

Design DI: CAP Activities

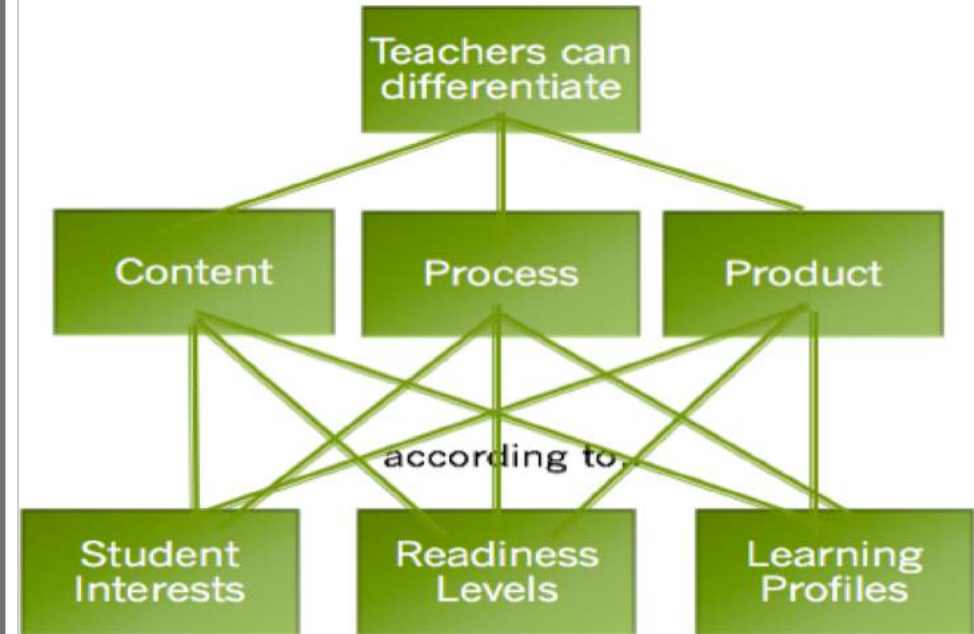
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Author and Education Consultant



A Definition of Differentiation

Dr. Carol Tomlinson



