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D.E.A.Q.

Key words and sample questions can encourage both you and your students to generate questions that address a wide range of thinking skills. D.E.A.Q. stands for Drop Everything And Question. It encourages students to take responsibility for their learning.

STEP BY STEP

- Turn to the reproducibles for Key Words & Sample Questions from Bloom's Taxonomy on pages 105–106. Make one copy of those pages for each student in the class.
- Hand out those copies to the students and assign different levels of questions to individuals or groups of students. Explain that the students' task is to come up with

a written set of questions that are at the assigned level and relate to a specific topic of study.

- Set a timer for 5–10 minutes and challenge students to see how many questions they can generate in that time.
- That includes you! Do the same thing the students are doing at the same time they're doing it. I'd suggest that you assign yourself one of the higher levels.
- Collect all the questions. Look through what you've collected and choose appropriate questions to include in class discussions, on assessments, as journal topics, or as subjects for group discussions. Of course, include some of your own questions in the mix.



FOR EXAMPLE

Math: Imagine a world with no circles, triangles, or parabolas. Write two paragraphs about what life would be like. (synthesis)

Science: List all the ways you can think of in which matter and energy interact. (knowledge)

Social studies: Explain the effect of the assassination of President John Kennedy on the people of the United States. (comprehension)

Literacy: Compare and contrast two novels. Consider characters, settings, conflicts, themes, tone, literary devices, symbols, and so on. (analysis)

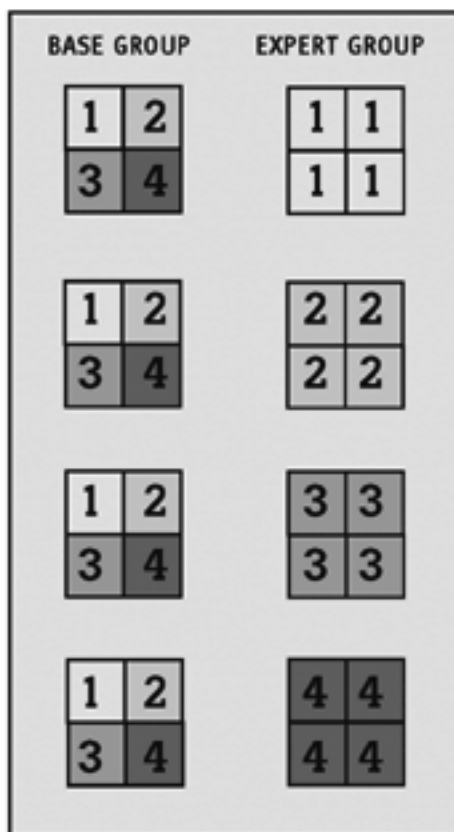
NOW LOOK WHAT YOU'VE DONE!

You've differentiated the level of questions you assigned certain students according to their readiness for the content. By directing the more in-depth and challenging question assignments to the students who were ready for that kind of complexity and asking other students to generate those questions that simplify the content, you've helped everyone to succeed. You can apply this same kind of differentiation (readiness for content) when you ask individuals or groups of students to respond to questions the class has generated.



Jigsaw

Jigsaw is a cooperative learning structure (Aronson 1978; Slavin 1994; Kagan 1994, 1998) that can be used in any content area and with any grade level. It helps students to explore material in a relatively short amount of time, and it also builds in both individual and group accountability.



STEP BY STEP

- Have students break into base groups of four students.
- Ask the students in each group to count off.
- Have the number 4 students meet with other number 4s, number 3s meet with other number 3s, 2s with other 2s, and 1s with 1s to form expert groups.
- The job of each expert group is to study a particular area of the content together and then individually meet back with their base groups to teach that content to the base groups. Let's say students are studying the American home front during World War I. You'd assign each expert group a particular topic—maybe one would study the War Industries Board and others would study the Food Administration, women and the war, and the relationship between the war and the flu epidemic of 1918. After the expert group on the War Industries Board meets together, the members return to their base groups to teach the other students about the board's purpose, its specific activities, and the results it produced.



OPTIONS

You can differentiate this strategy in a couple of different ways:

Level of readiness for the content:

If you have a unit of study on Theodore Roosevelt after the class has already studied the Spanish-American War, for example, ask the students for whom the content is difficult to review in their expert group what the class already knows about Roosevelt as a member of the Rough Riders in that war. They can create a timeline with illustrations of Roosevelt's career up to his presidency. A second group can focus on his work in conservation; their assignment is to write a letter to an influential member of Congress in support of a particular environmental bill. A third group can write a newspaper article that focuses on Roosevelt's work as a diplomat once he was elected president—a part of his career that is more complex. Ask the fourth expert group to write a eulogy for Roosevelt that covers his life before and during his presidency and also includes information about his work as a leader of the

Progressive party and his efforts to reform the meat-packing industry. When students return to their base groups, each student can share with the others what was done in his expert group.

End products: Let students choose, based on their learning preferences or intelligences, how they'll show you what they've done. When studying westward expansion, for example, expert groups can research the roles of different groups that moved to the western frontier between 1840 and 1900—say, Mormons, Chinese immigrants and Chinese-Americans, Forty-Niners and gold miners, and African-Americans or "Exodusters." The students studying the Mormons might brainstorm ideas together, and then each individual student in that group might draw a cartoon strip illustrating a particular issue faced by Mormons at that time. Or each could make a flowchart on poster board showing why the Mormons moved. Each student would then use his cartoon or flowchart to teach his base group about what he's learned.

NOW LOOK WHAT YOU'VE DONE!

This activity has all sorts of benefits in terms of differentiated instruction. If you require a student to turn in a report, you're allowing for individual assessment. If you require each *group* to turn in a report or take a quiz on the material, you establish group accountability.

The process fosters shared responsibility for learning. And when the students return to their base groups, those students for whom the content is a challenge will not only have the chance to participate in the group discussion but will also benefit from the dialogue with the more advanced learners in the group.





Kinesthetic Assessment

This strategy asks students to create sentences that reflect content studied. Students like the element of chance that's involved.

STEP BY STEP

- Start with a set of nine index cards for each student. On each card, write a vocabulary term from the content the class is studying. (Or fill in a copy of the Kinesthetic Assessment reproducible on page 150, run off copies on card stock, and cut the cards apart.)



Some mistook Gha's taciturn nature to mean she was extremely pliant, when in fact she was just as fractious as the rest of us.

I knew it was preposterous to think the crowd was fractious because I had seen what a tumultuous welcome they had given their hero.

- Give a complete set to each student.
- Each student shuffles his cards and lays them out in a grid pattern, with three rows of three cards each.
- Each student writes eight sentences using the words. Three sentences must use the words in the three horizontal rows (one sentence for the words in each row); three sentences must use the words in the vertical columns (again, one sentence for each); and two sentences must use the three-card diagonals (one left to right and one right to left).

NOW LOOK WHAT YOU'VE DONE

When you use this strategy, students are creating the sentences and not responding to a true/false or multiple-choice teacher-created assessment. Manipulating the cards allows for kinesthetic involvement. You can use the same words for all students, or you can further differentiate by selecting different words for certain individuals or groups.