

# Differentiated Instruction

Critical Thinking

Curriculum Compacting

Differentiated Rubrics

RAFT Writing Strategies

Chalk-Talks

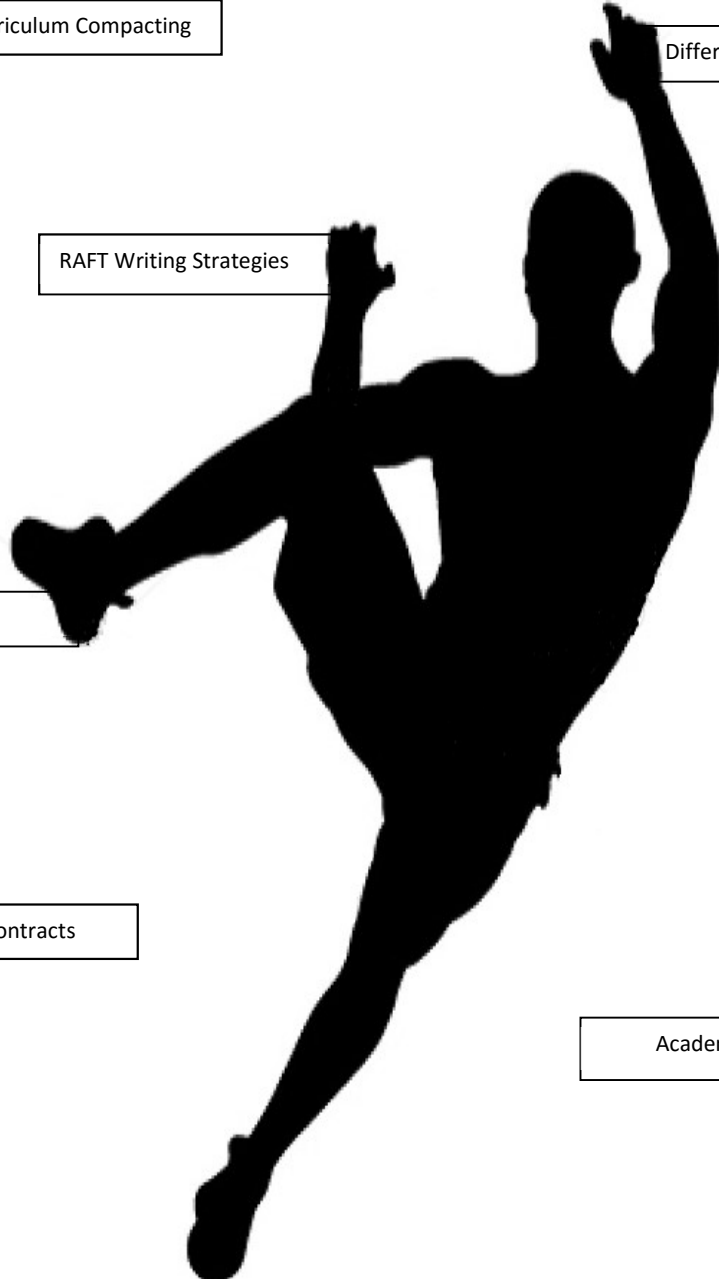
Learning Contracts

Academic Equalizer

Project-Based Learning

Gardner's Theory of MI

Patrick Zuniga  
ID #2898236  
Differentiated Instruction  
Portfolio  
August 15, 2016





### 3. Gardner’s Theory of Multiple Intelligences... Page 13

**Teaser:** Of the eight ways of learning list which three statements best describe how you prefer to learn:

\_\_\_\_\_. I like to learn by being active, whether it’s moving my hands, feet, or walking around

\_\_\_\_\_. I like to use math & logic to analyze problems and to create hypotheses to solve problems

\_\_\_\_\_. I like to look at or draw pictures, paintings, sketches, and/or photos to learn.

\_\_\_\_\_. I like to learn by being outside and being one with plants and animals

\_\_\_\_\_. I like to learn by myself so I can listen to my own thoughts

\_\_\_\_\_. I like to learn with others so I can interact and share my thoughts with theirs

\_\_\_\_\_. I like to read or write poetry or song lyrics to get a better understanding of a topic

\_\_\_\_\_. I like to follow rules of technical writing to create written work through research

**Activity:** Based on your top three, **reflect** on an experience you had in or outside of the classroom where you felt you learned in your primary mode, explain what that activity was.

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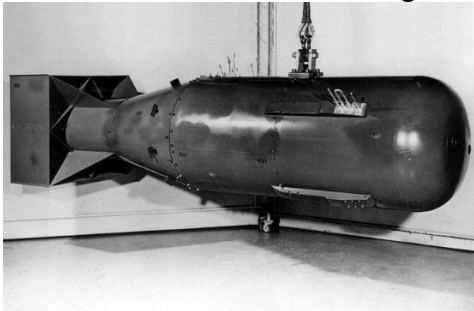
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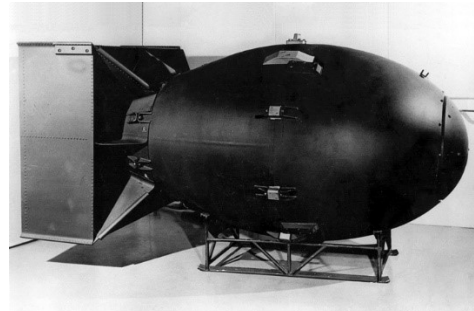
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### 4. Project-Based Learning... Page 20

**Teaser:** Perhaps the most well-known “projects” in the history of the United States was the Manhattan Project when the US created two atomic devices that were later detonated over the Japanese cities of Hiroshima and Nagasaki



*Little Boy*, dropped over Hiroshima by the *Enola Gay*, August 6, 1945, resulting in 66,000 deaths and 69,000 injured



*Fat Man*, dropped over Nagasaki by Bockscar, August 9, 1945 resulting in 35,000 to 40,000 deaths and 60,000 to 80,000 injured

**Activity: Form an opinion,** do you think that *Little Boy* and *Fat Man* are good symbols for projects in the history of the United States? Explain your answer.

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### 5. The Academic Equalizer... Page 24

**Teaser:**



"You see, most blokes will be playing at 10. You're on 10, all the way up, all the way up...Where can you go from there? Nowhere. What we do, is if we need that extra push over the cliff...Eleven. One louder."

**Activity:** Analyze the above quote from the cult classic movie, *This is Spinal Tap*, predict, how do you think music equalizers relate to instructional practices?

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### 6. Chalk-Talks... Page 29

**Teaser:** Engage in a personal chalk talk where you list six words that best define you:



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**Activity:** Some people say a “chalk-talk” is like having a conversation without speaking, based on what you wrote down do you agree or disagree with this idea? Explain.

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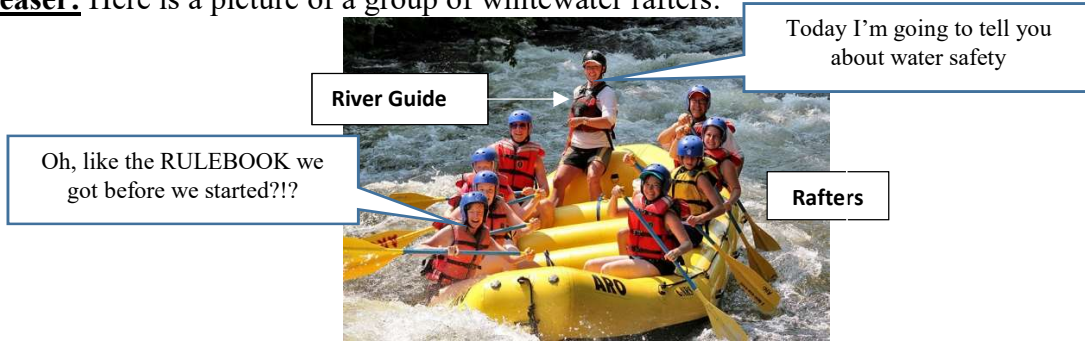
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**7. RAFT Strategy... Page 35**

**Teaser:** Here is a picture of a group of whitewater rafters:



**Activity:** Based on the picture and the provided textual clues, **hypothesize** what the acronym RAFT stands for when it comes to writing.

Role \_\_\_\_\_ because *there are two roles, first you have the river guide who is giving directions to the second set of roles, the rafters*

A \_\_\_\_\_ because *the rafters are the ones who are listening and getting directions from the river guide.*

Format \_\_\_\_\_ because \_\_\_\_\_

T \_\_\_\_\_ because \_\_\_\_\_

**8. Curriculum Compacting... Page 40**

**Teaser:**

**Activity:** Which of the following images do you think best shows the idea of something being compacted?



iPhone



Leatherman



Compact Car



Thumb Drive

I think the \_\_\_\_\_ does the best job of showing something being compacted because \_\_\_\_\_

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## **1. Introduction**

In his book, *Clash of Civilizations*, the late political scientist Samuel P. Huntington implies that culture is not what one is; rather, culture is what one is not. It is beneficial to look at differentiated instruction in that same regard. Educators can look at modern-day instructional



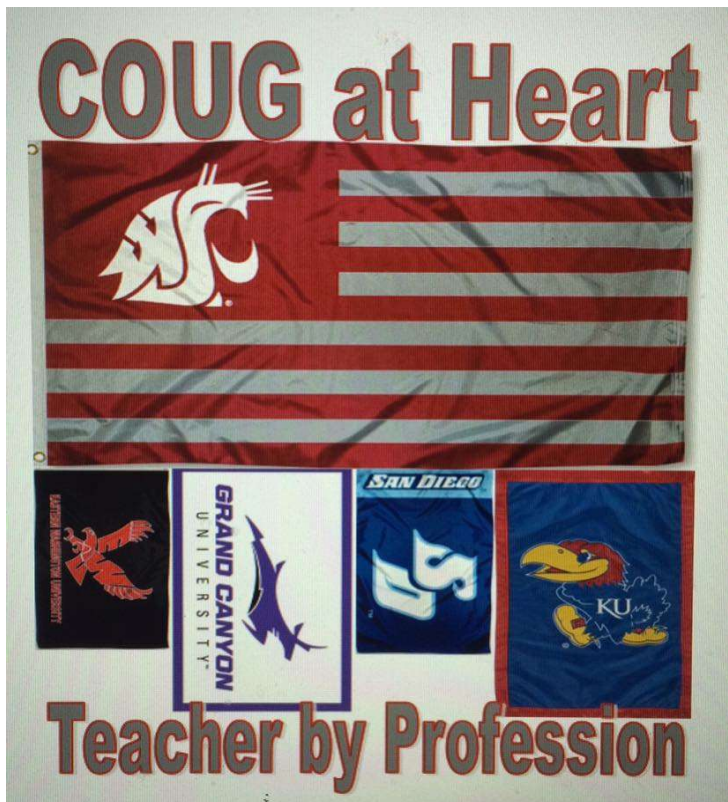
theories and assign them labels based on a few characteristics, those who embrace differentiated instruction simply look at all of those theories pick and choose a few of the best parts or perhaps the parts most relevant to their given instructional goals, teaching objectives, or personal ambitions, all of this driven by the belief that in a heterogeneous classroom all students can succeed.

The following portfolio does not pretend to say that the featured examples are the work I am most proud of, they are the extent of my instructional potential; similarly, they are not meant to imply that I got them right or that I am satisfied with what I have learned and desire to stop. Rather, they signify a teacher who continually discovers new educational tools, adapts those approaches to my classroom and school responsibilities, and one who cares, above all else, about helping students realize and achieve their full potential.

In this work, I hope to also show a few of my pedagogical beliefs. First, I hope that my emphasis on critical thinking and creativity shows through in the provided work. I also hope that the reader feels a sense of empathy in what we expect students to do on a day to day basis. Where possible, I also hoped to imply that I value the arts, physical education and experiences, as well as history. Finally, I hope that the power of self-reflection is found within completing the exercises.

Of all the things I am most proud of in this class is approaching with an open-mind to learn new theories and approaches towards teaching, learning, and assessment. The featured work in this portfolio include the following: Gardner's Theory of Multiple Intelligences, Project-Based Learning, The Academic Equalizer, Chalk-Talk, RAFT Writing Strategy, a group presentation on Curriculum Compacting,, and a hybrid exercise on Critical Thinking. Not included but of equal value is work completed focusing on Learning Contracts and Curriculum Compacting.

Primacy-Recency indicates that the introduction of the instructor should be one thing that you remember; as important, is that colleagues or students indicate who they are by completing similar portfolios and participating in comparable activities; further, some believe the conclusion is the most important part of a project. For this reason, I chose to emphasize critical thinking since, like Tony Wagner and Nell Noddings, I believe that Critical Thinking is the most important part of learning for the 21<sup>st</sup> century.



**Washington State University:**

Bachelor of Arts, History  
Honors College Certificate  
Professional Teaching Certificate

**Grand Canyon University:**

Master's, Teaching  
Dynamic Assessment in Social Studies

**Eastern Washington University:**

Exercise, Life-Long Learning  
Sports Psychology  
Coaching Theory  
Motivational Theory

**University of San Diego:**

AVID Training:  
-Social Studies  
-Critical Reading

**University of Kansas:**

Master's, Curriculum & Instruction






**2. Letter to Parent**



Dear Parent(s) or Guardian(s):

It is with great honor bestowed upon me that I am able to instruct your student this year in World History. I have spent numerous hours studying education and slightly less studying history. I have taught World History for 12 years and have a Master’s Degree in Teaching, a Professional Washington State Teaching Certificate, and a Bachelor’s in History. I am currently working on my second Master’s degree affiliated with education from University of Kansas; in short, I take all the time spent with forging the minds of young adults seriously.

The approach that I take to run my class is not necessarily new, but it is refined and I will try my best to reach all learners in one way or another so that every student may learn to the best of their ability. In order for you to understand the classroom approach, I encourage you to participate in the activities below:

**Differentiated Instruction:**

		
<p>The tortoise and the hare is an old fable that tells of a race between a hare (the fast and spontaneous) and the tortoise (the slow and methodical), in the end the tortoise wins. In your opinion, based on the tortoise and the hare, what do you think differentiated learning is?</p> <hr/> <hr/> <hr/> <hr/>		

 <p>Painting A</p>	<p><b>Qualitative Assessments:</b> Which of the following paintings do you think best portrays what students experience in schools? Explain your answer.</p> <p>Painting A relates to school because: _____</p> <hr/> <hr/> <hr/> <hr/>
 <p>Painting B</p>	<p>Painting B relates school because: _____</p> <hr/> <hr/> <hr/> <hr/> <p>Painting A / Painting B (circle one) best relates to school because: _____</p> <hr/> <hr/> <hr/> <hr/>



I value my time with your student, I take my job very seriously and with open communication I believe we can create an effective partnership that will only help your child to navigate these formative years. Please feel free to contact me if you have further questions or with child-based concerns.