Teachers can differentiate...

CONTENT

the details,
specific facts,
content vocab and
concepts

PROCESS

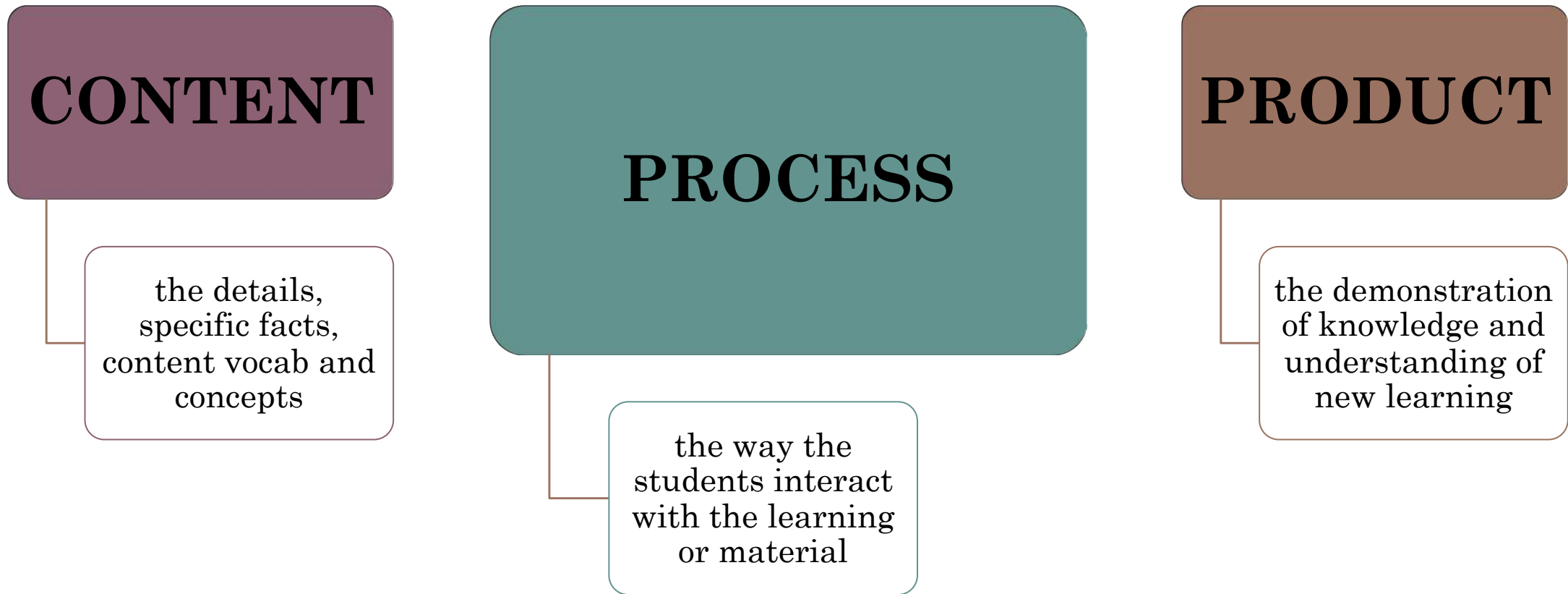
the way the
students interact
with the learning
or material

