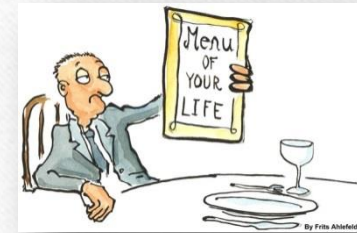
# PRODUCT CHOICES CHART



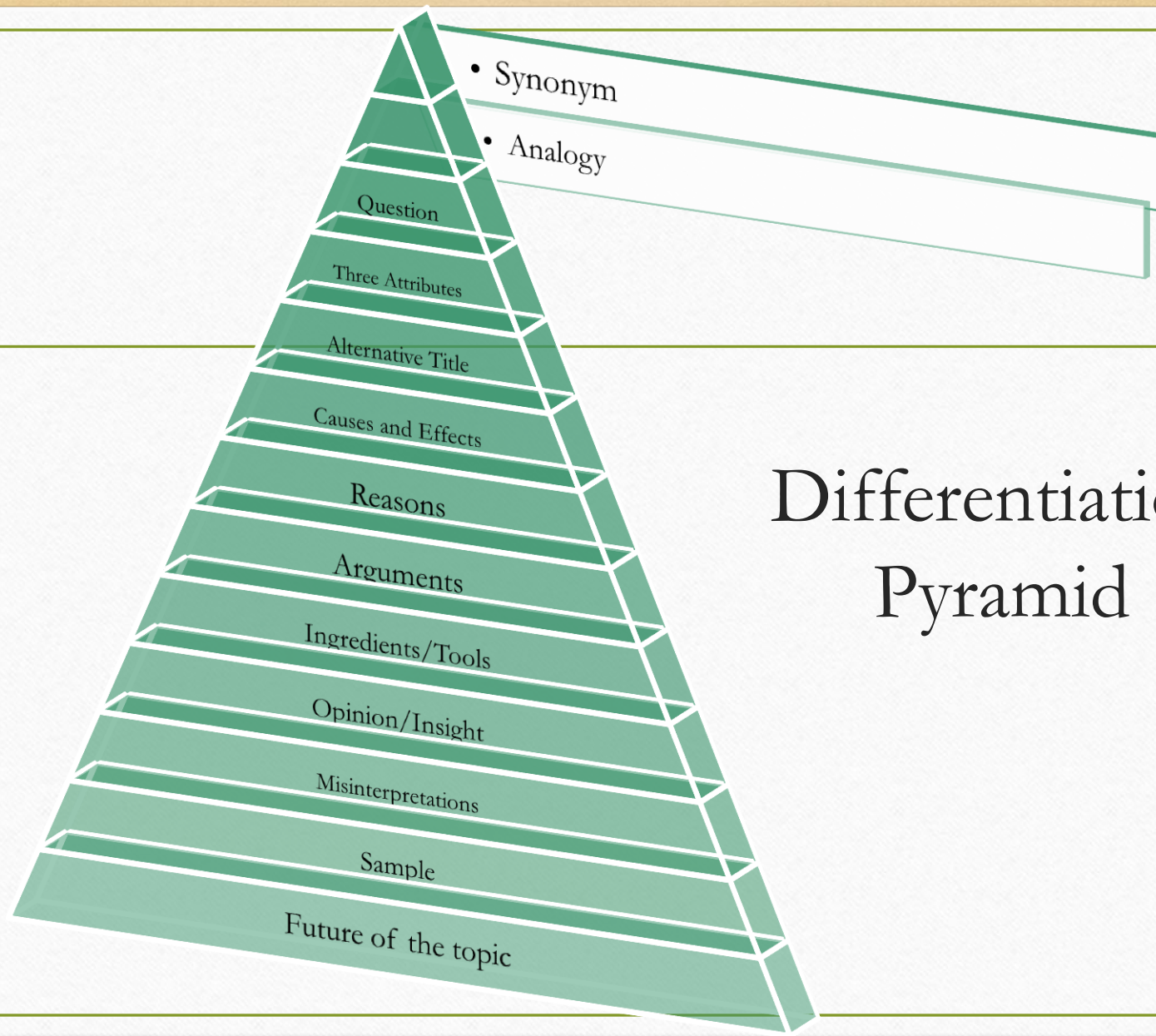
Auditory	Visual	Tactile-Kinesthetic	Technology
Audio recording	Advertisement	Acting things out	Animation
Autobiography	Art gallery	Activity plan for trip	App
Book	Brochure	Collection	Blog
Classifying	Coat of arms	Composing music	Broadcast over TV, radio, or the Internet
Commentary	Collage	Dance	Competition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