Respectfully,



Patrick M. Zuniga

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BA, History, Washington State University, 2000

MA, Teaching, Grand Canyon University, 2004

Professional Teaching Certificate, WSU-TC, 2006

MS, Curriculum & Instruction, University of Kansas (Approximate Graduation Date, Dec. 2017)

### **Answer and Explanation Key**

**Tortoise and the Hare:** Students learn at different speeds just as the Tortoise is known to be slow and the Hare is known to be fast. Further, in the fable, the Hare is very spontaneous often stopping for breaks when way ahead of the Tortoise, the Tortoise is goal-oriented, not resting until the race is done. In the end, the Tortoise wins the race because of his persistence and because of the Hare's carelessness. I added the element of teamwork to symbolize that it is possible, in fact, desired for the Tortoise and the Hare to finish together, it not only signifies productive teamwork but, implies empathy between people with different skill sets.

**Painting A vs. Painting B:** Plain and simple, there is no correct answer to this question. The value is being able to answer the sub-questions with feasible answers (perhaps a stretch for most). One might assess the content of the painting in one implies US History, Patriotism, Honoring Sacrifice, and Remembrance, others might look at the mannerisms the portrayal of gender roles or they may look at high school as more of a social event as opposed to a learning opportunity. The value of this exercise is stretching one's critical thinking ability and to form an opinion. Also, students and parents should be comfortable with qualitative scoring, that is judgements based merely on generalizations, there will probably be no rubrics for assignments/assessments scored using qualitative measures, but so long as an honest effort is reflected and all required parts are submitted the student will pass it is a NO FAIL assignment.

### **Multiple Intelligences:**

1. Verbal/Linguistic – Activities emphasizing rhythm and mood such as analyzing or creating song lyrics or poetry
2. Logical/Mathematical – Activities that work with numbers, manipulation of numbers, and logical patterns
3. Intrapersonal – Activities that encourage students to look within themselves for answers, often done alone
4. Visual/Spatial – Activities that embrace visual arts and three-dimensional thinking
5. Naturalistic – Activities that emphasize an understanding of nature and how to organize certain things
6. Verbal/Linguistic – Activities that put an emphasis on reading, writing, and speaking
7. Interpersonal – Activities that require teamwork, including fulfilling different roles including leader and teammate
8. Bodily/Kinesthetically – Activities that encourage utilizing the sense of feel and gratification of play to understand

**Student-Centered:** The classroom is structured in a way that the student is the focus of all activities, that the teacher assumes the identity of the “Constant Gardner” providing an ideal environment for the student to cultivate their academic abilities, content knowledge, and academic skills. Everything from the structure of the room to the participation of the student encourages them to be in charge of their “solar system of learning”

**Organic Instruction:** The teacher cannot plan every learning opportunity every minute of every day; additionally, the teacher must be a tailor of interests learning the contours of the student's character to effectively make them look and feel good in their academic clothing. Therefore, the teacher must be ready to seize unplanned learning opportunities and spin them into lead or follow-up activities, to use them as models for instruction, to embrace each student's identity, and to affirm not just their existence but to embrace their participation.

### **Parent Letter Reflection**

In this type of communication, I hope to implicitly show the student and the parent/guardian not only what will be expected by me in the classroom, but also, the types of exercises they can expect their student to be completing in and out of class, and to recognize the emphasis I have on critical thinking – in this case, creativity and empathy.

The school where I previously taught was about 48 percent Hispanic (mostly Mexican and Mexican-American) and about 49 percent Caucasian, with a very small percentage of students of other. Although most of the students in my classes spoke fluent English, some of their parents did not. So, the immediate concern I have is for effectiveness in the lack of translation. I understand Spanish and can write and converse at low-levels so student-led conferences were fine with students translating in front of me; however, I would not know if the content of this article was read, explained effectively, or understood. It may be a generalization, so perhaps unfair, but based on my experience most migrant and immigrant parents just simply trusted the school so they would sign anything and everything without much contemplation or expressed reservation (in native-tongue or through a translator).

For high school students, in my educational philosophy, the lack of parent understanding mattered little, in that I did not like nor want “helicopter” parents, the learning, I thought, was for the student to become an adult and prepare for the “next level” (higher learning, vocational training, military service, blue-collar workforce). According to the same theory, however, in the younger years of education, students’ parents/guardians should be more involved, so in this context, my next assignment at a Middle School would need to be simplified in order to be less verbose, appear less daunting, and be more concise.

Aside from that, I do believe that the letter gives me a good framework to simplify for middle school students. The one thing I always hated about educational training was the lack of teacher-participation, for example, I cringed when teachers simply watched a presenter read from a power point or read an article to you that you had already read. Instead, I hoped to provide the parent/guardian with an opportunity to have the same feeling that students might have in the classroom by completing the exercises; similarly, I hope that the student will get the exhilaration of teaching their parent/guardian how to do the assignment so they feel a bit empowered and selfishly, have a bit of empathy for the teacher.

### **3. Gardner's Theory of Multiple Intelligence**

**Overview:** Educational theorist and academic scholar Howard Gardner originally proposed that people possess up to eight different intelligences in order to create contextual understanding of learning activities, to attain benchmarks, and to complete objectives. Since the publication of his original theory, an eighth area of intelligence has been added making the number of intelligences one may possess as many as eight. Along those lines, Gardner espoused that students often learn better in one mode of intelligence, the primary mode, and have supporting modes that also lend themselves to more effective learning, these are called secondary and tertiary intelligences. More capable learners may have two or more intelligences within the primary, secondary, or tertiary levels which may also impact the efficiency of their learning.

**Purpose:** (Using a variety of different examples from multiple units)

1. Students will be given different options to recognize which of Gardner's Multiple Intelligences they will use in order to show their understanding of a significant person, event, thing, or concept within a typical world history curriculum. *This will be different than the remainder of the examples within the portfolio, in that it will encompass all learners, so generalities are intentional throughout.*

#### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – Analysis Questions, students will answer analysis questions on their own
3. Partnered – Students will share their thoughts and answers with other student(s) near them.
4. Small Group – Students may be broken-up into groups according to interest, learning levels, and/or skill levels.
5. Large Group – Students may experience some of the below activities as larger 1/3-class, 1/2-class, or whole-class groups.

#### **Differentiation:**

1. Process – Several modes may be used in order to deliver educational material – Reading, Writing, Inquiry, Collaboration
2. Content – World History broken down by Unit – Ancient Civilization, Ancient Greece, Ancient Rome, Medieval Europe, Revolutions of Thought, Industrialization & Imperialism, Modern Wars, Genocide
3. Product – Several different artifacts can be used for students to use as a reference to show the level of their learning, the ultimate artifact is a Semester Portfolio
4. Assessment – Formative: Daily (Reading, Writing, Critical Thinking, Discussion, Time On-Task), Summative: End of Experience (Unit Tests [Foundational Facts], Extended Responses, Essays, and Projects)

#### **Student-Learner Elements:**

1. Interest – Most students find at least one unit in history interesting, but using Gardner, it is possible that students might find at least one aspect of one unit throughout the year interesting
2. Chronology – Typical Gregorian Calendar Chronology – Dawn of Man to 21<sup>st</sup> Century
3. Learner Profile – Because of how much of culture that is involved in World History, in particular in the Global Economy and Information Age, it is hoped that students will find personal relevance throughout the year
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military.

**Pre-Assessment:** Multiple throughout the year

**Differentiation Strategy** – For this artifact the portfolio, Gardner's Theory of Multiple Intelligences will be used in different ways throughout the year, these are samples and suggestions, and may be modified throughout the school year.

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and "Hollywood-ized History Movies," textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet

<b>Unit 1: Dawn of Man &amp; Ancient Civilization (?-2000 BC/BCE)</b>	
<b>Teaching &amp; Learning Experience</b>	Near the beginning of each unit, students are given a Power Point packet that is teacher-produced, these packets are based on the textbook, teacher-preparation material, and available internet expertise. The goal is to give the student an overview of the textbook from which they can gain a summarized, abbreviated, and dynamic description of significant people, events, and things from the Unit that will drive the “why” to the “why is this important”.
Activity Example #1:	Students take notes as they listen to lecture and look at power point
Targeted Intelligence	Verbal/Linguistic
Specific Task	Cornell Notes that emphasize inquiry and individualization of information
Secondary/Tertiary	Visual/Spatial, Interpersonal
Activity Example #2:	Students use Power Point information to answer focused questions
Targeted Intelligence	Verbal/Linguistic
Specific Task:	“Based on what you learned, why do you think the Ancient Civilizations practiced polytheism with their Gods often based on nature and natural occurrences?”
Secondary/Tertiary	Intrapersonal, Naturalist
Activity Example #3	Pass & Post – Students pass their answers to others, and everyone posts a comment on the answers of other students
Targeted Intelligence	Interpersonal
Specific Task:	In your opinion, what rate the students top three questions and assign a total out of 15 based on the following answer scale: 5-Excellent, 4.5-Good, 4.0-Above Avg, 3.5-Avg, 3.0-Below Avg, 2.5-Effort
Secondary/Tertiary	Logical/Mathematical, Bodily/Kinesthetic

<b>Unit 2: Ancient Greece (2000 BC/BCE – 250 BC/BCE)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will study a variety of sources that highlight to significant wars from Ancient Greece, The Greco-Persian Wars and the Peloponnesian Wars, these events will be broken down into significant people, events, and things.
Activity Example #1:	Students will watch History’s documentary <i>The Last Stand of the 300</i> to understand Spartan Culture and the Battle of Thermopylae
Targeted Intelligence	Visual/Spatial
Specific Task	In partners, one student will research the Spartan Hoplite, the other a Persian Immortal, they will compare and contrast graphic organizers they create
Secondary/Tertiary	Interpersonal, Verbal Linguistic
Activity Example #2:	In groups of 2 to 4, Students will create a power-point presentation that uses math to explain the size the Persian army and navy needed to have in order to win at Marathon, Thermopylae, Artemesium, and Salamis
Targeted Intelligence	Logical/Mathematical
Specific Task:	Students will present their hypotheses to the class, students will provide peer-review and assessment of presented materials
Secondary/Tertiary	Interpersonal, Linguistic/Verbal
Activity Example #3	Students will create a fictional diary that explains their role as either a Spartan Hoplite or Athenian Marine during the Greco-Persian Wars reflecting on their upbringing, the threat of the Persians, and their observations of Sparta and Athens
Targeted Intelligence	Interpersonal
Specific Task:	Entry #3: Rumor has it that the Persians are trying to encircle the Greeks at Thermopylae, based on your chosen character, what are your thoughts on the necessity of defeating the Persians on land (Spartans) or sea (Athenians)
Secondary/Tertiary	Logical/Mathematical, Verbal/Linguistic

<b>Unit 3: Ancient Rome (700 BC/BCE – AD/CE 900)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will examine a variety of different sources that state or imply that the United States is a modern-day version of Ancient Rome.
Activity Example #1:	Parallels project, students will create a technology (power point, prezi, google classroom) document that compares people, events, and things from Ancient Rome to similar people, events, and things within the history of the United States.
Targeted Intelligence	Spatial/Visual, Verbal/Linguistic
Specific Task	Compare the Egyptian Pharaoh Cleopatra to a modern-day US leader or celebrity
Secondary/Tertiary	Intrapersonal (Personal Analysis), Interpersonal (Think, Pair, Share)
Activity Example #2:	Watch History's <i>Engineering an Empire: Ancient Rome</i>
Targeted Intelligence	Spatial/Visual
Specific Task:	Write a short answer response that compares one of the following to something in the US: Colosseum, Roman Roads, Hadrian's Wall, Pantheon, Aqueducts
Secondary/Tertiary	Logical/Mathematics, Verbal/Linguistic
Activity Example #3	Compare the different religions affiliated with the Roman Empire to what would become the United States from 1500 to 1950
Targeted Intelligence	Visual/Spatial
Specific Task:	In groups of 2 or 3 create a 6-slide power point that identifies 6 people, events, or things of Manifest Destiny and the spread of Christianity in the US to five significant people, events, and things of the spread of Christianity in the Roman Empire
Secondary/Tertiary	Verbal/Linguistic, Interpersonal

<b>Unit 4: Medieval Europe (AD/CE 600 – AD/CE 1200)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will study feudalism and manorialism and how those concepts set the conditions for preservation and re-emergence of Roman thought
Activity Example #1:	Power Point – Overview of Feudalism and Manorialism
Targeted Intelligence	Verbal/Linguistic
Specific Task	“Now that you understand what feudalism looks like, create a poster of the school hierarchy as one that is based on the feudal structure, this may be based power, location, or grouping by certain administrators, teachers, and students.”
Secondary/Tertiary	Visual/Spatial, Logical/Mathematical
Activity Example #2:	Watch a History's <i>The Crescent and the Cross</i> about the Crusades, take Cornell Notes and answer the assigned analysis questions.
Targeted Intelligence	Visual/Spatial
Specific Task:	“The video talks about Economic, Social, and Political reasons Europeans went on Crusades; in your opinion, what was the most significant cause of the Crusades? Explain your answer.”
Secondary/Tertiary	Verbal/Linguistic, Mathematical/Logical
Activity Example #3	Watch History's <i>The Plague</i> to study the causes and effects of the Black Death in Medieval Europe, take Cornell Notes and prepare for a chalk talk.
Targeted Intelligence	Visual/Spatial
Specific Task:	In a chalk-talk and using your knowledge, the power point, text, and notes to list significant effects of the Crusades and the Plague and then answer, in a 5-paragraph, technical essay which had a greater impact on Western Civilization – The Crusades or The Black Death?
Secondary/Tertiary	Verbal/Linguistic, Interpersonal