PRODUCT

the demonstration
of knowledge and
understanding of
new learning

Which type of differentiation is most
under-utilized? Misunderstood?
Neglected?

Teachers can differentiate...



According to...

learning
profiles

- enhances efficiency of instruction
- links like-minded individuals

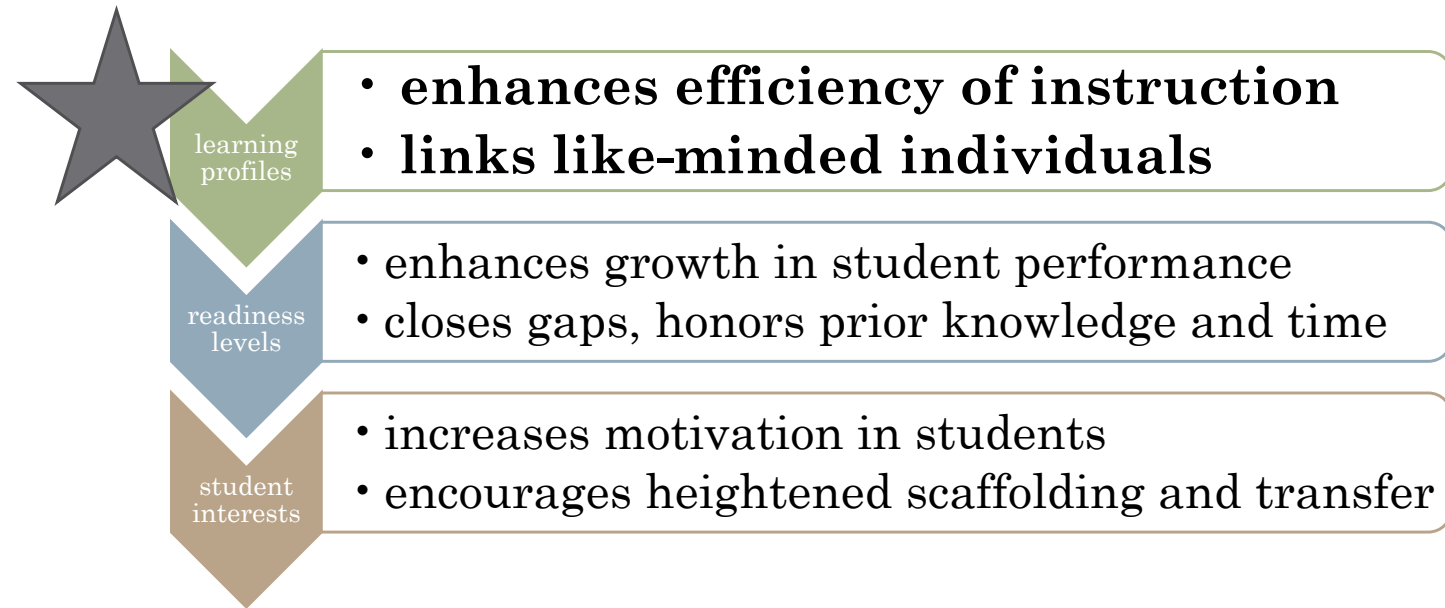
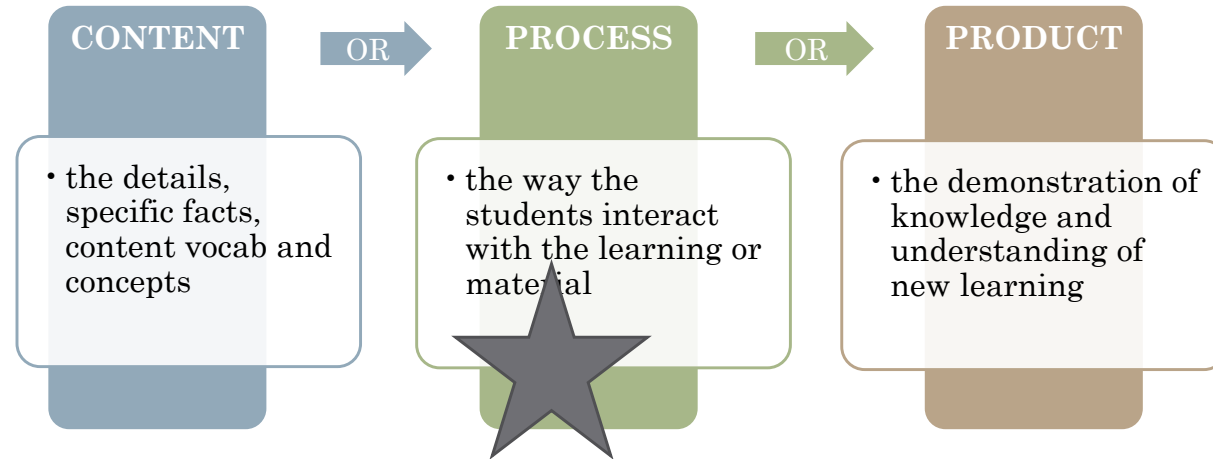
readiness
levels

