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aware about what she is doing and why she is doing it. Below we take a look at how each of the three strategies we've examined in this chapter works for the same lesson in a real-life classroom.

Differentiation in Action: The Same Social Studies Lesson Differentiated—Three Different Strategies

Content: Exploration

Strategy: Direct Questioning

1. Ask students to refer to the maps they have completed, showing the routes of the early explorers.
2. Orally review highlights of the explorers' journeys.
3. Review conditions during the Age of Exploration.
4. Divide the class into three groups. Each will respond to a prompt. They are:
 - Elaborate on your understanding of the following: exploration, power and authority, and territorial and cultural rights. Be sure to use lots of descriptive words to fully paint a picture of what these big concepts mean.
 - Compare the point of view of at least three explorers with the point of view of the people each explorer encountered.
 - Analyze the causes and effects of at least three explorers' expeditions. Give reasons to support your statements.
5. Provide a variety of reference materials at a variety of reading levels.
6. Allow students 45 minutes of work time.
7. Help students as they need it.
8. At the end of the period, assess whether students need time the next day to finish the assignment. If so, allow for that time. If the groups have finished, they will share their information in tomorrow's class.

Content: Exploration

Strategy: Ticktacktoe

I begin the lesson the exact same way . . .

1. Ask students to refer to the maps they have completed, showing the routes of the early explorers.
 2. Orally review highlights of the explorers' journeys.
 3. Review conditions during the Age of Exploration.
- . . . but at this point the lesson changes.*
4. Divide the class into three groups. Within each group students form pairs so that each person has a partner.
 5. Prepare three versions of the ticktacktoe board. The first two boards use the same key words and phrases, but the first uses simpler content. The third board contains the key words and phrases but no specific questions; students are to create their own exploration questions (refer to ticktacktoe section for discussion, page 57).

The simplest board looks like this:

| Ticktacktoe | | |
|--|---|--|
| How do explorers have enough resources to explore? | Describe an explorer's point of view. | Exploration: excitement: heroism: _____ |
| What is the purpose of exploration? | Describe a trend in exploration. | What can we assume about explorers and why? |
| Describe the effects of an exploration. | Elaborate on your understanding of exploration. | Decide what would happen if you become an explorer when you grow up. |

The second board looks like this:

| Ticktacktoe | | |
|---|--|--|
| Should explorers be expected to respect territorial rights? | Compare three explorers' points of view with those of the people they encountered. | Create a metaphor to describe nationalism in the context of exploration. |
| What is the purpose of human rights in the Magna Carta? | Analyze trends in exploration in order to determine future exploration. | What can you assume about changes brought to native peoples? |
| Analyze the causes and effects of three explorations. | Elaborate on your understanding of exploration to include information on power/ authority and territorial/ cultural European rights. | What would happen if expeditions failed? |

The third board looks like this: (Notice that it is a variation of the open-ended board illustrated on page 59.)

| Ticktacktoe | | |
|---------------------------------------|--|--------------------------------|
| Why, how, should? | Describe points of view. | Create an analogy or metaphor. |
| What are the uses or purposes of? | Describe trends and make predictions. | What do you assume and why? |
| Analyze the causes and effects of ... | Elaborate on your conceptual understanding ... | What would happen if ...? |

6. Provide a variety of reference materials at a variety of reading levels.
7. Allow students 30 minutes of work time.
8. Help students as necessary and circulate around the classroom, checking their responses.
9. At the end of the period, ask students to log what they did in their social studies journals (whom they worked with, which game board they used, and whether they finished their game).

Content: Exploration
Strategy: Graphic Organizers

I begin the lesson the exact same way . . .

1. Ask students to refer to the maps they have completed, showing the routes of the early explorers.
2. Orally review highlights of the explorers' journeys.
3. Review conditions during the Age of Exploration.

. . . but at this point the lesson changes.

4. Divide the class into three groups. Within each group students work individually on graphic organizers.
5. Give all groups the same graphic organizer. Some of the direct or ticktacktoe questions work with this lesson, becoming prompts for the different groups. Notice that I ask students to create their own questions in the third-level prompt. If you are not comfortable having the students create their own questions, you can certainly make up your own level three prompt.

Following is a sample of three different levels of prompts for a cause-effect graphic organizer:

- 1) What are the many effects of an exploration?
- 2) What are the causes and effects of three explorations?
- 3) Make up your own cause-effect question relating to exploration.

And here is a sample of three levels of prompts for a prioritize graphic organizer:

- 1) Prioritize assumptions we make about explorers.
- 2) Prioritize assumptions we make about changes exploration brought to indigenous peoples.
- 3) Make up your own "prioritize question" relating to exploration.

And finally an example of three levels of prompts for a T chart (see page 144 for an example of this kind of graphic organizer):

- 1) Decide the positive and negative things that might happen if you were to become an explorer when you grew up.
 - 2) Decide the positive and negative things that might have happened if European expeditions failed.
 - 3) Make up your own question that results in positive and negative things relating to exploration.
6. Give each group a type of graphic organizer and a prompt to work on. If students want to trade for more difficult prompts, let them do so (as long as you think the student will be at least moderately successful at responding). On the other hand, in general do not let students trade for easier prompts. Once in a while, offer students free choice. At such times, students can select whichever prompt they want to do.
 7. Move around the room, helping students as necessary.