<b>Unit 5: Revolutions of Thought (AD/CE 1100- AD/CE 1800)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will receive overviews of each of the Revolutions of Thought: Renaissance, Reformation, Scientific Revolution, Age of Exploration, and Enlightenment and become an expert in at least one.
Activity Example #1:	Inquiry – 5Ws: Renaissance, create historical profiles of significant figures of the Renaissance, including writers, painters, and theorists
Targeted Intelligence	Verbal/Linguistic
Specific Task	Students will receive 3 hours of class time to complete profiles of 30-50 significant figures of the Renaissance, students may share research to improve research efficiency.
Secondary/Tertiary	Visual/Spatial, Interpersonal
Activity Example #2:	Students will watch clips from the 100 Greatest Scientific Discoveries of all times focused on life sciences and physics
Targeted Intelligence	Natural and Logical/Mathematical
Specific Task:	Create a parallels handout that compares one life-scientist to one physical scientist or mathematician, you may collaborate with a peer who is doing an opposite to increase efficiency
Secondary/Tertiary	Natural or Logical/Mathematical, Interpersonal, Visual/Spatial
Activity Example #3	Study how religious conflicts born out of the Reformation helped fuel the Age of Exploration.
Targeted Intelligence	Verbal-Linguistic
Specific Task:	In groups of 2 to 3, students will create profiles of the greatest explorers from Spain, England, France, and Other and include personal or cultural religious motivations for engaging in exploration, they will present their findings to the class via question and answer session with the teacher and will include writing on the whiteboard
Secondary/Tertiary	Interpersonal, Bodily-Kinesthetic

<b>Unit 6: Industrialization and Imperialism (AD/CE 1700- AD/CE 1914)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will understand how and why industrialization occurred and the cause and effect industrialization had on the notion of imperialism
Activity Example #1:	Mercantalism Maze
Targeted Intelligence	Bodily-Kinesthetic
Specific Task	On one end of the room there will be unsharpened pencils, on the other end, there will be a pencil sharpener, students must choose pencil suppliers, pencil deliverers, and pencil sharpeners and pencil purchasers in order to gain as much wealth and distribute the most amount of sharpened pencils possible. Students will then reflect on their observations of the different parts of mercantilism and what their definition of mercantilism is based on class observations.
Secondary/Tertiary	Interpersonal/Intrapersonal, Mathematical/Logical
Activity Example #2:	Students will study different political cartoons from the 1800s in order to understand certain views of western society during the Industrial Revolution and the Age of Imperialism
Targeted Intelligence	Visual/Spatial
Specific Task:	In a “Think-Pair-Share” partnership, students will study the different political cartoons, discuss and agree upon possible messages and purposes, and then create their own about a given theme of American History: US Cultural Imperialism
Secondary/Tertiary	Interpersonal, Verbal/Linguistic
Activity Example #3	Students will watch time-lapsed gameplay of the board game or computer game RISK and respond to analysis questions at the end of the video
Targeted Intelligence	Visual/Spatial
Specific Task:	“Why did the defense always have an advantage in the dice rolls, what numerical advantage would you need to guarantee a victory?”
Secondary/Tertiary	Logical/Mathematical, Verbal/Linguistic



<b>Unit 7: Modern Wars (AD/CE 1850 – Present)</b>	
<b>Teaching &amp; Learning Experience</b>	Students will compare causes and effects of World War I and World War II as well as innovations of war from the 1800s to the Information Age
Activity Example #1:	Compare and Contrast poetry written during the outbreak and early phase of World War I, 1914-1916 to the poetry written towards the end of World War I, 1917-1919
Targeted Intelligence	Musical
Specific Task	Read the poem <i>Dulce Et Decorum Est</i> and create a collage that captures the message within the poem, you may work with a partner to analyze the literal and intended meanings of each stanza.
Secondary/Tertiary	Verbal/Linguistic, Visual/Spatial, Interpersonal
Activity Example #2:	Compare and contrast the War of Attrition during World War I to the Blitzkrieg style of warfare in World War II
Targeted Intelligence	Verbal/Linguistic
Specific Task:	In groups of 2-3, create a power point that contrasts the attrition of World War I to blitzkrieg in World War II, it must be presented in a top-ten format counting from ten (10 <sup>th</sup> most interesting) to one (most interesting)
Secondary/Tertiary	Interpersonal, Visual/Spatial
Activity Example #3	Study 5 propaganda posters and break them down into PAWS (Purpose, Audience, Words, Symbolism) analyses
Targeted Intelligence	Visual/Spatial
Specific Task:	Take a look at the 3 provided propaganda posters, break them down into PAWS paragraphs, find two unique World War I or World War II propaganda posters, breaking them down into PAWS also, then create one propaganda poster of your own about any 20 <sup>th</sup> century conflict involving the United States.
Secondary/Tertiary	Verbal/Linguistic, Interpersonal

<b>Unit 8: Genocide (AD/CE 1914 – Present)</b>	
<b>Teaching &amp; Learning Experience</b>	Using literature, magazine articles, and “Hollywoodized” movies students will gain a better empathy of major genocides, in particular focusing on motivations of the perpetrators and empathy for the victims.
Activity Example #1:	Holocaust driven by <i>Schindler’s List</i> supported by Power Point Overview, primary source documents excerpt from Elie Weisel, Primo Levi, and Samantha Power
Targeted Intelligence	Visual Spatial
Specific Task	Based on the stimuli you were presented on the Holocaust, create an acrostic poem that captures the different aspects of the Holocaust and tells the story of the victims, the perpetrators, bystanders, or everyone involved.
Secondary/Tertiary	Musical, Intrapersonal
Activity Example #2:	Bosnia, driven by the movie <i>Savior</i> supported by Power Point Overview, primary source articles, and excerpts from <i>Love Thy Neighbor</i> and <i>Fools Rush In</i> and Samantha Power
Targeted Intelligence	Visual/Spatial
Specific Task:	Read the excerpts from <i>Love They Neighbor</i> and answer the analysis questions; for example, “Why do you think the man facing ‘ethnic-cleansing’ simply wanted the reporters to take his college degrees and nothing else?”
Secondary/Tertiary	Verbal/Linguistic, Intrapersonal (personal reflection), Interpersonal (pair-share)
Activity Example #3	Rwanda, driving by the movie <i>Sometimes in April</i> supported by Power Point Overview, primary source documents, magazine articles and excerpts from <i>We Wish to Inform You Tomorrow We Will be Killed with Our Families</i> , and Samantha Powers excerpts.
Targeted Intelligence	Visual/Spatial
Specific Task:	Write a technical essay that answers the following question: “The dictionary may provide a definition of genocide, but many argue the definition does not embody the meaning of genocide, based on your experience in this unit, what is the true meaning of the word genocide?”
Secondary/Tertiary	Verbal/Linguistic, Interpersonal (Peer Review), Intrapersonal (Research)

<b>Unit 9: Modern Events, As Time Permits (AD/CE 1990 – Present)</b>	
<b>Teaching &amp; Learning Experience</b>	The Cold War and the War on Terror shifted the 20 <sup>th</sup> century into the 21 <sup>st</sup> century, using a variety of different experiences, students will examine how and why the world shifted to its current state.
Activity Example #1:	Listen to a variety of songs written and released during the Cold War, write a paragraph for three songs to describe what you think the message of each song is supposed to be.
Targeted Intelligence	Musical
Specific Task	Listen to the song 99 Red Balloons and describe how the 1980s marked a shift in ideas about nuclear holocaust among the world population. Pair-Share your ideas with a neighbor before you write your paragraph
Secondary/Tertiary	Verbal/Linguistic, Interpersonal
Activity Example #2:	Using the 5Ws inquiry profiles of the Cold War, create your own profiles of significant people, events, and things from the War on Terror, you may share your research with a partner to increase efficiency.
Targeted Intelligence	Verbal/Linguistic, Interpersonal (partner), Intrapersonal (solo)
Specific Task:	Create a Power Point presentation that has 15 slides giving a 5Ws, a relevant picture with an explanatory caption based on the 5Ws research for the War on Terror, each slide must include the Who, What, When, Where, and at least 3 Whys. You will share your presentation in a small group of 4-5 and answer questions your peers may have.
Secondary/Tertiary	Visual/Spatial, Interpersonal
Activity Example #3	Create a song that explains significant people, events, and things from as far back as 1953 to present, you may just focus on your lifetime.
Targeted Intelligence	Musical
Specific Task:	After listening to Billy Joel’s song “We Didn’t Start the Fire” in which he lists significant events from the 1900s that shaped the 20 <sup>th</sup> century, you are to do the same listing significant events focusing on the Cold War, the War on Terror, and modern-times, you may focus on just significant people, events, and things that happened in your lifetime.
Secondary/Tertiary	Linguistic/Verbal, Intrapersonal



### *Gardner's Theory of Multiple Intelligence Reflection*

I bought into Howard Gardner's theory of Multiple Intelligence when I was an undergraduate, mainly because I thought it helped explain how I learned. I preferred to learn by seeing things (visual/spatial) and reading about things (verbal/linguistic), I did not think mathematically or scientifically, was not interested in nature, but I did appreciate music and considered myself an athlete. So, for me, this theory helped explain the phenomena of what was occurring in my brain and in my journey through learning. I thought it would also be an efficient way to base lesson plans, to meet benchmarks, and achieve objectives.

Of course, this became more challenging as I delved deeper into Gardner and recognizing that primary, secondary, and tertiary intelligence levels existed and that some students had one or more intelligences included in each of the levels. It made lesson planning and goal-planning a bit more complex. Further, given my first love, of history, it made other things like athletics nearly obsolete due to the conflicting nature of the two disciplines. Again, I had to rationalize this by stating I knew several coaches who were also history teachers, so there must be some type of correlation. As it is, it just seems that some intelligences work better in the history classroom and some are a stretch to include if they can be included at all. For this, I have found that the intelligences that I use the most in the history classroom is verbal/linguistic, visual/spatial, and music. I rarely use logical/mathematical and bodily/kinesthetic, but I do see interpersonal and intrapersonal happening daily on their own, so they are not often included in the lesson planning in an implicit manner.

For this assignment, I used general activities and specific assignments that I have done in the past and modified them to fit into the template I created. This helped me to clarify my thoughts as to what I was really trying to do when I planned those activities; which, of course, veteran teachers tend to simply create and not necessarily lesson plan for. For other areas of this assignment, I brainstormed completely new tasks based on Gardner and am eager to try them out next fall. Either way, this section of the portfolio affirmed my belief in using Gardner as a buttress on which one can place their instructional theory to draw in as many learners as possible.

#### **4. Project-Based Learning**

**Overview:** If we are to view curriculum in the most traditional sense, as a racetrack (we'll use NASCAR for this analogy) then formative assessments are the cars performance on a routine lap or perhaps on scheduled maintenance stops in the pit, the summative assessment, then would be where the car placed as the checkered flag was shown. But, in this analogy, it's simply stock-cars racing against one another, not necessarily the same make and model, but the same type of car, this is not how the classroom works. In a typical classroom there are stock cars, classic cars, four-by-fours, tractor-trailers, motorcycles, quads, bicycles, nearly every type of wheeled vehicle, so differentiation must take place so that all of these "vehicles" (students) are measured not only against themselves but against one another, projects are a great way to allow the students to display their individual understanding of a concept that they may not be able to show on a traditional test. In my classroom; however, it is not a test OR a project, it is a test AND a project. I still feel the need to reinforce foundational facts, but do not want to alienate students or needlessly make them feel like a failure when their presence, contributions, and potential is recognized and appreciated.

#### **Purpose:**

1. Students will choose from encouraged projects in order to show their understanding of a Unit of World History, their understanding may show a specialty of one concept or a mastery of several concepts.
2. Students may self-advocate by proposing their own project and creating their own rubric.
3. Students should view this as a supplementary way to show the depth of their understanding of a unit, it is not meant to off-set poor test performance, rather to allow students to show they know the information and new and different ways
4. Because project-completion and test preparation happen concurrently, students are expected to practice organizational techniques and coping mechanisms that allow for optimal performance on both, in short, think critically to do well.

#### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – This is a choice, some students will complete the majority of the test-prep and project-completion on their own; but they are encouraged and allowed to work with groups for peer-review and preparation diffusion
3. Partnered – See Comments for "Individual".
4. Small Group – See Comments for "Small Group".

#### **Differentiation:**

1. Process – Based on Gardner and adjusted for age and technology, students are given several different projects to complete to show their depth of understanding of the unit.
2. Content – Because each unit has several people, events, and things that may be of interest to the student, students are encouraged to pursue a project that fits within their interest-levels, they may propose their own idea for more enhanced interest.
3. Product – Students who view the product as their primary motivation for displaying their understanding will find that there are several different products to choose from, they may also propose their own product
4. Assessment – Project-based evaluations are dependent on the chosen project and/or individually planned products. Instead of building an overly specific rubric for what is mostly a objectively based score, "Scoring Considerations" are used and can be changed to assign the maximum possible score.

#### **Student-Learner Elements:**

1. Interest – Some students will be interested in the unit as a whole, others will find parts (people, events, things, concepts) as sources of interest.
2. Chronology – Most secondary students have an understanding of time and they are excited for certain units simply based on when it took place, this may correlate with phenomena in pop culture such as movies
3. Learner Profile – Individual observations on interests, motivations, and relevance can be used to encourage students to complete a project that the teacher thinks the student has the best chance of successfully completing
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military.

**Pre-Assessment:** Formal pre-assessments are rarely given, for the sake of time; however, if one is to use them, I find that they are best used towards the beginning of the year, as the year progresses, the teacher should use casual observations to understand the learner which includes learning preference, personal interests, items of relevance, prior knowledge, and level of academic skills. If a pre-assessment is used, it can be as informal as performance on a prior project, a learning survey instead of an entry task or “bell-ringer/exit-slip” to gain as much data about the learner as possible.

**Differentiation Strategy** – For this artifact the portfolio, Gardner’s Theory of Multiple Intelligences was used to propose several different types of projects that the learner can choose from, scoring considerations are purposely explained in vague terms. To create the maximum possible individualizations students are almost always allowed to propose their own project and rubric, this proposal may be adjusted by the teacher but is rarely denied altogether. Occasionally, students are mandated to write technical essays instead of projects, however, I almost always allow students to choose to write essays because I would not want to alienate the students who prefer to do it or who see it as a necessary step for meeting goals for higher-education.

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and “Hollywood-ized History Movies,” textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet.

**Project-Based Learning Example: Imperialism & Industrialization Project Options (50 Major Points)**

**Explanation:** You’ve learned a lot about the Age of Imperialism and Industrialization, choose one of the following categories to express a deeper understanding of Imperialism or Industrialization or both. Look for scoring considerations as you decide which project you would like to consider for assessment.

**Directions:** Choose ONE project from ONE category to show an individual and deeper understanding of the Age of Imperialism and/or the Industrial Revolution. As always, if you have an idea for assessment that is not listed, please get your idea approved before beginning.