- enhances growth in student performance
- closes gaps, honors prior knowledge and time

student
interests

- increases motivation in students
- encourages heightened scaffolding and transfer

Teachers can differentiate...



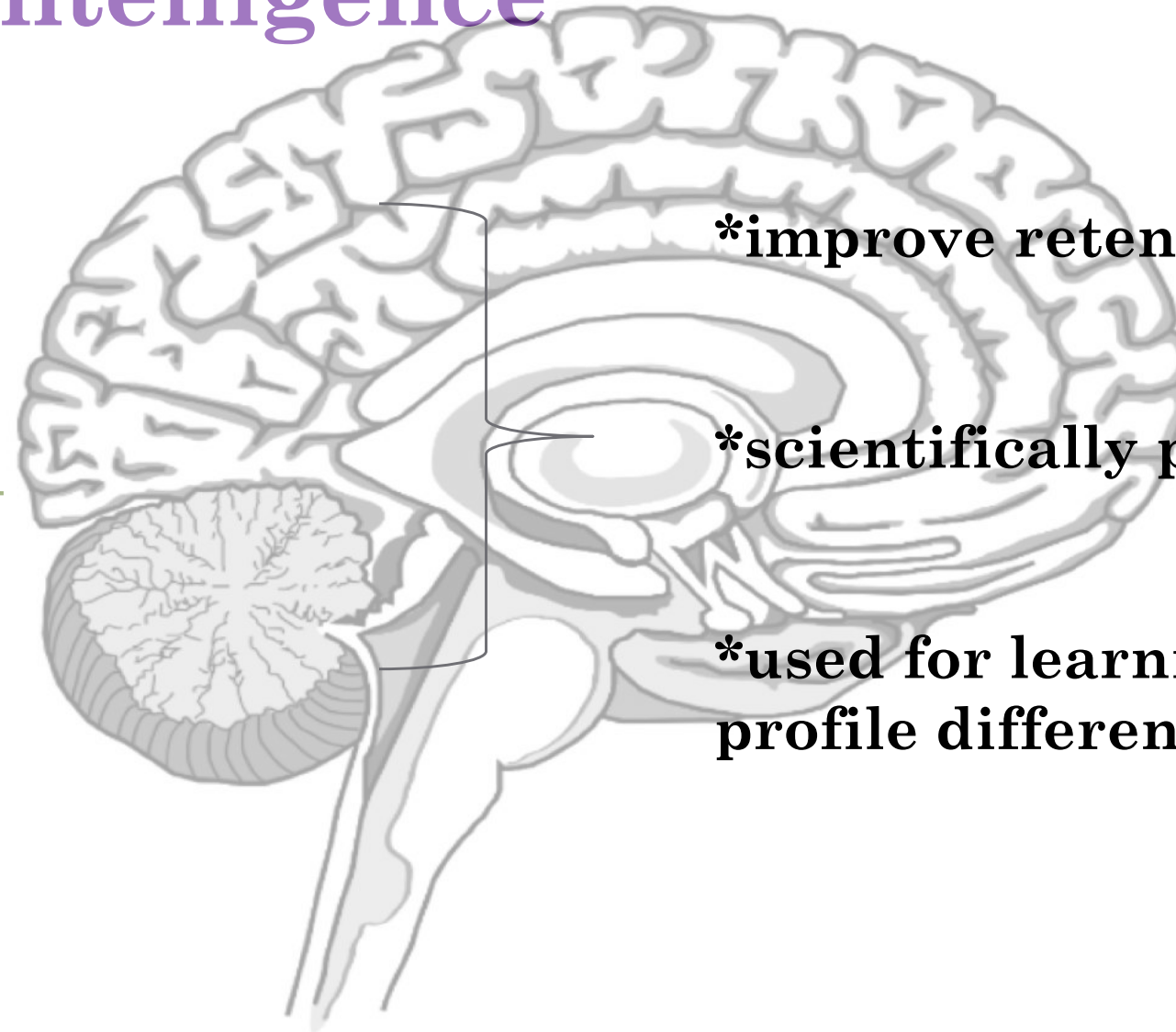
TRIARCHIC
THEORY OF
INTELLIGENCE

Triarchic Theory of Intelligence