# 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.



# Differentiation Pyramid



## 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

# 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

# Example of a Tiered Lesson – Social Studies

	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

<b>Required Standard</b>	<b>Entry-Level Activities</b>	<b>Advanced Activities</b>	<b>Most Challenging Activities</b>
<p><b><u>Subject:</u></b> Informational Reading</p> <p><b><u>Concept:</u></b> Finding Evidence</p> <p><b><u>Standard:</u></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> <ul style="list-style-type: none"><li>a. Use at least 2 sources</li><li>b. Record at least 5 facts in each section of the Venn diagram.</li><li>c. Cannot get higher than a 3.7 if this project is chosen.</li></ul>	<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> <ul style="list-style-type: none"><li>a. Use at least 3 sources</li></ul>	<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 in different from monotheism, and how it might impact a society.</p> <ul style="list-style-type: none"><li>a. Use at least 3 sources</li><li>b. Present in a format of your choice</li></ul>

	4.1 4 <b>Exceeds Standard</b>	3.7 3.4 <b>Meets Standard</b>	2.8 <b>Approaches Standard</b>	2 <b>Minimal</b>
<b>Document Based Evidence and Analysis</b>  CCSS.ELA-Literacy.W.1.8-8.9 Draw evidence from informational texts to support analysis,	<ul style="list-style-type: none"> <li>• Uses multiple, specific pieces of text-based evidence from documents (including quotations)</li> <li>• Evidence provides meaningful and significant development of main ideas</li> <li>• Effectively integrates evidence in the project</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple, specific references to documents to support general claim and ideas; may not use quotations</li> <li>• Evidence extends some ideas</li> <li>• Adequately integrates evidence in the project</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only general evidence from text(s); may only use 1 text</li> <li>• Uses evidence, but it does not always support ideas</li> <li>• Information from text weakly integrated</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use text-based evidence</li> <li>• Uses general evidence that does not support idea</li> <li>• Very general; not clear sources were used.</li> </ul>





# THE ZIGURAT!

BY: SYDNEY WAN

**Importance and Role of the Ziggurat**

The ziggurat was a temple and based in ancient Mesopotamia. It served as many things and it would stand out compared to any of the other buildings. Ziggurats were first built in 2300 B.C. and used for many different purposes.

The Sumerians were the first to build the ziggurats, but others started to build it too, such as the Akkadians, Assyrians and the Babylonians.

The ziggurats had different functions, and one of them is a temple. The temple was located at the top of the ziggurat, where rituals and prayers were allowed to go. The ziggurats also functioned as a city hall, only because the priest ran the irrigation system. The Mesopotamians also went to the ziggurat to pay tribute for their duties and services both come like grain.

The main purpose of the ziggurat was to serve as a holy place for the gods. Each ziggurat was made to show dedication to each city-state's own god. For example, Enki was the god of Eridu and Marick was the god of Uruk. In each temple (that was at the top), there was a shrine where the priests would perform sacrifices and rituals. They did it up there so that they would be as close to the heavens as possible.

All year long, the Mesopotamians would leave food and wine as offerings on the steps of the ziggurat. One job as a priest was to eat those and enjoy them, because everyone knew that the gods could not eat those offerings for themselves.

Overall, ziggurats played a major piece in the ancient Mesopotamians life and were very important to them.

**Staircase**  
The ziggurats had stairs to the top of the ziggurat so it was possible only people or gods could climb them to reach the higher levels of the ziggurat.

**Gate**  
The areas where all three staircases met.

**Temple**  
The holy place, which in a small place, got the best of the people of Mesopotamia. Built the ziggurat like a mountain, because they believed that gods lived in high places.

**Drains**  
There were two vertical drains of baked brick that carried rain away from the ziggurat.

**Jeeper Holes**  
ologist C Leonard Woolley got small holes left in the jeeper holes. They were there later to expel water from the core.