**Due Date:** The first day after the unit test

<p><b>Reading/Writing</b></p> <p>Compare/Contrast Essay: What had a more significant impact on the world The Age of Imperialism or the Industrial Revolution?</p> <p>-Persuasive Essay: What was the most significant invention of the Industrial Revolution</p> <p>-Expository Essay: Write a biography or overview of a person or event affiliated with imperialism and/or industrialization.</p> <p>-Critical Reading: Identify five (5) documents and fill out a Research &amp; Inquiry Notes for each one, you will receive 10 points per note-taking form.</p> <p>-Critical Reading: Analyze five poems written during or about The Age of Imperialism and or The Industrial Revolution explaining literary tools the author uses to convey his or her writing.</p> <p>*Scoring Consideration: Technical Writing Skills, Foundational Facts inclusion, thoroughness and specificity</p>	<p><b>Creativity:</b> Requires a one-page description of what you are trying to tell the person viewing your creation.</p> <p>-Visual Arts: Create a painting or sketch with depicts an emotion, event, or person inspired by imperialism and/or imperialism.</p> <p>-Visual Arts: Create a “Four-Square” expressing a person’s role during The Age of Imperialism and/or The Industrial Revolution.</p> <p>-Written Arts: Create a fictional experience about one or more aspects of life during the Age of Imperialism and/or The Industrial Revolution.</p> <p>-Written Arts: Write and illustrate five poems about industrialization and/or imperialism in which you use time-period specific people, events, emotions, and feelings to show your understanding.</p> <p>Scoring Consideration: Originality, Creativity, Quality of Production, Expression, Time &amp; Effort</p>
<p><b>Teaching and Learning:</b></p> <p>-Create a Publisher (or similar program) based brochures giving the viewer important, relevant, and interesting facts about the Industrial Revolution AND one about the Age of Imperialism.</p> <p>-Create a Power Point, Prezi, or Google Classroom document that expresses a deeper understanding of Imperialism or Industrialization, instead of giving a class overview, choose a unique theme with specific facts about one, the other, or both to present</p> <p>-Create a children’s book with simple facts and pictures in order to teach an elementary age student about Imperialism or Industrialization (requires a learning goal statement at the beginning and an assessment [quiz, test, project, other] at the end).</p> <p>Scoring Consideration: Professionalism, Time &amp; Effort, Originality, Specificity</p>	<p><b>Games:</b></p> <p>-Play the game of Risk and explain in an expository essay how you observe the principles of Imperialism within the game-play, things to consider, dice rolls, army reinforcements, cultural diffusion, natural resources, and many more</p> <p>-Play the game of Monopoly and explain in an expository essay how you observe the principles of Industrialization within the game-play, things to consider, single/double properties vs. double/triple properties, chance cards, community chest cards, deed titles, slums/suburbs/upper-class living, and many more</p> <p>-Create your own board, card, or computer-based game where principles of The Age of Imperialism and/or the Industrial Revolution are used within the game-play (requires a description of what the player should learn and how you anticipate them learning it).</p> <p>Scoring Consideration: Analysis &amp; Synthesis, Writing Skills, Specificity, Originality, Creativity</p>

*\*Did you not find one that you like? Create your own project with what you plan to do and what you plan to show that you’ve learned. Also, briefly discuss the scoring consideration categories you hope to be evaluated upon.*

### *Project-Based Learning Reflection*

I originally was exposed to the idea and relevance of project-based learning as an undergraduate and just kind of shuffled it aside. When I was given the “keys” to my first classroom I followed the direction of the state and the mandate of the school to reinforce teaching writing to pass the state-mandated writing test. Not surprisingly, when the social studies department, in particular Freshman and Sophomore teachers, began to collaborate and share plans, teaching and learning experiences, rubrics, and assessments our school jumped from the mid-70s percent passing writing to reaching the mid-90s in passing in roughly 10 years of which I played no small role. After my Master’s and realizing that writing was now being emphasized within the middle school and merely reinforced in the high school, I began to rely back on foundational fact testing, but was very unhappy with this result in that I never believed that to understand the dynamics of history one had to memorize places, dates, and people; rather, they had to explain concepts, cause and effect relationships, and rationalize parallels, writing, at it’s best allowed this. But I ran into critical thinking issues, in that the approach to writing became rather robotic, the organization of technical essays was typically excellent but the critical thinking was usually poor. After my Master’s in Teaching in which I focused on “Dynamic Assessment in Social Studies” and influenced by my training in AVID I began to promote critical thinking and recognized tests nor technical essays encouraged critical thinking. This epiphany became the emphasis of project-based learning.

As a historian, I could not convince myself that foundational facts were altogether unnecessary; further, typical distractions and new phenomena made it nearly impossible for all students to succeed on tests, in fact, the mean of test scores was typically a C or less. I also felt that test preparation became like a game where students who were successful did not learn the foundational facts, rather, they created coping mechanisms to perform well enough to minimize the overall impact on their grade. They would associate dates with names but couldn’t explain importance, for example, Pearl Harbor, 1941 but not why it was a significant date. Utilizing my Master’s program and AVID influence I began to create tests that used information in new ways, Jeopardy-like tests and projects that students could choose from in order to show their complete understanding of a given unit – including foundational facts and concept(s) of their choosing. The approach proved to be sound as students began to carve their niche within assessment expectations. The final issue I ran into, however, was to mathematically explain the scores that were determined. I found that most of the projects could be graded efficiently if they were graded objectively, however, some students and parents wanted explanations that I could not give as to why one student scored a B and another earned a higher grade. I thought it was a fair question, so I created scoring considerations keeping in mind what I was looking for an honest effort, creativity, and historical knowledge. I felt that these terms were too general, so I added in certain descriptors such as “Time-on-Task,” “Uniqueness/Originality,” “Symbolism,” and “Written Reflection.” In the “working” final rubric I found that what I was after and what parents and students wanted could be merged into the provided artifact.

Project-based learning is an excellent way to create complementary assessment for an educator who feels that foundational facts are a necessary part of the curriculum, like myself. It is possible for students to understand concepts without memorizing facts; therefore, the project offers the student a way to show their understanding of a unit of history in their individually determined way and merging that product with teacher or district expectations in need-to-know facts and concepts. The final challenge is creating a fair and equitable rubric that parents and students can easily understand and that can be used, if necessary, to defend a grade.

## **5. The Equalizer: *Dulce et decorum est* & *The Death of Glory***

### **Purpose:**

1. Students will analyze a variety of poetry and pictures to understand why World War I called by some, “The Death of Glory”.
2. Students will utilize empathy in order to understand how frontline soldiers might have felt when fighting World War I.
3. Students will recognize how World War I was the first large scale war that merged warfare and industrialization.

### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – Analysis Questions, students will answer analysis questions on their own
3. Partnered – Think-Pair-Share, students will share their thoughts and answers with other student(s) near them.

### **Differentiation: Using the equalizer-tool, differentiation will be achieved in this order:**

1. Process – Students will form their own thoughts about the presented stimuli based on previously presented information about World War I (prior knowledge, class lecture, documentaries, entry tasks, inquiry exercises, and textbook work)
2. Content – Students will analyze (in this case) one poem that has several different connotations depending on how they might view the poem and the complementary visual image
3. Product – The students will create a project, of their choosing, that shows their knowledge of World War I and affirms its importance in the 21<sup>st</sup> century as “The Great War,” “The War to End All Wars,” “The Death of Glory,” or perhaps a unique title that they label it as a result of their experience studying World War One.

### **Student-Learner Elements:**

1. Interest – Based on 12 years of experience, 20<sup>th</sup> century wars is the most anticipated unit of the year by most students.
2. Chronology – In the context of time, World War I and World War II are the merging of the “Industrial Revolution” and the “Atomic Age,” they cannot be studied out of order, especially in building to “The Cold War” and the “War on Terror”
3. Learner Profile – Because of how much of culture that was involved in World War I and World War II, it is less challenging to find “something for everyone” in studying the World Wars.

**Pre-Assessment:** “Chalk Talk” brainstorm about facts about 19<sup>th</sup> century wars, World War I, and World War II

**Differentiation Strategy** – The equalizer will be used to create low, mid, and high-level focus questions for World War I based on the poem *Dulce et decorum est* and the complementary pictures

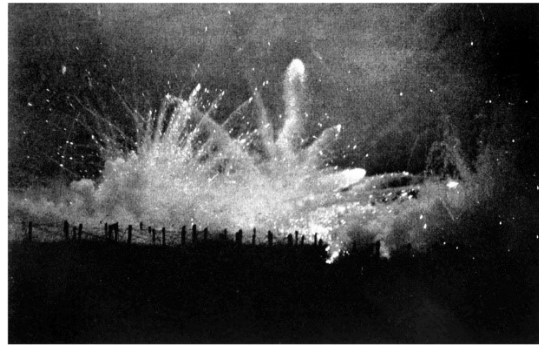
**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries such as History’s *The Death of Glory*, if possible, textbook support exercises, reading support exercises, political cartoons, propaganda posters, other poetry, if time fictional videos such as *Joyeaux Noel*.



*Bent double, like old beggars under sacks,  
 Knock-kneed, coughing like hags, we cursed through  
 sludge,  
 Till on the haunting flares we turned our backs,  
 And towards our distant rest began to trudge.  
 Men marched asleep. Many had lost their boots,  
 But limped on, blood-shod. All went lame; all blind;  
 Drunk with fatigue; deaf even to the hoots  
 Of gas-shells dropping softly behind.*



Allied wounded at a field hospital, somewhere in Belgium, c. 1918

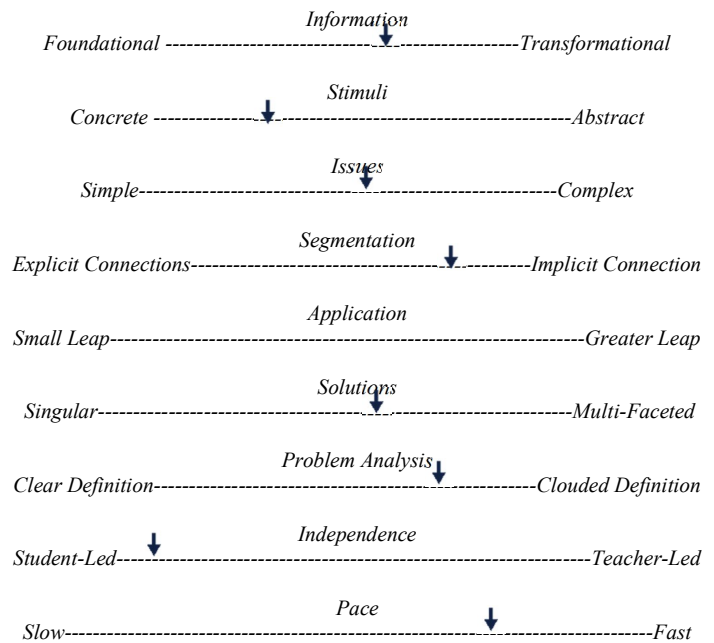


A German artillery barrage falling on Allied trenches at Ypres, probably during the Second Battle of Ypres in 1915, during the First World War.



World War I propaganda poster

**Equalizer Tool**



Individual Focus Questions

1. What is literally going on in this stanza of the poem?
2. In what way(s) do you see industrialization as a part of warfare in the visual stimuli?
3. Do you think the pictures or the poems best relate to the concept of "Death of Glory?" Explain your answer.

*Gas! GAS! Quick, boys!—An ecstasy of fumbling  
Fitting the clumsy helmets just in time,  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime.—  
Dim through the misty panes and thick green light,  
As under a green sea, I saw him drowning.*



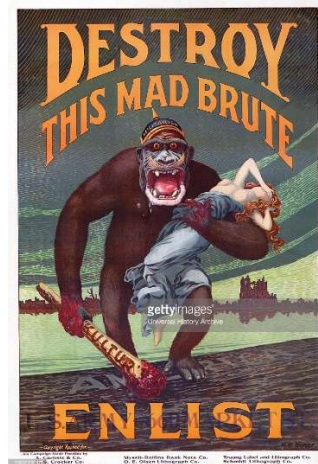
World War I soldiers and horse, most likely German, with gasmasks, date unknown

**Individual Focus Questions**

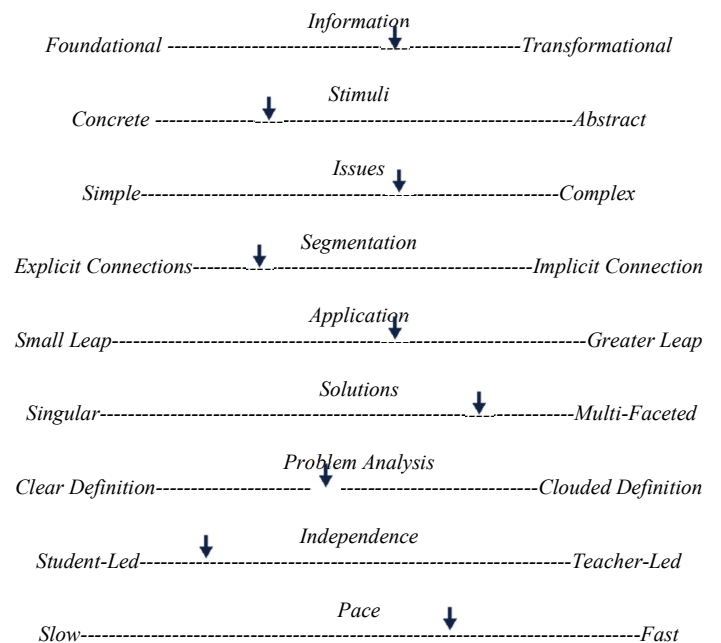
1. What is literally going on in the poem stanza?
2. How does the stanza affirm the message of the propaganda poster?
3. Do you think the introduction of chlorine gas into warfare best symbolizes industrialization or the death of glory? Explain.