Creative

Analytical

Practical

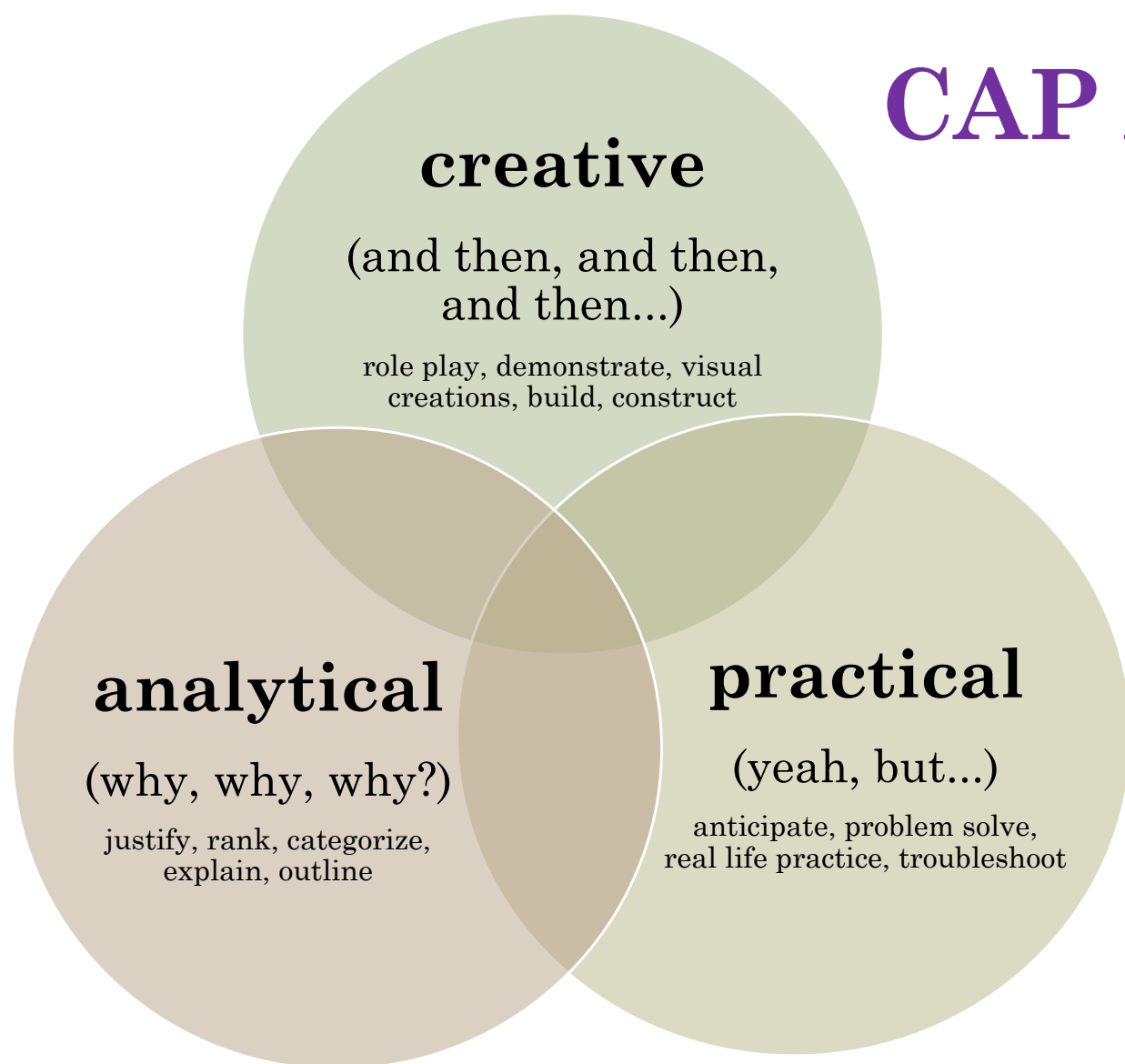


***improve retention**

***scientifically proven**

***used for learning
profile differentiation**

CAP Activity



C + A + P = Successful, balanced Intelligence

Creative Thinking



“Smith, we need more creativity. You have to learn to think outside the box.”

