

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.*

<ul style="list-style-type: none">• Draw Chicago's history—a time-line of important changes.	<ul style="list-style-type: none">• Make a picture glossary of words that are important to understand Chicago's	<ul style="list-style-type: none">• Write a children's book for a younger student about Chicago.
<ul style="list-style-type: none">• Predict the city's future in pictures.	<ul style="list-style-type: none">• Write a scenario or play about Chicago.	<ul style="list-style-type: none">• Make up multiple choice questions about Chicago's history.
<ul style="list-style-type: none">• Create or complete a Venn diagram comparing then to now.	<ul style="list-style-type: none">• Create or complete a chart classifying the kinds of transportation, communication, and work people did	<ul style="list-style-type: none">• Organize information for a debate about what you think was the important issue at the time shown in the exhibit.
<ul style="list-style-type: none">• Each student writes and illustrates one page in a class book about Chicago.	<ul style="list-style-type: none">• Create a map showing what was important in Chicago in the past.	<ul style="list-style-type: none">• Write a letter to/from a Chicago problem solver.
<ul style="list-style-type: none">• Write a booklet about the topic.	<ul style="list-style-type: none">• Write a diary as if you were a person living in Chicago at a different time.	<ul style="list-style-type: none">• Make a Chicago history alphabet book.
<ul style="list-style-type: none">• Make an exhibit about Chicago. Choose a theme and show it.	<ul style="list-style-type: none">• Make an exhibit about Chicago today. Show how the past is part of the present.	<ul style="list-style-type: none">• Write a poem or song about Chicago.

Active Learning Projects—

Ways to have students “Get” What’s Important

• Collect and classify information in a test bank on a topic.	• Make a glossary.
• Create or complete a diagram .	• Create or complete a chart .
• Create or complete a timeline .	• Create or complete a map .
• Create or complete a graph .	• Each student writes one page in a class chapter about the topic.
• Write 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.	• Draw a cartoon to show the sequence in a skill or in an event.
• Write an open-ended question about the topic. List three possible answers.	• Use pictures or symbols to communicate the topic without words.
• Write what’s next.	• Outline a page or chapter.
• Construct a crossword puzzle about the topic.	• Write a poem about the topic.
• Rewrite your textbook chapter so a younger student would enjoy it.	• Make a set of questions for Who Wants to be a Millionaire based on this week’s learning.
• Organize information for a debate on this topic.	• Make a fact bank.
• Write a letter to someone in this situation telling that person what to do—and why.	• Change the ending.

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.
- _____
- _____