Chlorine gas dispersion on the Western Front, World War I, date unknown



World War I propaganda poster  
**Equalizer Tool**



*In all my dreams before my helpless sight,  
He plunges at me, guttering, choking, drowning.*

*If in some smothering dreams, you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues,—  
My friend, you would not tell with such high zest  
To children ardent for some desperate glory,  
The old Lie: Dulce et decorum est  
Pro patria mori.*



Victim of mustard gas attack, side unknown, post-WWI

**Individual Focus Questions**

1. Using a smart device look up the Latin phrase, “Dulce et decorum est pro patria mori,” what does it mean?

2. What do you think the primary message of the propaganda poster is?

3. How did World War I redefine the idea of achieving of earning glory through warfare?

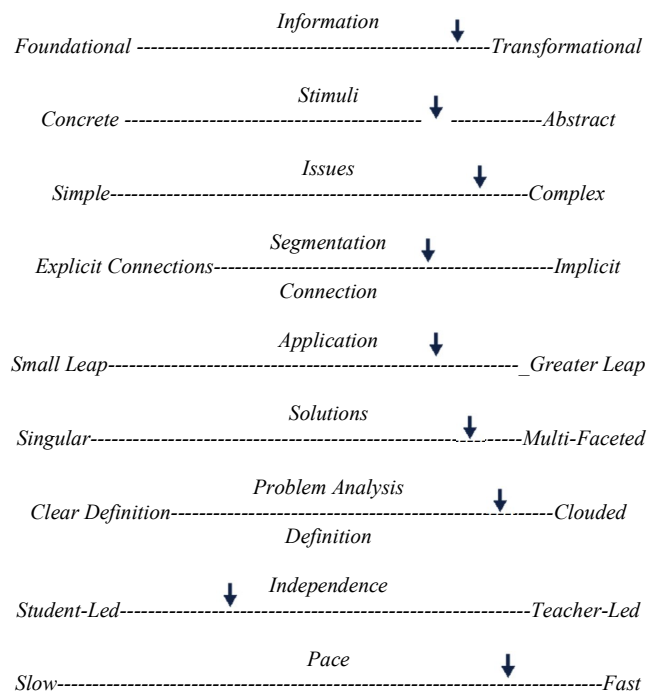


Victims of gas attack, side unknown, date unknown



World War I propaganda poster

**Equalizer Tool**



### *The Equalizer Reflection*

Prior to this class, I had never heard of the educational equalizer nor anything similar. I think that educators understand that something like this exists in their classroom when it comes to asking students questions or planning activities. They take into account things like class disruptions, student capabilities, flow of a unit, challenge of assignments, and other factors when planning a learning experience. In my experience, however, all of these things are theoretical and allow for teachers to talk themselves out of effective lesson-planning or creating challenging lessons because they are merely based on presumptions not on data-driven and methodical decisions. The equalizer, as it stands, is relevant to the assignment in its entirety but being an educator who promotes critical-thinking theory, I find that it includes processes that relate directly to critical thinking and therefore encourages the educator to include this within their assignment creation or modifications.

The equalizer forces the educator to think of a learning experience from delivery to content to objectives to thinking emphases as a product of pieces; this, in my opinion, is exactly how it should be. Creating dynamic, purposeful, and meaningful learning experiences is not a matter of being patient, it is proactive not reactive, it predicts and reacts, it does not simply just happen. The equalizer encourages, perhaps requires, that the teacher weigh every aspect of their instruction as an integral part of creating the ultimate product of student learning. As the educator begins to examine certain pieces of the learning activity, they make cognizant decisions about how to teach the next step or adjustments to make in the next part to effectively include all learners. For example, an educator may notice that questioning is becoming consistently abstract using the equalizer and may fear that more concrete learners will be ostracized if abstract targets persist. The educator can then use their expertise and rely on the equalizer to include more of a mix of abstract and concrete thinking targets to include all learners. This working analysis of lesson-creation allows for the educator to differentiate their instruction in order to both meet personal goals and provide individualization to include the majority of, if not all, students. Again, there is no doubt that the experienced educator is most likely doing a similar process in their head, however, this tool allows the educator to make these decisions and adjustments in a more purposeful and meaningful way to encourage all learners to enjoy the learning experience and attain optimal learning.

Providing individualized instruction is important, so having tools to individualize instruction through differentiation is necessary in the 21<sup>st</sup> century classroom. The equalizer is a quick and easy tool that allows the educator to make meaningful and purposeful adjustments to lesson-planning from as small as things as questioning strategies to as large of things as summative assessments, they may also include document creation and learning-activity stimuli. For me, since I use Arthur Costa's Levels of Inquiry more than Bloom's taxonomy, it allows me to include questions from all three of Costa's Levels both during the stimuli creation to the assessment expectations.

## **6. Chalk-Talk**

**Overview:** It's been said that having a chalk-talk with students is a way for students to have a conversation with themselves and/or others without saying a word. Rather, the teacher creates an opportunity for students to use his or her written communication skills in order to share their ideas with others. Deriving its name most likely from the use of blackboards and chalk from classroom of yesteryear, today a variety of different mediums can be used to provide a similar experience, these may include whiteboards and dry erase markers, smartboards and smart-markers, technology-based handouts, Internet-based forums or blogs, social media sites, smart-device based apps, and other foreseeable and unforeseeable innovations of the future. The idea is to value both interpersonal and intrapersonal learners by creating a safe and anxiety-free way to share information in order to address a task or build a solution, basically, a somewhat protected way to share relevant and interesting information, analyses, and syntheses.

### **Purpose:**

Students will use chalk-talk in order to help each other generate ideas to research and write an essay, for this task, students will answer the question, which had a more significant on the development on the modern-definition of Western Civilization – the Crusades or the Black Plague?

### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – Students will write down their own ideas first
3. Small Group – Post and Pass, students will be given or create a double-column worksheet on which they will write down ideas to answer the aforementioned question and then they will pass it to their neighbors, one at a time so that they can either respond to or add to what has already been written.
5. Large Group – Entire class, the whiteboard will be divided into half, one-half will be used to explain causes and effects of the Crusades, the other half will be used to list causes and effects of the Black Plague; again, students may respond to or add to what is already written.
6. Individual – Students will use the class chalk-talk to design their own persuasive technical essay to answer the question, “Which had more of a significant impact on the development on the modern-definition of Western Civilization – the Crusades or the Black Plague?”

### **Differentiation:**

1. Process –The students will start by working individually, this will progress to an active, but anonymous “post-and-pass” activity, so small group, the final activity will be all class to allow for all students to feel affirmation.
2. Content – With the prevalence of 9/11, war between the West and Islam is of growing interest to the students; further, with HIV and as this is typed Zika, epidemics and pandemics are of high interest to many students
3. Product – The product can be divided into several parts: The individual notes, the post-and-pass notes, the all class brainstorm, and finally the essay.
4. Assessment – Like the product, the assessment will be continuous taking place as the students interact, generally through observations, the notes can be scored individually or as part of the essay, and finally the essay is the final mode of assessment.

### **Student-Learner Elements:**

1. Interest – Religious warfare and epidemics/pandemics are very interesting to many students, further, the docudramas and other supporting stimuli are also interesting
2. Chronology – Typical Gregorian Calendar Chronology – Dawn of Man to 21<sup>st</sup> Century
3. Learner Profile –As humans, most of whom are members of the west, some of whom live in the west, religious conflicts between Christianity and Islam are part of who many students are; further, possible epidemics and pandemics also effect many students as we are taught to be cautious of Zika, HIV/AIDs, SARS, Bird Flu, and other to be named areas of concern
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military.

**Pre-Assessment:** For this unit, reflection on students preferred interaction mode: interpersonal or intrapersonal, their note-taking strategies, as well as their writing ability.

**Differentiation Strategy** – The differentiation is mostly found in the process, in that it values learners who like to learn on their own, it allows for small group interaction where affirmation can be given and earned by peers, and creates anonymity among students while allowing for whole-group recognition. Finally, the product allows for unique arguments when creating the essay.

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and “Hollywood-ized History /Movies,” textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet.

### Chalk Talk Example Documents

Video Notes (Modified Cornell) for two movies: *The Crescent and the Cross*, *The Plague* (provided example is for a different experience, but the note format stays the same):

#### *Front: 15 Points*

#### Left Column:

Upper: Explains objective for the day (No Score)

Upper Middle: Keywords for inquiry using Costa's Levels of Inquiry (No points)

Lower Middle: Five questions based on or inspired by the provided stimuli (Power Point or Video), must use Level 2 or Level 3 from Costa's Levels of Inquiry (5 Points)

Lower: Five source-specific people, events, things from the provided stimuli; for example: List 5 well-known figures from the Crusades, or List 5 effects of the Black Plague (5 Points)

#### Right Column:

Notes: Write down anything you find interesting, things you want to know more about, dates, people, cause and effect, you may draw (5 Points)

5.0 – Completely Full (with reasonable penmanship)

4.5 – Mostly Full (with reasonable penmanship)

4.0 – Over Half Full (with reasonable penmanship)

3.5 – About Half Full (with reasonable penmanship)

3.0 – Less than Half Full (With reasonable penmanship)

2.5 – Effort, the Student wrote something

0.0 – Empty, Mostly Irrelevant, Unreadable

#### *Back: 15 points*

#### Stimuli-Based Analysis Questions:

Option 1: Answer 5 of 6 questions, 3 points per answer, based on synthesis and terminology

3 – Adequate Answer

2 – Limited Answer

1 – Poor Answer

0 – No Answer/Irrelevant

Option 2: Answer 3 of 6 questions, 5 points per answer, based on synthesis and terminology

5 – Excellent Answer

4.5 – Good Answer

4.0 – Average Answer

3.5 – Below Average Answer

3.0 – Poor Answer

2.5 – Effort

0.0 = Empty, Mostly Irrelevant, Unreadable

Option 3: Answer all 6 questions, teacher chooses

your best answers for the highest possible score:

-Based on the options above, most likely 5 of 6,

teacher will consider maximum credit and, if

necessary, award points for effort

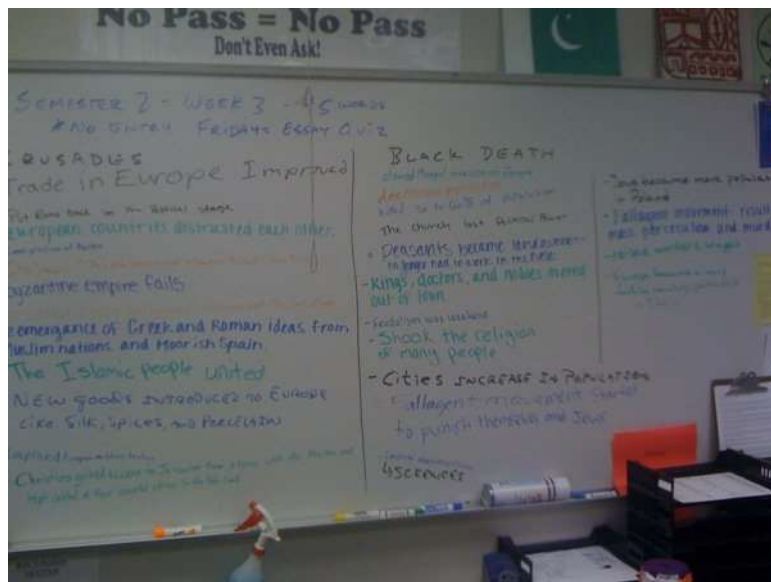
**Post and Pass Example:** An entire student-fabricated (less likely) or teacher-created (more likely) document will be used for students to write down their own thoughts and then pass around to peers to generate additional ideas.

Post and Pass (30 Points, Participation-Based)

**Description:** Use the provided form to list facts about the Crusades AND the Black Plague, consider the following: causes, effects, dates, geography, facts, speculations, significant people, significant things, other, the students would then complete this form by adding modifications, additional notes, and clarifications based on the following chalk talk.

<u>The Crusades</u>	<u>Black Plague</u>

**Chalk Talk Outcome:**





**Technical Essay:** Using the power point notes, the post and pass paper, additional class notes, and any other relevant source of information, students will write a persuasive essay addressing the following question:

**Thesis Question:** Many historians have determined that Medieval Europe is where Western Civilization assumed the identity that it has today, two events that are often cited in creating this identity: The Crusades and the Black Plague. In your opinion, which of those two events, The Crusades or The Black Plague, had more of an effect of creating the modern-idea of Western Civilization?

Outline

I. Introduction (Overview)

A. Background Information (Who, What, When, Where)

B. Thesis: Out of all of the events that happened in Medieval Europe, the \_\_\_\_\_ had more of an effect in creating the modern-idea of Western Civilization.

C. Sub-Topics:

1. \_\_\_\_\_ (+1 = II)

2. \_\_\_\_\_ (+1 = III)

3. \_\_\_\_\_ (+1 = IV)

II. \_\_\_\_\_

A. Topic Sentence(s)

B. Supporting Facts, Details, and Specifics:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence(s) (Clearly connect the paragraph to the thesis statement)

III. \_\_\_\_\_

A. Topic Sentence(s)

B. Supporting Facts, Details, and Specifics:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence(s) (Clearly connect the paragraph to the thesis statement)

IV. \_\_\_\_\_

A. Topic Sentence(s)

B. Supporting Facts, Details, and Specifics:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. Conclusion Sentence(s) (Clearly connect the paragraph to the thesis statement)

V. Conclusion (Review) – Restate the Introduction, in a more concise manner

### *Chalk Talk Reflection*

As an experienced football coach, we use whiteboards to show play concepts, from blocking schemes to running routes and this includes defense from gap responsibilities for the defensive lineman, blitz, zone, or man variations for certain defensive play calls, and includes the responsibilities for the defensive backs. In short, in the coaching paradigm, every player on the game of play has an assigned role and responsibility on the whiteboard, this is the same for chalk talks in the classroom. Every student has a responsibility to themselves and others and plays a role in successfully helping themselves and his or her peers to understand difficult or challenging concepts. Much like a competitive event, the score at the end of the game is not broadcast in newspapers or on local nightly news; rather, the student has the satisfaction or burden of looking at the “score” of their understanding on their progress report.

In my experience, the best chalk talks start with the same approach that many difficult concepts start with, an assumption that the participants know little to nothing about the big picture. Sure, some of the students may probably have heard of the Crusades and they even know it’s a significant historical and in some paradigms a modern conflict between Christianity and Islam; however, these same students do not know the true social, political, and economic motivations for the Crusades of the Middle Ages. Similarly, some students probably know about the Plague, they may even know it was caused by *Yersenia pestis*, but they do not know the social, political, and economic cause and effects of this pandemic. Therefore, it is easy to bridge individual knowledge of some students with the limited knowledge of others. The first step is to activate the prior knowledge of the students who have some information while building interest in students who have little or no prior knowledge – this is affected in two ways; first, the power point overview of Medieval Europe lecture, second the videos where students take individual notes and answer individual questions. This continues with the first phase of “post and pass” where students are given five to ten minutes to recall and write down information that they have learned about the concepts being discussed. This moves to small group where students who have been absent or who are having trouble “ingesting” the concepts rely on their peers for additional information and hopefully for clarifying questions and dialogue. Finally, students have one more opportunity for information gathering with the insulation of near anonymity, they may choose to write their own thoughts or the thoughts of others on the whiteboard so that others in the class may take notes. For students who are present for most or all of the chalk talk activity they have enough information to build a solid essay.