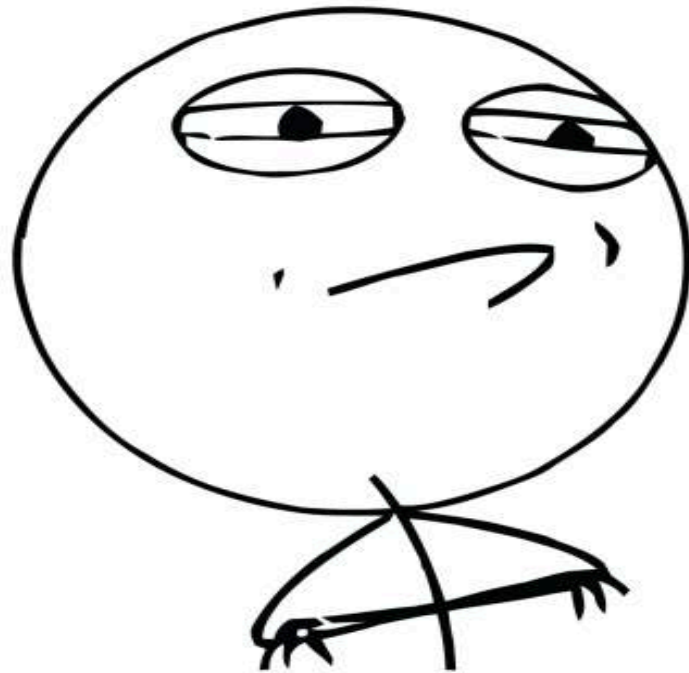
Creative Thinking-Verbs

DESIGN	INVENT	CREATE	BUILD
WRITE	MANIPULATE	BRAINSTORM	PRETEND
DEMONSTRATE	CONSTRUCT	IMAGINE	REPRESENT

Creative Thinking-Examples

- Design cards for Hallmark to be given to each of the characters in the story. Be sure to indicate understanding of their character traits and major events in this exercise.
- Complete this unusual analogy: Mid-century Modern Architecture is like high heels, is like gymnastics, is like coffee, is like a carrot. Be sure to offer enough detail to demonstrate your knowledge and understanding of Mid-century Modern Architecture
- Make a human timeline for the events of the Cold War. Be original in how you express these events and offer enough detail to demonstrate your knowledge and understanding.

CHALLENGE ACCEPTED



Analytical Thinking



“To address this mistake we must use root-cause analysis. I’ll begin by saying it’s not my fault.”

Analytical Thinking-Verbs

DISSECT	ARGUE	DEBATE	DEFEND
JUSTIFY	OUTLINE	COMPARE	CONTRAST
PROVE	EXAMINE	RANK	EXPLAIN

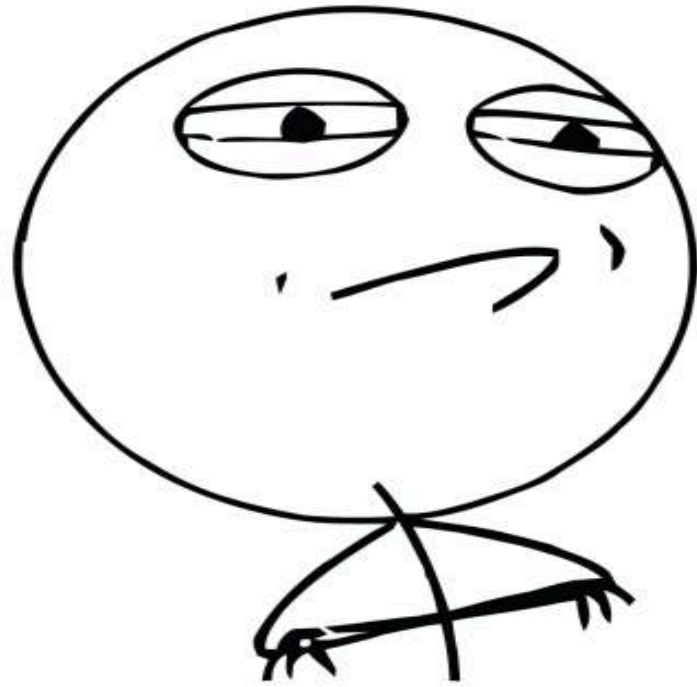
Analytical Thinking-Examples

- Outline the important events in the text. Why is this sequence of events important? What inferences can you make based on the reading?
- Consider the theories of John Locke and Thomas Hobbes regarding Social Contracts. Choose a side and prepare a case to defend it. Determine your points for argument, potential counterarguments and how you will rebut those.