**Diagram!**

## The Ziggurat of Ur

الزقرون

The ziggurat of Ur was built in 2300 B.C. and was one of the most important structures in ancient Mesopotamia. It was a stepped pyramid that served as a temple to the moon god Nanna. The ziggurat was built on a platform that was 40 feet high. The ziggurat was made of mud bricks and had a triple staircase that led to the top. The ziggurat was destroyed by the Babylonians in 589 B.C. and was later rebuilt by the Sassanids in the 6th century A.D.

The ziggurat of Ur was built on a platform that was 40 feet high. The ziggurat was made of mud bricks and had a triple staircase that led to the top. The ziggurat was destroyed by the Babylonians in 589 B.C. and was later rebuilt by the Sassanids in the 6th century A.D.

Archaeologists think this platform was built over an earlier structure. The first platform for layers was about 40 feet high.

The triple stairway, lead worshippers up to the arched doorway. Passing through this doorway helped worshippers realize they were entering a holy place.



# 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>

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



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- Tools:

- [Popplet](#)
- [Bubbl](#)
- [Toondo](#)
- KidBlog
- Edmodo
- Little Bird Tales

- Ideas:

- [Designing Websites](#)
  - <http://wagnerancientegyptscrapbook.weebly.com/>

# Graphic Organizers to Increase Depth and Complexity

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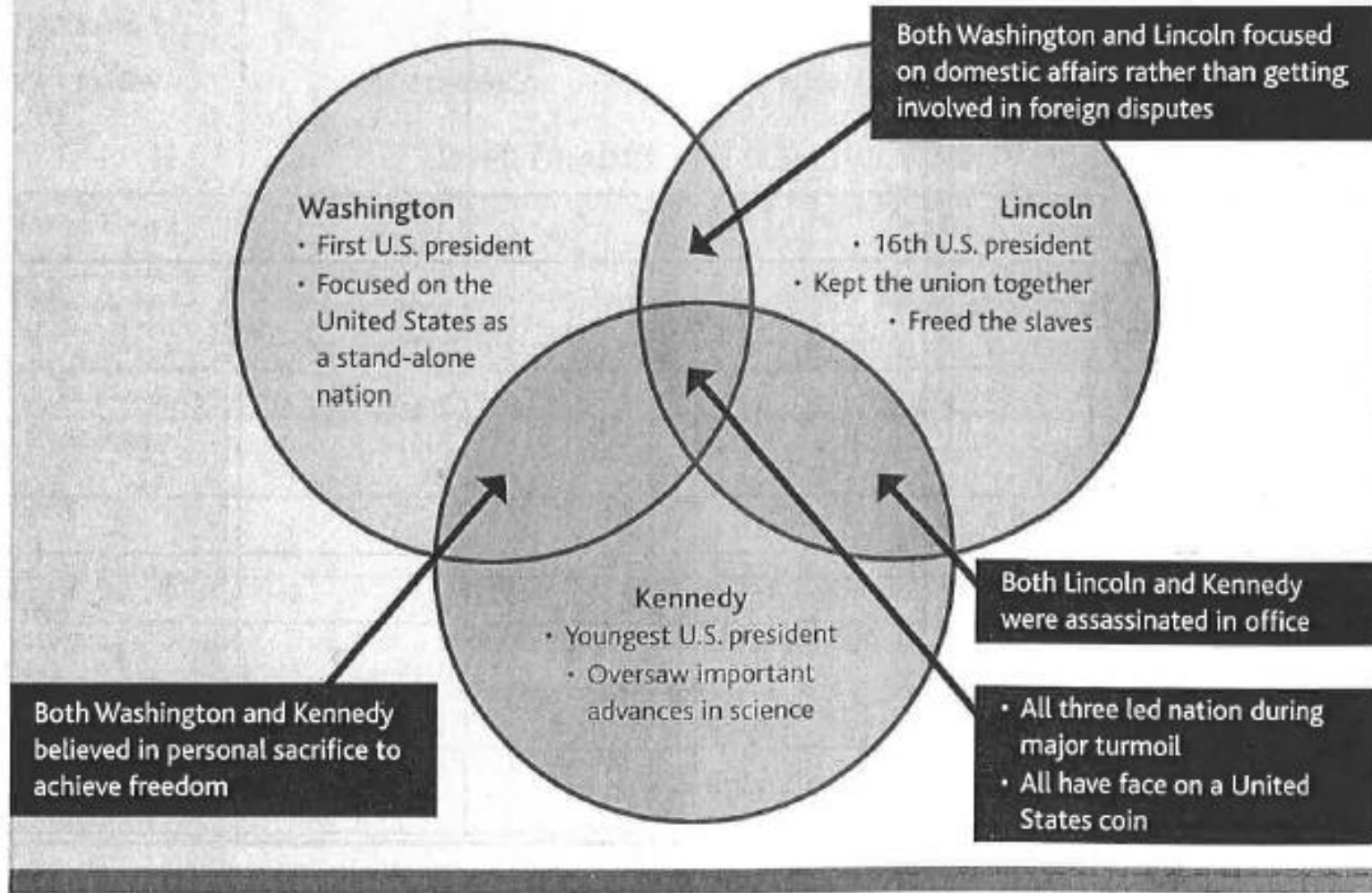
- Could be used....
  - As a pre-assessment
  - For extension/enrichment
  - As formative assessments
- Examples