While the majority of the score is placed on the product, adjustments can be made to put equal or increased emphasis on the process; this, however, would be dependent on teacher, school, state, and third-party (ie University) expectations. While I provided the typical outline I use to help students learn how to outline, some students already know how to do this and some have a different preference of organization, so I rarely grade the outline but do emphasize it is how proper technical essays are built. Finally, this process works great for students with few or no attendance issues; however, a burden may be placed on the teacher to create equitable or near equitable activities for students with attendance issues. Similarly, this process assumes that all students have equal writing skills which is typically not the case, so modifications to rubrics may need to be used for students on IEPs, mainstreamed Special Ed students, ELL students, or students who are simply behind. For this, one can use the 60/40 technique 60 percent for turning something in and 40 percent for content. Or may consider just scoring an introduction or three paragraphs (Intro, Body, Conclusion) as opposed to all five.

## **7. RAFT Strategies**

**Overview:** Teachers of social science, like history, often tend to forget that students will have to write, for personal or academic purposes in a variety of different ways. While social scientists emphasize MLA or APA based papers, we overlook the importance of beautiful things like poetry or song-writing, we do not encourage the necessary strategy of writing business letters to others or sending in letters to the editor, journal writing is all but non-existent in many social scientist classes despite its emotional and mental benefits. In short, by focusing on one format only, we are discouraging students from unlocking their full potential as writers, thinkers, and people. The RAFT strategy is a simple, yet effective way where educators can encourage students to write in variety of different ways. The R in the acronym stands for “Role” and gives the student the role that he or she is playing when constructing their composition, this also leans toward the critical thinking aspect of empathy. The A stands for “Audience” and this gives the student an idea of who he or she is writing to, again, one senses empathic thinking and if a persuasive peace argumentation in their writing, both elements of critical thinking. F stands for “Format” and this forces the reader to use his or her knowledge in new ways whether it be a technical essay, a poem, a song, a rule book, a letter, or some other strategy, using prior knowledge in new ways is also a form of critical thinking. Finally, the T stands for “Topic” and

### **Purpose:**

1. Students will practice and refine their writing skills in a variety of different ways
2. When possible students will be given several options in order to choose their preferred modes of writing
3. The RAFT strategy is meant to combine content area, preferred mode of writing, and effective written communication, it includes and complements technical writing, but it is not just technical writing.

### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – Students may be able to seek clarification or to have others proof-read their drafts; however, the majority of this process will be individual.

### **Differentiation:**

1. Process –The process is writing based, so it only directly plays into one of Gardner’s Intelligences, however, the different variations of the writing process from technical writing to poetry from reflection to argumentation is meant to give students of all different intelligence-orientations something to choose from,.
2. Content – For history or social studies, the content would be unit specific; that is, it would be based on the unit of study in which the experience is assigned, however, given the different approaches it could expand to other areas of curriculum.
3. Product – Depending on the breadth of the assignment, the student may be given several different options of writing and choose one or more that best suits their interests and/or ability.
4. Assessment – Because technical writing is not the only form of writing that is encouraged within this experience, I chose to use a traditional technical writing rubric only for essays, on the other assignments I would use a more qualitative judgement since the writing types will vary from student to student.

### **Student-Learner Elements:**

1. Interest – This is student specific, some students may not find the content of interest, it is hoped that the students will find the different formats of writing to be of interest
2. Chronology – While the chronology of the content may follow a traditional timeline, the provided example is based on more recent developments, so really, the time-factor for this unit is of minimal importance as designed
3. Learner Profile – In my area of Washington State, there is a large immigrant and migrant presence in schools, in daily life, and in politics; therefore, most students would find relevance in some of the encouraged activities; for those who find it offensive, there is an alternate writing strategy provided.
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military.

**Pre-Assessment:** Learner-Profile would be observed based on in and out of class behavior and interests as well as other socio-economic and political factors. Writing capability will be student specific based on previous performances throughout the year or if that data is limited on student test-scores and performance in other, similar classes.

**Differentiation Strategy** – For this artifact the portfolio, Gardner’s Theory of Multiple Intelligences is used to vary the different processes and topics which the writer chooses to include in his or her final project. Again, the focused strategy is on writing, but the entire RAFT experience has enough latitude to encourage students to learn within their preferred mode and comfortably outside of their preferred mode.

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and “Hollywood-ized History Movies,” textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet

### ***RAFT Strategy\****

**Description:** In keeping with the theme of Mexican Immigration and Mexican-American Immigration and as a part of Washington State History, I would like to implement a RAFT strategy that gives the students an ability to do several things:

1. Technical Writing
2. Critical Thinking: Creativity
3. Critical Thinking: Empathy
4. Critical Thinking: Imagination
5. Problem-Solving

I would also like to combine this with Gardner's Theory of Multiple Intelligences to allow students to play to one or more of their interests.

**Explanation to Students:** We have just finished studying many different aspects of Mexican Immigration and the experience of Migrant laborers in the United States, paying special attention to the Yakima Valley, the Columbia Plateau, and the Tri-Cities. Create a portfolio of writing to show how you have come to understand the different sides of the Immigration debate and the experience of Migrant laborers.

**Instructions to Students:** Please choose 5 writing activities to complete to show your understanding. Choose them according to your interests, how you will best show your learning, their importance to you, understanding of different rubrics, or things you would like to complete.

Planning: After looking at the choices, write down the ones you plan to finish and check them off after you complete them

[  ] Writing Choice #1: \_\_\_\_\_ Score: \_\_\_\_\_ / 30 Project Points

[  ] Writing Choice #2: \_\_\_\_\_ Score: \_\_\_\_\_ / 30 Project Points

[  ] Writing Choice #3: \_\_\_\_\_ Score: \_\_\_\_\_ / 30 Project Points

[  ] Writing Choice #4: \_\_\_\_\_ Score: \_\_\_\_\_ / 30 Project Points

[  ] Writing Choice #5: \_\_\_\_\_ Score: \_\_\_\_\_ / 30 Project Points

[  ] Entirely Complete, Total Score: \_\_\_\_\_ / 150 Project Points

OVER →

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*\* If this topic is too sensitive for you to complete for personal reasons you may propose a persuasive or expository essay and complementary project for the essay to earn up to 150 points.*

## RAFT – Strategy Choices

	<b>OPTION 1</b>	<b>OPTION 2</b>	<b>OPTION 3</b>	<b>OPTION 4</b>
<b>R</b> Role	Migrant Worker	Agriculturalist	Well-Known Poet	Up and Coming Musician
<b>A</b> Audience	Self	School Board	Latino Heritage Symposium	America's Got Talent
<b>F</b> Format	Diary Entry	Letter	Biographical Poem (See provided template)	Song – Your choice of Genre (Rap, Ballot, Rock, Country, et cetera)
<b>T</b> Topic	A day in the life of a typical American farming community	On a proposal naming a new school Caesar Chavez	A well-known person of the Immigration or Migration debate, well-known nationally, locally, or personally	Complications of the Immigration/Migration debates
<b>SCORING CONSIDERATIONS &amp; TYPICAL QUALITATIVE RUBRICS</b>				
Thinking Emphases	Empathy Creativity Imagination	Persuasiveness Logic Facts	Creativity Relevance Reflection	Originality Lyrical Tools Message(s)
Scoring Considerations	<u>Struggles &amp; Victories</u> 10 Points <u>Realism</u> 10 pts <u>Reflection Questions</u> 10 pts	<u>Professionalism</u> 15 Points <u>Strength of Argument</u> 15 Points	<u>Strength of Words</u> 10 points <u>Relevance of Ideas</u> 10 points <u>Reflection Questions</u> 10 points	<u>Strength of Words</u> 10 points <u>Language Arts Tools</u> 10 points <u>Power of Messages</u> 10 points

**Possible Reflection Questions (Choose Two, 50+ words):**

- What did you learn about yourself by completing this writing task?
- What did you learn about others by completing this writing task?
- What message(s) did you hope the reader gained through reading this option?
- Why did you choose the words you chose for this writing option?
- Why did you choose the topic that you chose for this writing option?
- Do you view yourself differently as a result of this option?
- Do you view others differently as a result of this option?
- How did you feel about choosing and completing this option?

**Individualization: Do you have an idea or a few ideas that are not listed?**

1. Create your own RAFT Proposal, including Thinking Emphases and Scoring Considerations
2. Propose your idea(s) to the teacher
3. Once approved, attach your RAFT proposal(s) to the completed project and label them as Individual Proposal #1 through however many are approved that you wish to do

	<b>OPTION 5</b>	<b>OPTION 6</b>	<b>OPTION 7</b>	<b>OPTION 8</b>
<b>R</b> Role	Self	Movie Reviewer	Poetry Competitor	Opinion Columnist
<b>A</b> Audience	Teacher & Classmates	Movie Enthusiasts	Poetry Analysts	Newspaper Readers
<b>F</b> Format	"I Am" Autobiographical poem	Movie Review	Acrostic Poem, using one of the following: -IMMIGRATION -FRUIT SALAD -MELTING POT	Technical Essay
<b>T</b> Topic	How immigration and migration debates relate to you	On a scale of 1 (not very high) to 5 (how high) would you recommend a movie	Use one of the above terms to describe your understanding of the immigration and migration debate	What is the biggest challenge facing the US when it comes to the immigration and migration debate?
<b>SCORING CONSIDERATIONS &amp; TYPICAL QUALITATIVE RUBRICS</b>				
Thinking Emphases	Intrapersonal Relevance Reflection	Persuasiveness Relevance Movie Specific	Message Creativity Reflection	Technical Writing Skill Persuasiveness
Scoring Considerations	<u>Time &amp; Effort</u> 10 points <u>Originality</u> 10 points <u>Reflection Questions</u> 10 points	<u>Strength of Argument</u> 10 points <u>Overall Analysis</u> 10 points <u>Relevance</u> 10 points	<u>Word/Idea Strength</u> 10 points <u>Time &amp; Effort</u> 10 points <u>Reflection Questions</u> 10 points	<u>Technical Writing</u> 15 points <u>Persuasiveness:</u> 15 points
		<i>La Bamba (PG)</i> <i>Stand &amp; Deliver (PG)</i> <i>Mi Familia ®</i> <i>Blood In, Blood Out ®</i> <i>Walkout (NR)</i>		

**Possible Reflection Questions (Choose Two, 50+ words):**

- What did you learn about yourself by completing this writing task?
- What did you learn about others by completing this writing task?
- What message(s) did you hope the reader gained through reading this option?
- Why did you choose the words you chose for this writing option?
- Why did you choose the topic that you chose for this writing option?
- Do you view yourself differently as a result of this option?
- Do you view others differently as a result of this option?
- How did you feel about choosing and completing this option?

**Individualization: Do you have an idea or a few ideas that are not listed?**

1. Create your own RAFT Proposal, including Thinking Emphases and Scoring Considerations
2. Propose your idea(s) to the teacher
3. Once approved, attach your RAFT proposal(s) to the completed project and label them as Individual Proposal #1 through however many are approved that you wish to do.

## **8. Curriculum Compacting**

**Overview:** Differentiation of curriculum gets a bad rap among some people because it implies that learning is being “slowed down” to make sure that slow learners are given a chance to catch up. Most teachers would disagree and say that differentiation of curriculum creates equity in order to promote optimal learning for a diverse amount of learners in one’s classroom. With all of this in mind, however, it seems that curriculum compacting is specifically geared towards learners who have a natural or perhaps self-created interest in a given class or unit within a curriculum. Curriculum compacting looks to optimize student learning, not by adding additional work for the student to complete, rather, by allowing students to use the same information of a traditional curriculum in new and innovative ways. So, on the one hand, it is a way for the teacher to placate the student’s desire to achieve advanced skills and knowledge in a given experience, on the other it is a way for the student to receive affirmation from the community by using the same in order to learn more.

### **Purpose:**

1. Students who seem to have a natural or self-created interest in a given unit or curriculum will be given the opportunity to learn more with the same amount of information as his or her peers.
2. Students who display advanced knowledge or skills should be identified using pre-assessment, observation, and past performance in order to encourage them to partake in curriculum compacting.
3. Students to be encouraged for curriculum compacting may be students who show deep prior knowledge in a given subject, have advanced skills for the given class or unit, may deem the content of the experience as personally relevant, and in some cases may just have an inexplicable hunger for learning. A variety of techniques can be used to identify these students including, but not limited to: 1. Past performance, 2. Use of time in class, 3. Attentiveness or lack thereof, 4. Levels and amounts of relevant questions 5. Unexplainable interest in a given subject, 6. Other.
4. For the sake of praise (or affirmation) the teacher should create avenues for the student to display his or her mastery of a topic to his or her peers by allowing the student to display their work without implying it was a bunch of extra or busy work.

### **Groupings:**

1. Homogenous – Students who show advanced knowledge, interest, relevance, and/or skill in a given unit or class
2. Individual – Teacher should work with the student to further understand the deep areas of interest and whether the experience should be more knowledge-based, skill-based, or a combination of both
3. Small Group – Students who choose to take part in curriculum compacting may be asked or may want to display his or her work to a small group of student, this would be of great importance if two or more students had mastery to display
4. Large Group – Same as small group, except the group may be an entire class, an entire school, or even a community if it the school puts on a symposium of mastery work

### **Differentiation:**

1. Process – Students are identified based on several factors, it is their choice
2. Content – Students can specialize in one area or skill of compacting or attempt all-around mastery
3. Product – Is student specific and will be tailored to the student according to Gardner
4. Assessment – Can be used as supplemental grade or extra-credit, but that should be limited due to grade-inflation, assessment will be peer affirmation and teacher interaction mostly qualitative

### **Student-Learner Elements:**

1. Interest – One identifier for students is those who show an in-depth interest in a unit or curriculum of a class
2. Chronology – Some students are drawn to history because of moments in time or because certain units help them understand other units, in particular, the here-and-now better
3. Learner Profile – Some students have high-capability attributes in the given unit or curriculum: Content Knowledge, Academic Skills, Personal Relevance, or Self-identified Interest.
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military.