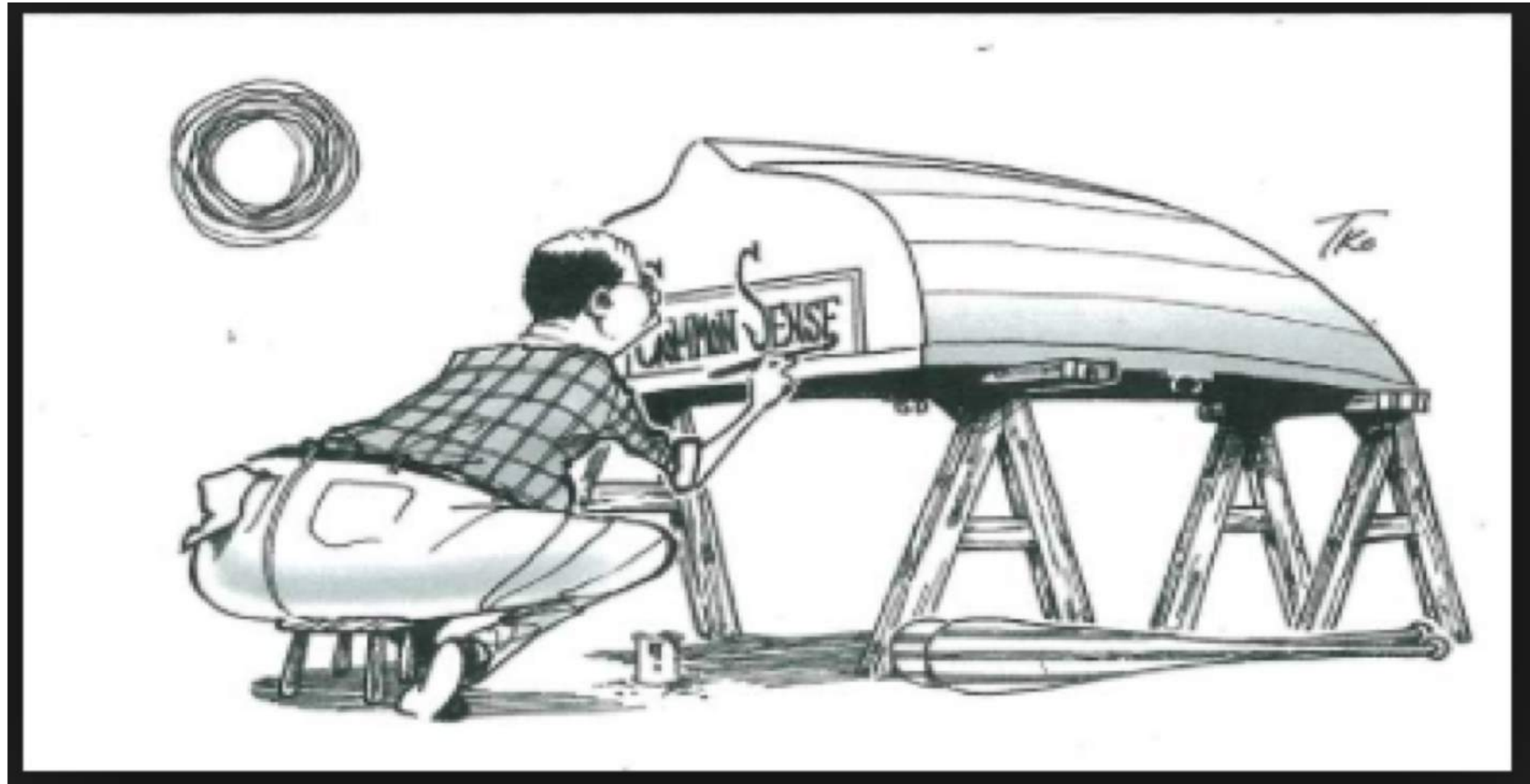
Analytical Thinking-Examples

- Consider the learning we have done about our national monuments. Make a chart or table that shows similarities and differences between the monuments. Why might there be similarities? Differences?
- From the reading, which three pieces of information seemed the most important about bats? Why were these important? What can we do with this information? What *should* we do?

CHALLENGE ACCEPTED



Practical Thinking



Practical Thinking-Verbs/Tasks

HYPOTHETICAL SCENARIO	WHAT IF...?	POSSIBLE ISSUES?	WHERE DO YOU SEE THIS...?
COULD THIS BE IMPROVED?	CAN WE CHANGE...?	HOW WOULD THE WORLD BE DIFFERENT WITHOUT...?	IS THERE AN ETHICAL ISSUE WITH...
TAKE ON A NEW PERSPECTIVE	REPLACE WHAT YOU KNOW WITH THE OPPOSITE...	CREATE A PSA...	CONSIDER THE CONSEQUENCES IF ___ IS CHANGED OR REMOVED...

