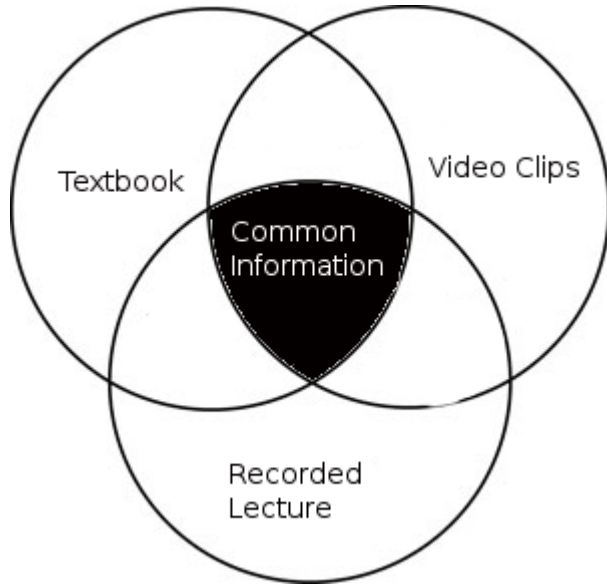


Differentiated Instruction Menus

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Resources

A variety of resources are available for this study, most always including a textbook, video clips, and a recorded lecture by the teacher or commercially made. In addition, you may be able to research on the Internet or in other books and resources.

Everyone is responsible for the "common information" found in these sources. This common information is represented by the "Topic Guiding Questions" for the study. The high order assignments address the guiding questions and require this basic knowledge. The guiding questions come from the curriculum and are required knowledge for all students.

It is often possible to use more than one type of source in a class period. Some students even use more than one at a time (like perusing the textbook while listening to a lecture).

Source	Advantages	Disadvantages
Textbook	Short summary; information highly condensed; "just the basics"	Uninteresting; Reading level may be above student's own; details left out;
Video Clips	Multi-media experience of images and sound; usually designed to be interesting; good for visual learners	Variable quality - some are better designed than others; May not include everything in guiding questions; Hard to take notes
Recorded Lecture	Good for auditory learners; can be replayed easily to repeat important points;	No visual information
Internet Search	For skilled users, can be a quick way to get the information; Primary sources available	Easy to get lost; many sources too difficult for this grade level (college level articles); Not all sources reliable;







High Order Tasks






All tasks address the "Topic Guiding Questions" in some way. Here is the typical schedule for work on the topic:

Day 1	Day 2	Day 3	Day 4
<p>Access the sources you choose.</p> <p>Prepare study guides for yourself.</p> <p>Focus on the guiding questions for the study.</p> <p>See teacher if you want copies of textbook publisher created materials like guided readings and quizzes.</p>	<p>Some students are still accessing sources and preparing study guides.</p> <p><u>Start Today:</u> Listening DBQ Persuasive Essay (May take home) Primary Source Documents (May take home)</p>	<p><u>"Do" Today:</u> Multiple-Choice Test DBQ, <i>continued</i> Interview Test Listening, <i>continued</i> Thematic Essay Research Historical Fiction</p> <p><u>"Due" Today</u> Persuasive Essay Primary Source Documents</p> <p><i>See notes below...</i></p>	<p>Presentations Debates</p> <p>If time, the class will start the next set of lessons.</p>

NOTES

- Everyone is strongly advised to review the rubric for your chosen task so you know how you will be graded!
- Use time outside class to complete your work if you could not during class time. Class time is given based on what it reasonably takes the average student to complete any given task. **DUE DATES ARE NOT VERY FLEXIBLE.**
- Historical fiction and research projects are usually not due for a week or two because these tasks require much more time.
- DBQ and Listening task only have one preparation day because the topic is narrow. Students should be able to access the necessary background information for the guiding questions in one class period.
- Special Note about Day 3: Things are uneven on day 3 because different tasks require different amounts of time and effort.
 - Students doing the **Persuasive Essay, Debate, Presentation, Primary Source Documents or Interview** will have an assignment today. This is because to give these tasks more class time would be excessive.
 - Students doing the **Listening and DBQ** may use some time today to finish before starting the assignment.
 - Students doing the **Multiple-Choice Test, the Thematic Essay, Research, or Historical Fiction** are exempt from this assignment.

Dominant Style	Task	Notes
	Multiple-choice Test	Students who choose this option are interested in learning a little bit about a broad topic. This general knowledge test includes matching and multiple-choice questions. Preparation usually involves reading and applying a study technique.
	Work of Historical Fiction	Students choose this option who have very strong writing skills. They can invent interesting story plots with believable characters in an historical context.
	Persuasive essay	Students who are good at defending points of view and who can successfully rebut opposing viewpoints generally choose this option. This task demands learning deeply about a narrow aspect of the topic.
	Thematic Essay	Students who want to learn more deeply about a narrow part of the topic choose this option. The essay question is given in advance and students prepare to write it from memory. The thematic essay task will not be revealed in advance.
	8 Minute Presentation	Students choose this option who have developed public speaking skills that can help others learn. This is usually a more in-depth exploration of a narrow topic, though presentations can address a broad, general overview as well.
	Research Project	This task is the ultimate in-depth project. Students search for information in support of answering a question about time period in question, usually examining primary sources and/or books and articles by well-known historians. Three sources are required and the task is to be typed with citations in MLA format.

	Interview Test	This task is an "out loud essay". Students study using the guiding questions of the assignment and come to a 5-10 minute interview ready to show what they know AND to discuss the topic intelligently.
	Listening	Students who learn well through listening choose this task. The task involves listening to a speech or letter or similar primary source document(s) and responding to questions of various types.
	DBQ	Students who have strong reading and analysis skills choose this option to examine documents from history as a way to answer some important question in the form of an essay. This task requires general knowledge. Students are strongly advised to learn sufficient outside information to be ready for the essay. The assignment may not necessarily include questions with the documents and, where questions are included, they are not graded or required.
	Debate	Students who have strong public speaking skills, are quick on their feet in logical argumentation, and who are good at defending points of view and who can successfully rebut opposing viewpoints generally choose this option. This task demands learning deeply about a narrow aspect of the topic. The resolution is not revealed until the debate day.
	Primary Source Documents analysis	Students who have strong reading and analysis skills choose this option to examine documents from history and evaluate those documents as historical tools. This task requires an in-depth study in a narrow aspect of the topic.