**Pre-Assessment:** Pre-Assessments can be made prior to the beginning of the unit or curriculum, observable knowledge, interest/relevance, and skills can also be assessed, the type and frequency of questions can also be examined, and prior performance on tests and other high-stakes assessments can be used as well

**Differentiation Strategy** – For this artifact the portfolio, my group in my Master’s class at University of Kansas produced a video showing three different compacting strategies, my part focused on World War I and how students might be identified as having advanced knowledge and skills in the basic curriculum and may be challenged to learn more about people, battles, the human experience, and warfare as opposed to just sit and being bored waiting for his or her classmates to finish the assignments and catch-up. Please follow the link, watch the video, and follow complete the activities for the notes and analysis questions

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and “Hollywood-ized History Movies,” textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet

**Supplemental Video Notes (Modified Cornell Notes):** Next Page

Cornell Notes – Curriculum Compacting (30 Points [15 Front / 15 Back])

Please Click on the Following: <https://www.youtube.com/watch?v=w6eAgAPG64g>

<p><b>Purpose:</b> <i>To understand how, what, and when curriculum compacting might be useful in one's instruction.</i></p>		<p><i>Notes: Things You Find Interesting (Fill It Up):</i>                      5-Completely Full, 4 – Mostly Full, 3 – Over Half Full</p>
<p style="text-align: center;"><u>Level 2 Common Keywords</u></p>	<p style="text-align: center;"><u>Level 3 Common Keywords</u></p>	
<p>Compare                      Contrast                      Classify/Organize                      Explain Why                      Analyze                      Assumptions                      Inferences</p>	<p>Evaluate                      Judge                      If... Then...                      Predict                      Imagine                      Hypothesize                      In your opinion...</p>	
<p><i>Must Have Five Questions (5 Points):</i></p> <p>1. _____                      _____                      _____</p> <p>2. _____                      _____                      _____</p> <p>3. _____                      _____                      _____</p> <p>4. _____                      _____                      _____</p> <p>5. _____                      _____                      _____</p>		
<p>List Five different examples of compacting stated or implied within the video (5 Points):</p> <p>1. _____                      2. _____                      3. _____                      4. _____                      5. _____</p>		

Reflection Questions

Choose: 5 Points/3 Question = 15 Points, 3 Points/5 Questions, or All Questions/Highest Possible Score

1. Caitlin asked, how do we determine mastery? In your opinion, how does Mastery relate to the idea of Curriculum Compacting?

4. Out of the components of compacting curriculum – student prior knowledge, student interest, student relevance, or advanced academic skills, which do you think is most important when determining if and when to compact a curriculum? Explain.

2. Pat states that curriculum compacting may become a source of negative anxiety for the student. Do you agree or disagree with this assertion? Explain your answer.

5. Reflect on a time, in your classroom, when you intentionally or incidentally compacted a curriculum for a student, explain what happened with that student.

3. Will discusses the role of the teacher in creating the compact curriculum, what do you think is the most important role that the teacher plays in compacting the curriculum. Explain.

6. One of the group goals was to create a model to display critical thinking – what aspect of critical thinking most jumped out to you; for example, creativity, imagination, team work, innovation, empathy, reflective thinking, or something else? Explain.

### *Curriculum Compacting Reflection*

It is a conundrum that most teachers face. Many primary and secondary schoolings have academic interventions for students who seem to be falling behind or enter schooling already behind and become victims of social promotion. We celebrate minor victories with these students sometimes as small as attending class regularly or simply putting their names on papers and turning them in; yet, in the same classroom it is very common for students who are high-capability characteristics, while most of these students remain quiet and parents at least fake complicity, many would probably agree that they hope for more for high-capability students in homogenous, diverse classrooms. I have yet to hear a resonating echo of parents complaining that heterogeneous, diverse classes are bad, but I have heard parents complain that they feel that their school funding should result in higher-level thinkers. The fine line between honoring diversity and encouraging students to strive for more is the perfect place for curriculum compacting. In this design, students earn recognition by their past performance or personal investment in their education and are encouraged to do more with the same material in the same or nearly the same amount of time. The design seems nearly flawless in that it is filled with student choice, encourages critical thinking, and plays well into both process-motivation and product motivation.

Curriculum compacting is the ability for students to determine if they want to use their self-determined advanced knowledge and skills to be identified as those who may succeed in being challenged to do more with the same. There are several conundrums that exist in this practice that an educator should be aware of. First, the educator cannot appear to be or should not intentionally “piling on” additional busy work to keep advanced students from becoming disruptions to the students around them. In this regard, the compacting of the curriculum must be purposeful in that the student and his or her parents should trust that the educator is truly asking the student to go above and beyond the superficial learning of a standard curriculum and search for deeper understanding through advanced inquiry and the practice of advanced academic skills. Further in the “sticks and carrots” world of education, students who do more rarely do so simply for self-enrichment, they expect extra-credit or some type of recognition for their efforts, I do not think this is unfair, but as any experienced educator knows arbitrarily awarding extra-credit leads to grade inflation and devalues intrinsic motivation; whereas, award certificates are in themselves arbitrary and may work for some elementary students but for secondary students they carry very little if any meaning. Further research must be done pertaining to this phenomenon as to how to vindicate students’ willingness to do more with the same amount of information and see substantive recognition for their efforts that will not lead to grade inflation nor create arbitrary awards for their effort.

Often times when non-educators or the inexperienced educators hear someone talk about differentiating curriculum to include all learners the implication is that they are trying to reach students who have learning disabilities or may be on Individualized Education Plans (IEPs), to those people it may imply that schools only care about slowing down and adjusting to slower learners. Curriculum compacting allows for educators to target certain students who are motivated to go deeper into the traditional curriculum, it at least implies that the learner as an individual is important and valued and instead of busy work, compacted instruction will be tailored to their individual interest, relevance, and skill level. In this regard, curriculum compacting is both democratization of education, in that students choose to do it, and individualization of education, in that students determine what exactly will be compacted for them and how they will be assessed. The final factor, in my opinion, is also student specific, but to reiterate, needs more research and that is the intrinsic and extrinsic recognition of “why” students should choose to do this if it is not mandated.

## **9. Critical Thinking**

**Overview:** As curriculum theory comes and goes and seems to come around again, it seems to ebb and flow with national goals and international competitions. This concept is more prevalent than ever in the globalized world. One can make a case that globalization began with the Age of Exploration and subsisted through the industrial revolution and that the ultimate competition of the 20<sup>th</sup> century, the Cold War, was the final great determinant of pedagogical goals and practices. This discounts the fragmentation that occurred with the death of the Soviet Union, it did not predict the power of the Internet, and it ignored education as what it has always been not only the great equalizer but the most powerful force a nation has both domestically and internationally. To fall back on practices, goals, and theories of yesteryear is to ignore that the new paradigm, the Information Age and “Neo-Globalism” not only encourages educational innovation for success it requires it for subsistence. Therefore, it is a must that critical thinking becomes the driving force for the foreseeable future and perhaps for the entire 21<sup>st</sup> century.

**Purpose:** (Using a variety of different examples from multiple units)

1. Students will use new information in different ways that force upper-level thinking and focus on problem-solving in order to use foundational facts in new and innovative ways.
2. Some educators like to use the upper-levels of Bloom’s Taxonomy to create focus questions, however, I use Arthur Costa’s Levels of Inquiry, they are simpler to design and less complicated for the students to understand in order to build their own questions.
3. Lack of direction is commonplace in this type of classroom because problem-solving is a key component, the educator will provide all of the information necessary to complete the tasks, but it’s up to the students to create a coping-mechanism to find possible approaches and hypotheses to solve the given problem.
4. Cooperative learning is also tolerated in these type of activities, however, it is not structured, students are free to form large or small groups if they deem it is important to completing the task
5. Reflective thinking is a key component for this, so there are several activities that include reflective thinking like journal entries focusing on student’s past performance or feelings.
5. Emphasized thinking components: Problem-Solving Creativity, Imagination, Empathy, Innovation, Collegiality/Teamwork, Reflectiveness, Argumentation, Analysis, and Synthesis

### **Groupings:**

1. Heterogeneous – All skill-level of learners
2. Individual – All activities will have a structure that embraces individual work, specifically reflective questioning, writing, and thinking activities
3. Partnered – Students will share their thoughts and answers with other student(s) near them.
4. Small Group – Students may choose to break themselves up into small groups if they see this as the best or most efficient way to complete a task, from this, it is hoped a leader will arise and role-assignment will be adopted
5. Large Group – Students may also denote that ½ to Whole class groups might be the best or most efficient way to complete a task, from this, it is hoped that several leaders will be adopted, roles adopted and assigned, and mutual accountability is established.

### **Differentiation:**

1. Process –Using Gardner, the teacher will usually include two or more intelligences within his or her strategies, this includes a division between individual work and group work
2. Content –Although it’s a history class, the teacher will modify critical thinking activities by bringing in a variety of different sources including some that are relevant or interesting to the student, but not content-specific
4. Assessment –
  - Qualitative: Observations made as the problem-solving experience is first realized and continues throughout focused on Participation, Discussion, Attentiveness, Time-on-Task,
  - Quantitative: Individual, Small Group, Large Group scores, Attendance, Improvement/Lack of Improvement,

**Student-Learner Elements:**

1. Interest –Gardner helps to build interest, as does the open-endedness of how to solve problems; however, the onus of solving problems with provided structure may alienate some students. Other activities, however, that are age specific tend to draw in more learners and scoring expectations can be adjusted to encourage increased participation, since critical thinking is new to most students and rather challenging.
2. Chronology – There is not necessarily a chronological aspect to critical thinking activities, when possible it is included in the history curriculum, but more often than not they are supplemental activities that rely on at best “passive consumption” learning of history, some critical thinking experiences have nothing to do with history and are used as enrichment or bell-ringers.
3. Learner Profile –The teacher really needs to stay well aware of popular culture and stimuli (books, TV shows, movies, actors/actresses, music, role-models, and several other things) to create a meaningful and purposeful experience that draws the student into participating.
4. Personal Goals – In Washington State, World History is a requirement to graduate and in most four year universities it is a requirement for admission, a diploma or GED is required for admission into community colleges, vocational training programs, many technical schools, and the military. Some students also recognize the power and liberating effect of critical thinking activities and willingly engage in these as a way to engage in self-advancement and self-improvement.

**Pre-Assessment:** Multiple throughout the year, usually Qualitative

**Differentiation Strategy** – For this artifact the portfolio I included a Critical Thinking test that used items from the semester – some were from the history curriculum some questions were for bell-ringers.

**Resources:** Prior knowledge, teacher-generated power point notes, teacher-generated inquiry topics (5Ws – Who, What, When, Where, Why Profiles), documentaries, docudramas, and “Hollywood-ized History Movies,” textbook support exercises, reading support exercises, the arts (visual and performing), and the Internet

## 100 Questions – Spring Semester Critical Thinking Final

Directions: Use the provided clues and any resource you have to answer as many questions as possible, you have this class period to complete it.

Explanation	Answer	Puzzle
1. Maybe the flowery little town responsible for the spread of atomic information to the Soviets, no not Tulipville.	<b>ROSENBERG</b>	“G”
2. Six powerful letters that lead to the death of nearly 33 percent death of Cambodia’s population in the 1970s.	<b>POL POT</b>	
3. Perhaps George Washington’s favorite NFL Team?	<b>NEW ENGLAND PATRIOTS</b>	
4. Don’t get it twisted, this Native American leader was rather genius, not an insane equine.	<b>CRAZY HORSE</b>	
5. Spam anyone? How the Allies fooled the NAZIs into thinking that Greece, not Italy, was the first point of invasion of Occupied Europe.	<b>OPERATION MINCEMEAT</b>	
6. A key moment in the COLD war, this is the location of the “Miracle”.	<b>LAKE PLACID, NY</b>	“C”
7. I’ll bet you five dollars that this is Renaissance philosopher was not named for President Lincoln or cooking fat.	<b>PETER ABELARD</b>	
8. Although one may never know, it would be a reasonable guess that this northern baseball team is Claire Lee Chenault’s favorite?	<b>DETROIT TIGERS</b>	
9. If the pitcher throws you three pitches outside of the strike zone, you take a walk, not this WWI statement on British Palestine.	<b>BALFOUR DECLARATION</b>	
10. Hitler described his personal battles in this best-selling book that is not highly regarded by critical reviewers.	<b>MEIN KAMPF or MY STRUGGLE</b>	“I”
11. Do you think Francis Gary Powers inspired the name of Bono Vox’s band, this modern-day, award winning group?	<b>U2</b>	
12. Stefan Curry is known to hit this type of shot in big games, no surprises if he did it in front of FDR, Churchill, and Stalin.	<b>BIG THREE</b>	
13. Just a guess here, but Amelia Earhart’s favorite NHL (Hockey) team?	<b>NEW JERSEY FLYERS</b>	
14. If one were to make-up a word to describe this conflagration, it might be “Gloricide”	<b>WWI</b>	
15. “So you’re the little woman who wrote the <b>book</b> that made this great war!” What book was President Lincoln referring to?	<b>UNCLE TOM’S CABIN</b>	
16. This president’s belief might include the famous sports line, “You can’t stop him, you can only hope to contain him.”	<b>HARRY S. TRUMAN</b>	
17. This should be question #21, either way, the General known for building the Modern-American Army during The Great War.	<b>JOHN PERSHING</b>	“N”
18. If you paid attention to the Cold War, you might think that this Texas team was Neil Armstrong’s favorite NBA team.	<b>HOUSTON ROCKETS</b>	
19. What bowlers, baseball players, and some workers have in common?	<b>STRIKES</b>	
20. If using Greek mythology, this military invasion of occupied Europe might be called Operation Zeus.	<b>OVERLORD</b>	
21. Location of Vietnam’s “SideShow”	<b>CAMBODIA</b>	“O”
22. It can be argued this Soviet leader was prolonging World War II by signing the Soviet-German Non-Aggression pact?	<b>JOSEPH STALIN</b>	