### T-CHART EXAMPLE

Characteristic	Abraham Lincoln	John F. Kennedy
Leadership Qualities	<i>Had the interest of protecting the union over self</i>	<i>Surrounded himself with advisors that were liberals and conservatives</i>
Major Accomplishments	<i>Liberated the slaves Saved the union of the United States</i>	<i>Civil Rights bill passed after his death Sent the U.S. to the moon</i>
Political Skills	<i>Patient, calculated, shrewd</i>	<i>Skillful statesman</i>
Character/ Integrity	<i>Self-made man, humorous, sullen</i>	<i>Intelligent, well-spoken</i>

### ADVANCED VENN DIAGRAM EXAMPLE





**Figure 9.3**

CIM: Examples

**LOWER GRADES: THREE LITTLE PIGS**

What impact does this → have on this? ↓	A Pig 1	B Pig 2	C Pig 3	D Big Bad Wolf (BBW)
1 Pig 1				
2 Pig 2				
3 Pig 3				
4 Big Bad Wolf				

Pig 1 to Pig 1: **N/A**

Pig 2 to Pig 1:

Pig 3 to Pig 1:

BBW to Pig 1:

Pig 1 to Pig 2:

Pig 2 to Pig 2: **N/A**

Pig 3 to Pig 2:

BBW to Pig 2:

Pig 1 to Pig 3:

Pig 2 to Pig 3:

Pig 3 to Pig 3: **N/A**

BBW to Pig 3:

Pig 1 to BBW:

Pig 2 to BBW:

Pig 3 to BBW:

