Differentiated Assessments and Activities

This section includes concise activity descriptions and some guides that would scaffold students’ completion of activities.

Debate  Draw  Diagram  Enact  …

What are the actions most appropriate to your students’ progress?

Diverse Student Activities/Assessments

verbal
- write _letter _poem _article _story
- dramatize a story or history
- outline, write, illustrate a topic booklet
- add to a story, poem, song
- make glossary
- write weekly letter home about learning progress and plans

auditory
- draw/write about music
- listening to learn games

kinesthetic
- pantomime to communicate
- “fold-a-books”
- create a collage
- make/build a model

visual
- “read” paintings
- illustrate a reading
- create symbols to represent ideas

constructive synthesis/
creative construction
- invent a game
- create museum-like displays
- make portfolios
- simulation
### Chicago Connections Activities

Each activity will result in a product. Students can share learning and expand others’ knowledge and understanding of Chicago. Some can be about Chicago past, others about the present, and some even about the future. *All develop Common Core Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*

<table>
<thead>
<tr>
<th>Draw Chicago’s history—a time-line of important changes.</th>
<th>Make a picture glossary of words that are important to understand Chicago’s</th>
<th>Write a children’s book for a younger student about Chicago.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict the city’s future in pictures.</td>
<td>Write a scenario or play about Chicago.</td>
<td>Make up multiple choice questions about Chicago’s history.</td>
</tr>
<tr>
<td>Create or complete a Venn diagram comparing then to now.</td>
<td>Create or complete a chart classifying the kinds of transportation, communication, and work people did</td>
<td>Organize information for a debate about what you think was the important issue at the time shown in the exhibit.</td>
</tr>
<tr>
<td>Each student writes and illustrates one page in a class book about Chicago.</td>
<td>Create a map showing what was important in Chicago in the past.</td>
<td>Write a letter to/from a Chicago problem solver.</td>
</tr>
<tr>
<td>Write a booklet about the topic.</td>
<td>Write a diary as if you were a person living in Chicago at a different time.</td>
<td>Make a Chicago history alphabet book.</td>
</tr>
<tr>
<td>Make an exhibit about Chicago. Choose a theme and show it.</td>
<td>Make an exhibit about Chicago today. Show how the past is part of the present.</td>
<td>Write a poem or song about Chicago.</td>
</tr>
</tbody>
</table>
### Active Learning Projects—

Ways to have students “Get” What’s Important

<table>
<thead>
<tr>
<th>Collect and classify information in a test bank on a topic.</th>
<th>Make a glossary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create or complete a <strong>diagram</strong>.</td>
<td>Create or complete a <strong>chart</strong>.</td>
</tr>
<tr>
<td>Create or complete a <strong>timeline</strong>.</td>
<td>Create or complete a <strong>map</strong>.</td>
</tr>
<tr>
<td>Create or complete a <strong>graph</strong>.</td>
<td>Each student writes one page in a class chapter about the topic.</td>
</tr>
<tr>
<td>Write a booklet about the topic.</td>
<td>Write a diary as if you were a person in the situation you are studying.</td>
</tr>
<tr>
<td>Construct a multiple-choice question about the topic.</td>
<td>Draw a cartoon to show the sequence in a skill or in an event.</td>
</tr>
<tr>
<td>Write an open-ended question about the topic. List three possible answers.</td>
<td>Use pictures or symbols to communicate the topic without words.</td>
</tr>
<tr>
<td>Write what’s next.</td>
<td>Outline a page or chapter.</td>
</tr>
<tr>
<td>Construct a crossword puzzle about the topic.</td>
<td>Write a poem about the topic.</td>
</tr>
<tr>
<td>Rewrite your textbook chapter so a younger student would enjoy it.</td>
<td>Make a set of questions for Who Wants to be a Millionaire based on this week’s learning.</td>
</tr>
<tr>
<td>Organize information for a debate on this topic.</td>
<td>Make a fact bank.</td>
</tr>
<tr>
<td>Write a letter to someone in this situation telling that person what to do—and why.</td>
<td>Change the ending.</td>
</tr>
</tbody>
</table>
Activity Bank
Here are some active approaches to learning that you can include in the week-by-week learning. These projects can be assigned as homework as well as used as engaging in-class activities.

- complete graphic
- create graphic
- research partners
- student specialists--each student takes responsibility for one sub-topic (can be assigned on section of textbook, one topic to report on from textbook and from other information sources)
- role-play
- problem solve
- simulation
- presentation

Projects incorporating active learning approaches:
- Collect and classify information in a data bank on a topic.
- Create a glossary.
- Each student writes one page in a chapter about the topic.
- Plan, write, and illustrate a booklet about the topic.
- Write a diary as if you were a person in the situation you are studying.
- Construct a multiple-choice question about the topic you are learning.
- Use pictures or symbols to communicate the topic without words
- Draw a cartoon to show the sequence in a skill or in an event.
- Question-Answer Exchange.
- Organize your own encyclopedia article about this subject.
- Collaborate to create a crossword puzzle.
- Debate which are the most important ideas you are learning.
- Rewrite your textbook chapter so a younger student would enjoy it.
- Make a time-capsule of the important information you need to take with you.

_______________________________________________________

_________________________