23. Stephen F. Austin might face a conundrum if having to choose his favorite NFL team, but I bet he would choose this one given his credentials.	<b>HOUSTON TEXANS</b>	
24. The conquistador who didn't have a cow by being shipwrecked and gave Spain claims to much of the Southwest United States?	<b>CABEZA DE VACA</b>	
25. The most well-known Cold War espionage agent due to his exploits on the big screen, most people don't know George Lazenby was one.	<b>JAMES BOND (007)</b>	
26. At the end of his Caribbean revolution, he became a minion of the Soviets by aligning himself with communism.	<b>FIDEL CASTRO</b>	"D"
27. Henry IV and Henry VIII might have argued about a lot of things, but I'd bet they'd agree on this being their favorite NBA team.	<b>LA KINGS</b>	
28. A war between the US and the Soviet Union that some might think might only have taken place in a refrigerator or on Antarctica.	<b>COLD WAR</b>	
29. Not NC State or University of Nevada's mascot, but the name of the German U-Boat groups that hunted the Atlantic in World War ii	<b>WOLFPACKS</b>	"A"
30. The city in which Ronald Reagan said, "Tear Down This Wall."	<b>BERLIN or WEST BERLIN</b>	
31. A Christian place of worship located on a mound.	<b>WINSTON CHURCHILL</b>	
32. Probably not the favorite MLB team of Confederate soldiers.	<b>NY YANKEES</b>	
33. Think thanksgiving in Galipoli and you might have the modern-day nation where a major WWI battle took place.	<b>TURKEY</b>	
34. One of June's birthstones and where you park ships.	<b>PEARL HARBOR</b>	
35. The both fitting and oxymoronic name of the first bombing of Japan during World War II, it did and didn't do much.	<b>DOOLITTLE'S RAID</b>	
36. Kardashian's transgender relative may be related to this Scientific Revolution figure who helped cure Small Pox.	<b>EDWARD JENNER</b>	
37. If Sir Francis Drake were to be drafted by a MLB team simply based on his resume, he would probably end up for this team.	<b>SEATTLE MARINERS</b>	"M"
38. Not when your car tire gives out when you're driving, but a term used to describe Hispanic students walking out of school in the 1960s	<b>BLOWOUT</b>	
39. Some people think that this term for surging non-defensive lineman into rushing is based on this German way of war during World War II.	<b>BLITZKRIEG</b>	
40. Arguably the three most powerful and most intimidating letters in the Soviet Union during the Cold War.	<b>KGB</b>	
41. It would have been more proper if Hitler had used medieval soldiers with swords to carry out this purging of NAZI enemies.	<b>NIGHT OF LONG KNIVES</b>	
42. Do you think that William Halsey was the inspiration for the name of this NBA team?	<b>CHICAGO BULLS</b>	
42. Oppenheimer said, "Now I am become death, the destroyer of worlds," in New Mexico no New York about this secret construction.	<b>MANHATTAN PROJECT or ATOM BOMBS</b>	
43. It is thought that this war between the English and Dutch Settlers in the Southern Hemisphere encouraged earning glory through warfare.	<b>ANGLO-BOER WAR</b>	
44. This 1980s event is the closes the Doom's Day Clock ever came to midnight, Robin Hood might be proud.	<b>ABLE ARCHER '83</b>	"R"
45. Don't forget to pack bedsheets when you go and visit this leader of the communist revolution in Russia.	<b>VLADIMIR LENIN</b>	
46. Probably Joseph Stalin's favorite NFL team, he might be with Superman in the box seats.	<b>PITTSBURGH STEELERS</b>	
47. Not to be mistaken with someone who puts branches and shrubbery on a roof, she is credited with helping the West win the Cold War.	<b>MARGARET THATCHER</b>	"A"
48. Numerical charge of the light brigade during the Crimean War or double what the Spartans sent to Thermopylae	<b>600</b>	



49. The hauntingly fitting acronym that stated if the Soviet Union launched nuclear warfare the US would go crazy and do the same.	<b>MAD or (MUTALLY ASSURED DESTRUCTION</b>	
50. If you combined a Reformation leader's name with the title of Cnute the Great, you'll have this Civil Rights leader.	<b>MARTIN LUTHER KING</b>	
51. Based on his theory, not his name, probably Copernicus's favorite NBA team.	<b>PHOENIX SUNS</b>	
52. Honestly, rated as one of the most effective US President, he helped guide the US through the US Civil War.	<b>ABRAHAM LINCOLN</b>	
53. A physical, man-constructed boundary that was neither passive nor peaceful during World War II.	<b>ATLANTIC WALL</b>	"C"
54. Complete the following analogy when thinking about the Chinese Civil War: _____ is to Communist China as Chang Kaishek was to Nationalist China.	<b>MAO ZEDONG</b>	
55. The Parker Brothers would be impressed if you arranged to have one of these in this game based on the Industrial Revolution.	<b>MONOPOLY</b>	
56. Arguably Edmund Hailey's favorite WNBA team, because he helped calculate it's orbit in years.	<b>HOUSTON COMETS</b>	"O"
57. In 1919, this significant piece of paper helped determine the fate of the Western World for much of the 20 <sup>th</sup> century.	<b>TREATY OF VERSAILLES</b>	
58. Tom Sawyer and Huck Finn would be impressed if you knew that this industrial age author was named Samuel Clements and almost fought on the Confederate side of the US Civil War.	<b>MARK TWAIN</b>	
59. Known for perestroika and glasnost, this Soviet Primer helped end the Cold War.	<b>MIKHAIL GORBACHEV</b>	
60. Not Harry Potter's weapon, but the location of the 1990s genocide in Africa.	<b>RWANDA</b>	
61. Pre-Scientific Revolution Alchemists probably would try to learn led to gold by rooting for this NBA team.	<b>ORLANDO MAGIC</b>	
62. "Old Blood & Guts" one of the most well-known US generals during world War II.	<b>GEORGE S. PATTON</b>	
63. The name of the mission where Texans made a stand against the Mexican Army and it helped lead to the Mexican-American War.	<b>ALAMO</b>	
64. This religious figure from Poland receives a lot of credit for helping to end the Cold War by 20 <sup>th</sup> century historians.	<b>POPE JOHN PAUL II</b>	
65. A dynamic and controversial duo, these two "superheroes" or "supervillains" helped end the Cold War.	<b>FATMAN &amp; LITTLE BOY</b>	
66. Cowboys is feasible, 49ers was good too, but a gun-enthusiast is someone who collects, and so.... (Entry Task as in Colt .45)	<b>INDIANAPOLIS COLTS</b>	
67. Every word is a key word for what he's remembered for, but stuffed animal should give it away (Imperialism, Common US Hlstory)	<b>THEODORE/TEDDY ROOSEVELT</b>	"E"
68. Snoopy's Rival = Red Baron, WWI Ace = Red Baron, Frozen Pizza = Red Baron (Modern Wars 5Ws & Test)q	<b>RED BARON</b>	
69. One of the last countries created by the Treaty of Versailles, it was ruled by Titoism for about 20 years.	<b>YUGOSLAVIA</b>	
70. Internet search engine + Red Sesame Street Character + Elbow Shaped Pasta = This Scientific Revolution Character who experimented with radio waves.	<b>GUGLIELMO MARCONI</b>	
71. Perhaps the favorite local indoor football team of Ignaz Schemelweiss based on his field of study in medicine.	<b>TC FEVER</b>	
72. The imperialistic idea that the US should spread from the Atlantic to the Pacific, it would have sounded more cool if Darth Vader said it.	<b>MANIFEST DESTINY</b>	"F"
73. A scientific revolution device or the name for the evacuation of French and British troops at Dunkirk during WWII.	<b>OPERATION DYNAMO</b>	
74. The second major threat to the Truman Doctrine, it also led to the resignation of General MacArthur, and technically is still a war today.	<b>THE KOREAN WAR</b>	

75. Something without a middle + the price of something = the name of this genocide against people of the Jewish faith in Europe from 1936-1945.	<b>THE HOLOCAUST</b>	
76. If Orville and Wilbur Wright had a modern-day favorite football team, it would probably be this East Coast team based solely on the Wright's contribution to the Industrial Age.	<b>THE JETS</b>	
77. What one shaves with or the theory of Thomas of Occam who stated the answer with the least assumption is probably the correct answer.	<b>OCCAM'S RAZOR</b>	
78. Germany's most famous printer.	<b>JOHANNES GUTENBERG</b>	
79. Crimean war heroine who trained nurses, she became a leading figure for equal rights during the 20 <sup>th</sup> century, you can remember her by the equation (Opposite of Day) + (A Strong Wind) = ?	<b>FLORENCE NIGHTENGALE</b>	"E"
80. A Cold War fear that the Soviet Union and Communism was trying to take over every facet of Western Civilization.	<b>RED SCARE</b>	
81. A clever way to say crimes against humanity or possibly genocide, basically an attempt to sanitize one place of a specific culture, often attributed to Bosnia in the 1990s	<b>ETHNIC-CLEANSING</b>	"I"
82. If Abel Tasman, James Cook, George Vancouver, Christopher Columbus, Charles Darwin, and Ferdinand Magellan all had to agree on a NHL team to root for, it would probably be these East Coast team.	<b>NY ISLANDERS</b>	
83. IF the Teenage Mutant Ninja Turtles were to travel back into time, they would probably feel most comfortable during this age of philosophic, artistic, and literary explosion.	<b>RENAISSANCE</b>	
84. Spaghetti and Marinera sauce is probably the best dish to symbol this age because it uses noodles and tomatoes.	<b>AGE OF EXPLORATION</b>	
85. This espionage project helped expose the "Cambridge Five" and determined that the Soviets had indeed spied on the Manhattan project.	<b>VENONA PROJECT</b>	"N"
86. This numerical Japanese plane that helped the Japanese attain air superiority during the early stages of WWII.	<b>ZERO</b>	"R"
87. Controversial NFL team that might not be a favorite of Joseph, Red Cloud, Sitting Bull, and other Native American Leaders.	<b>KANSAS CITY CHIEFS</b>	
88. Star Wars V is called "The Empire Strikes Back", Empires are built through conquering and controlling other nations.	<b>AGE OF IMPERIALISM</b>	
89. The precious gem who espoused the Guns, Germs, and Steel Theory to explain European dominance and eventual failure during the Age of Exploration and Conquest.	<b>JARED DIAMOND</b>	
90. This Cold War feat almost sounds like a potato and the first name of one of the Jonas Brothers	<b>SPUTNIK or SPUTNIK I</b>	
91. The assassination of this Austro-Hungarian leader touched off World War I and probably was the inspiration for the name of an alternative rock group.	<b>FRANZ FERDINAND</b>	
92. Prior to becoming a Pope, this NFL team is probably the favorite of potential religious figures hoping to become Pope.	<b>ARIZONA CARDINALS</b>	"A"
93. Nicknamed the "Butcher of the Balkans" this figure is assigned much of the blame for the Yugoslav Civil Wars and Bosnian Genocide, he died while awaiting trial for Crimes Against Humanity.	<b>SLOBODAN MILOSEVIC</b>	
94. It is unknown whether this red-haired Medieval German King would have liked this codename of the NAZI invasion of the Soviet Union during WWII.	<b>OPERATION BARBAROSSA</b>	
95. If the nobility of pre-20 <sup>th</sup> century Europe had to choose a favorite MLB team, they would probably choose this Midwestern Team.	<b>KC ROYALS</b>	

96. A well-known Native American Tribe, a NHL hockey team, or a helicopter name may explain the name of this failed attempt in Somalia to capture or kill known Somali warlords and denoted a shift in US foreign policy in the 1990s.	<b>BLACKHAWK DOWN</b>	
97. Some people counter arguments to the use of Native American terms in professional sports by citing groups like the Notre Dame Fighting Irish, the Boston Celtics, and this NFL team affiliated with Eric the Red and Leif Ericson.	<b>MINNESOTA VIKINGS</b>	
98. Indian leader who embraced non-violent protests in order to advance one's cause, he also inspired Dr. Martin Luther King Jr, and his message stuck around for longer than 60 seconds.	<b>GANDHI</b>	
99. Pacific Northwest native who is well-known for flying with the Flying Tigers and leading the Black Sheep squadron.	<b>GREGORY "PAPPY" BOYINGON</b>	
100. Although barely mentioned in class, this controversial genocide, the first of the 20 <sup>th</sup> century is championed by celebrities like the Kardashians and the metal group System of a Down.	<b>ARMENIAN</b>	"E"

ONE LETTER WAS INTNEIONALLY LEFT OUT, BUT IF YOU THOUGHT CRITICALLY ABOUT IT, YOU PROBABLY COULD COME UP WITH THIS PHRASE

Is the following possible:

\_\_F\_\_O\_\_R\_\_\*\_\_G\_\_E\_\_N\_\_O\_\_C\_\_I\_\_D\_\_E\_\_\*  
 \_\_I\_\_N\_\_\*\_\_A\_\_M\_\_E\_\_R\_\_I\_\_C\_\_A\_\_?

### ***Critical Thinking Reflection***

#### ***Curriculum Compacting Reflection***

The first time I toyed around with the idea of emphasizing critical thinking was after I attended my first AVID training. I had grown frustrated at students becoming too robotic and not thinking critically about what they were doing, rather, most were trying to figure out how they could do the least to attain the highest possible grade. A mentality that my colleagues and I called “gaming the system,” in edu-speak it is more commonly called becoming “teacher-wise,” “test-wise,” or “school-wise.” Many students and parents figured out what teachers expected the least, graded the easiest, and provided the easiest challenges to ensure that student sacrifice was minimal while GPA and other accolades reflected optimal learning. In short, many teachers felt that what was being earned on paper did not reflect a rigorous education. Moreover, my niche in the school was being relaxed because technical writing was being reinforced within the middle school and therefore, I found myself doing less and less teaching of technical writing and more and more enrichment of the skill. Unfortunately, the maxim remained that students would identify “standard” or “easy” thesis statements for arguments and would often buttress their entire papers on essays that they found in cyberspace. In short, what I was doing and expecting reinforced the robotic mentality that many students had adopted as a coping mechanism for maximum achievement with minimal effort.

I went back to the drawing board, I read Tony Wagner’s writings and studied all that I could about this largely unknown or at least un-advocated approach towards teaching – critical thinking. The problem I ran into, however, was that because the concept is so broad and really can include anything, there was nothing to center a pedagogical approach on. So., instead of trying to formulate a theory, I broke it down into parts and tried to include those parts into two theories I already had adopted for use in my classroom: Gardner’s Theory of Multiple Intelligence and Incidental (“Passive Consumption”) learning. The components of critical thinking I thought were easiest to include were: Problem-Solving, Imagination/Creativity, Empathy, Reflection, Organization, and Collegiality. I also accounted for that to cope with problems students often sought the “path of least resistance,” the internet or copying, many of them having reservations to think, so I included that in my assignment creation strategies. The artifact I included embody some of those strategies. First, a vagueness of directions or structure creates a problem that must be solved but without clues of how to solve it, only that they have the resources. There is no definition of resources so they must think, what resources do I have and self-identify with the ultimate goal of being identifying one another as a resource. Creativity and imagination are modeled in that the clues are like crosswords or riddles, so, in this regard I hoped that students would incidentally learn that being creative and using imagination is not only okay but it can be fun. Students would ask if they could work with partners or in groups, I would simply respond by saying, “It’s due at the end of class.” Predictably, by the last class of the day, student leaders had a pre-organizational plan of how to organize the class into groups to work most efficiently. To combat copying or using smart devices, I mandated that the students turn them in at the end of class, but said if they worked diligently, they may come back and get them and take the home. For me, the goal wasn’t the product but the process. Empathy was reinforced in that I hoped that some students who understood these types of problems or had a deeper understanding of history would assume more questions or offer help to others who were struggling.

I was very pleased with the process, it was the first time that I did something like this and I literally got goosebumps as the day went on and I watched as students entered the room with eagerness and anticipation because I knew that they had heard it was a bizarre test. I smiled as I saw mutual trust and accountability be established and as I watched student-leaders take on organizational tasks for the betterment of their own grade and for the collegiality of the class. I am glad I chose to focus on critical thinking because I think it’s something that I did a poor job of emphasizing and that schools, in general, expect students to develop but that they do not necessarily teach.