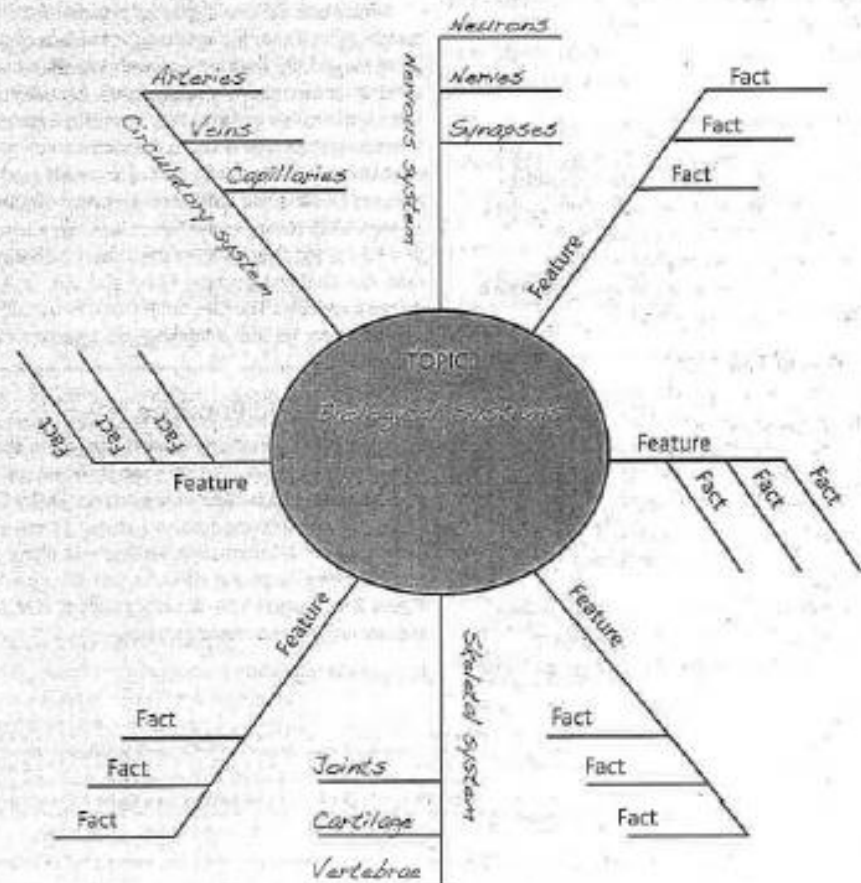
BBW to BBW: **N/A**

## UPPER GRADES: THE U.S. CIVIL WAR

What impact does this → have on this? ↓	A The 1860 election of Abraham Lincoln	B The attack on Fort Sumter	C The Emancipation Proclamation	D Lee's Surrender to Grant in 1865
1 Economy				
2 Politics				
3 Race Issues				
4 Social Structure				



**Figure 9.1** Spider Diagram: Example—Biological Systems



**Figure 9.6** PNI: Example (Upper Grades)

**December 18, 1865: Slavery was abolished in the United States.**

POSITIVE	NEGATIVE	INTERESTING
Freedom of people was obtained.	It resulted in a loss of income for those who made a living trafficking humans.	The 13th Amendment was the first constitutional amendment in 60 years.
The 13th Amendment led to the ratification of 15th amendment and Civil Rights Act (despite harsh white restriction of voting).	Social structures were not put in place to support freed slaves. Not much changed in the South for them and the Union Army could not offer much protection.	The abolishment of slavery was mainly associated with the Republican party.
The 13th Amendment led to Reconstruction.	Andrew Johnson, Lincoln's successor, had little interest in helping freed slaves.	Laws were passed after the 13th Amendment that actually kept slaves in poverty.



## Synthesis 3 + 1

**1** Analogy, Metaphor, or Simile for Topic

**1** Question

**2** Connections

**3** New Bits of Learning

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## Structured Thinking Organizer (STO)

Directions:

1. On the left side of the triangle, write an analogy for the information presented. Then, explain why you chose this analogy.
2. On the right side of the triangle, write an analogy to define the *opposite* of the information presented. Explain why you chose this analogy.
3. Inside the triangle, draw a picture to represent the information presented. (The picture should not be an exact replica of the information.)
4. At the end of the unit of study, answer the five follow-up questions beneath the triangle.

\_\_\_\_\_ is like ...

\_\_\_\_\_ is not like ...

Why? \_\_\_\_\_

\_\_\_\_\_ Why?

Looks like ...

### Follow-Up Questions

1. What did you already know about this topic?
2. How can you connect this topic to your everyday life?
3. How would you explain this topic to another person?
4. What patterns do you see?
5. What new ideas did you come up with?

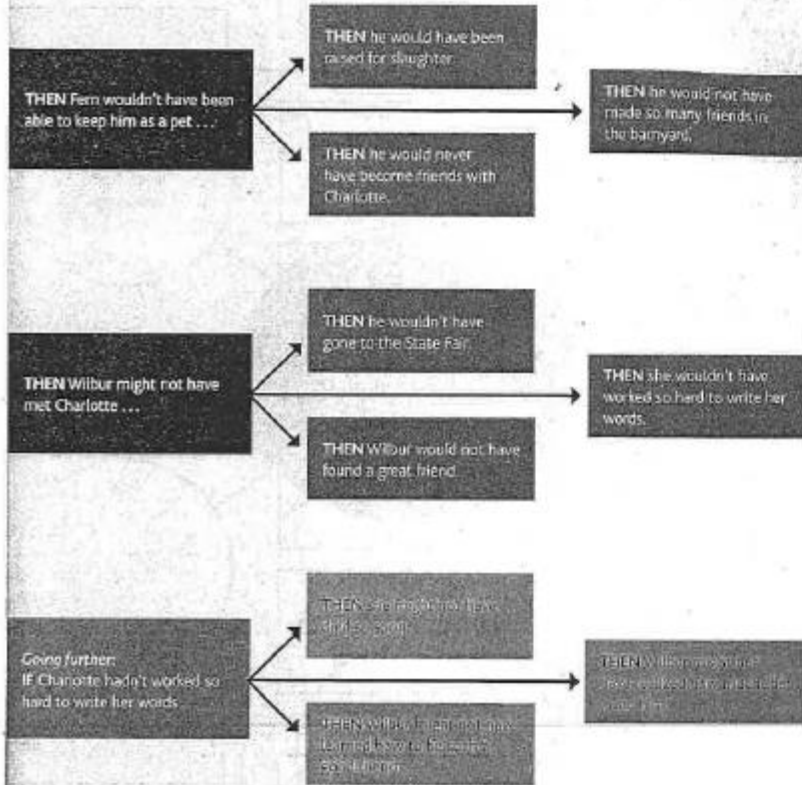
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**Figure 11.3** If-Then Mind Map for Decision Making: Example\*