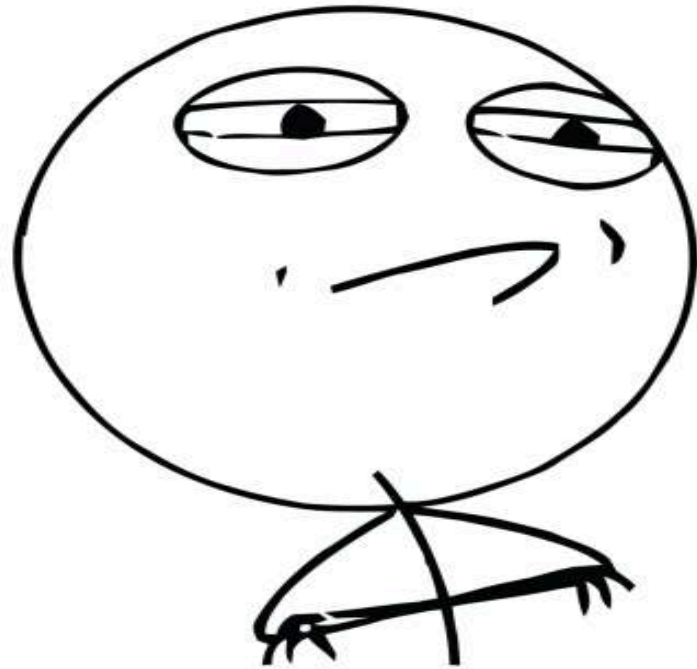
Practical Thinking-Examples

- Consider the steps in solving an algebraic equation. What would happen if one of these steps were missing, or done out of order? Could we arrive at the correct answer?
- Regarding our reading, how different would our understanding of the JFK assassination be if Jack Ruby had not shot Lee Harvey Oswald? Would it matter? Discuss and use details from the reading in your discussion.
- Considering the information on recycling, create a PSA to show the principal of your school. Your goal is to persuade your principal to engage in a campus-wide recycling program. Help solve the issues associated with recycling.

Practical Thinking-Examples

- Consider the steps in photosynthesis. What would happen if the sequence were jumbled? Could the process be completed anyway? Might the results be different, and how so? What makes you think this? (feel free to use visuals to guide your discussion)
- Regarding our unit on poetry and figurative language, what would happen to these three poems if the writers were not allowed to use figurative language? Or if we, the readers, did not understand it? Would this change meaning? Change the art?






CHALLENGE ACCEPTED



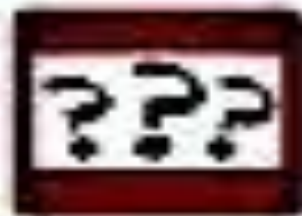
Pledge CAP Activity

C	Establish an entirely new world complete with its own ideals, emblems, pledge and colors. Be prepared to present your new world and explain your rationale. Be sure to use terms and concepts associated with our study of national identity.
A	How do our ideals line up with those of the French government? Where are they similar? Different? What might account for these similarities and differences? Be sure to use terms and concepts associated with our study of national identity.
P	Imagine our country without the flag, the pledge, emblems, nationalism, etc. How might this change our country? Is there value is not having these? Should these ideals change as our culture changes? Be sure to use terms and concepts associated with our study of national identity.





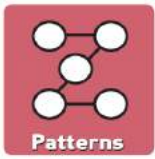


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Depth & Complexity



Learning Objective: to understand the challenge in defining giftedness

Task	Activity
 	<p>Create your own, new definition of giftedness without using words. Now write a definition as though you are a gifted student. What would you want your teachers/school leaders to know?</p>
  	<p>Consider each of these definitions, and determine the three best—why are they? What repetitions in language do you see? Based on the progression in the definitions, what do you think we will see next?</p>
 	<p>What seem to be the issues with agreement upon a definition for giftedness? Do we <i>need</i> an agreed upon definition at all? <i>Can</i> we agree? What might be the message about giftedness given so many approaches to articulating what giftedness is?</p>