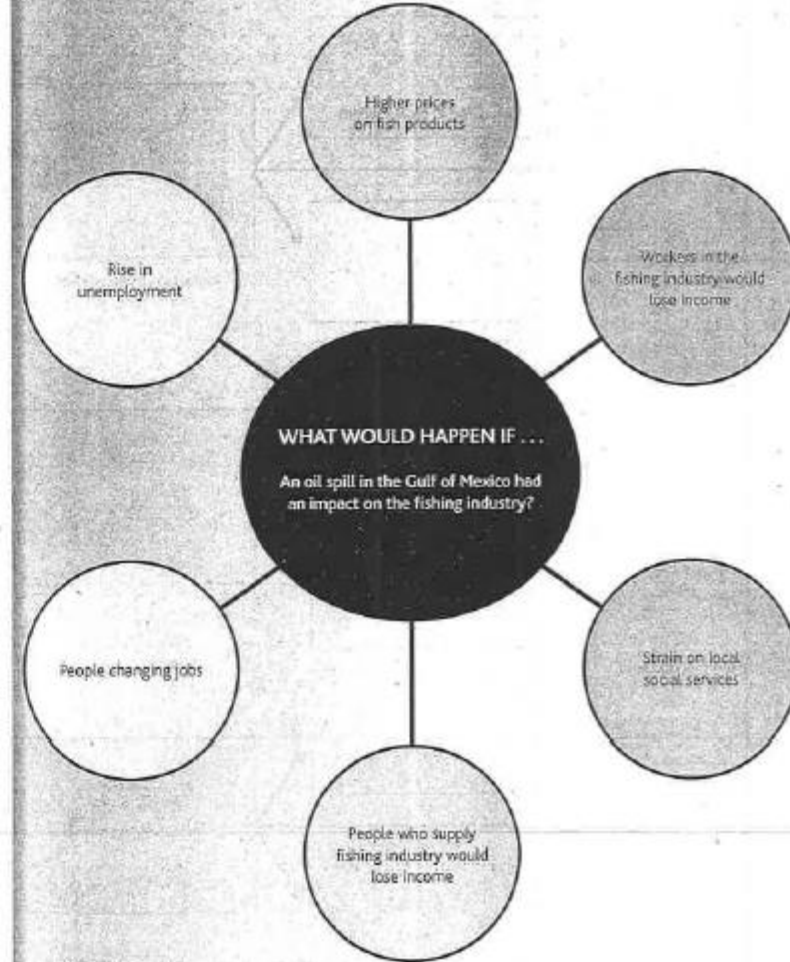
Based on Charlotte's Web by E.B. White

**IF Wilbur hadn't been the runt of the litter ...**



\* Courtesy of Barbara Dullaghan, Warrington Public Schools, Warrington, VA

**Figure 11.4** What Would Happen If ... ? Example (continued)

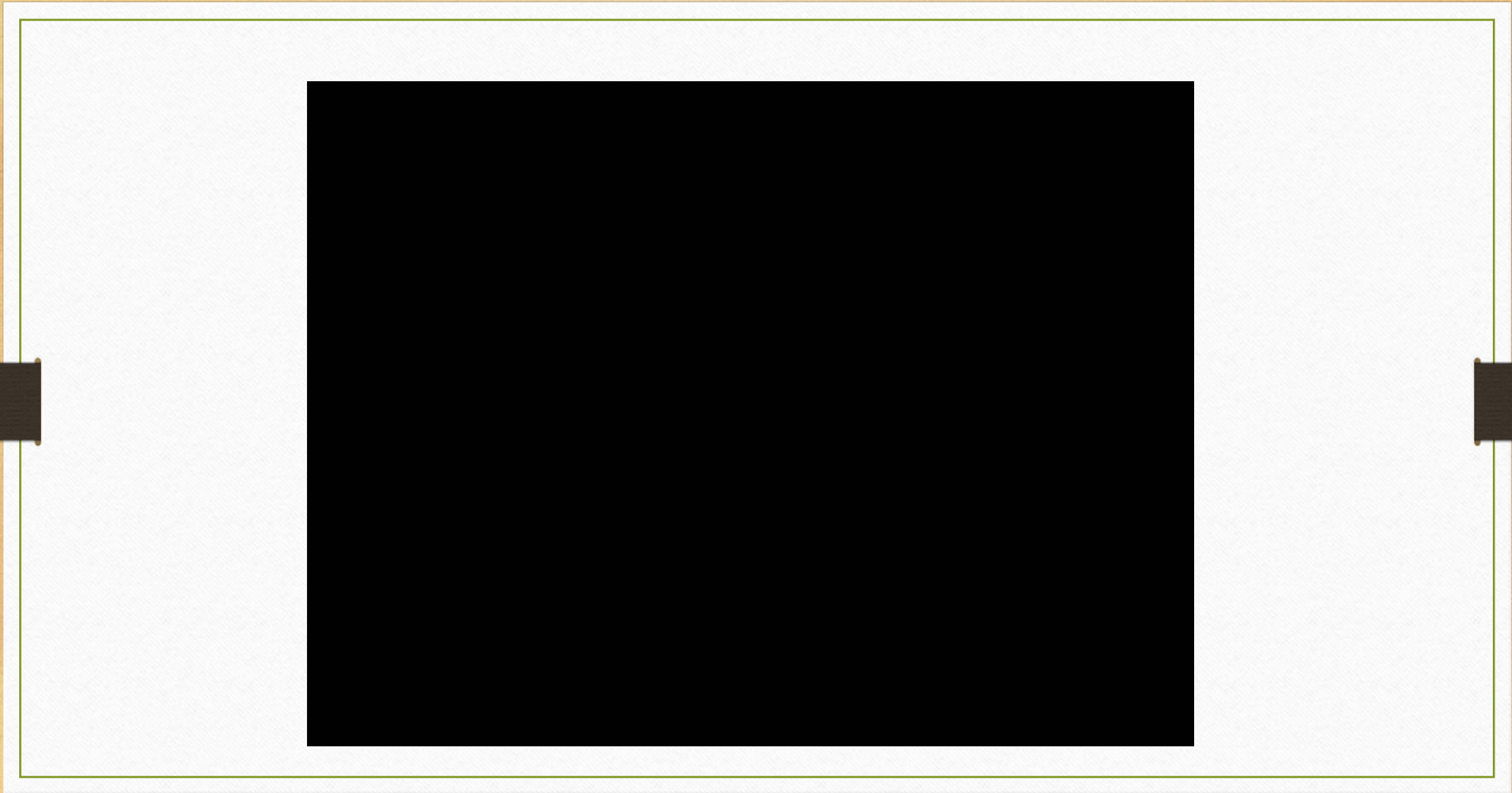




**Figure 11.5****What? So What? Now What? Example**

WHAT?	SO WHAT?	NOW WHAT?
Flash floods destroy camping ground and kill 13 people.	Lives were lost due to the recreational use of local watersheds.	Early warning systems should be put into place to save people's lives.  Limitations should be placed on recreational use of watershed areas.
Heart disease is the number one killer of women in the United States.	Heart disease in women may increase without more prevention and research.	More preventative information should be given to women.
Ethnic clashes in eastern Europe result in civil war.	Civil war in eastern Europe may lead to a major economic crisis that could impact the entire world.	The United Nations should form a negotiating team to help resolve the conflict as well as send in peace-keeping troops to support the local government.











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