

## Guided Practice on Differentiation

**Task 1:** In an American Government class, students are asked to create a playskit about the relationships involved in an between a congressional committee, an interest group, and an executive agency. In the assignment students are to explain WHAT each component of the iron triangle is how it is affected by rule of law.

**Differentiations:**

- One student was allowed to draw a comic book rather than participate in the play.
- One group was not given an iron triangle to work with and had to research to find one.
- After all the plays, students wrote in their journals which play was best and explained why.

**What (readiness, interests, learning profile) was being differentiated?**

**How were content, product, process, learning environment differentiated? (As applicable)**

**Task 2:** A World History task called for students, working as speechwriters, to prepare the globalization component of a speech to be given by a Senator. The students had to explain at least one ethnic conflict, analyze terrorism as a form of warfare, and support or oppose increasing economic interactions with other countries.

**Differentiations:**

- As part of a lesson leading up to the task, the teacher took several students who were struggling aside and showed a video on economic globalization following a lecture given to the entire class.
- Several ESOL students were give sheets of paper with key terms defined in their native language.
- One Rwandan student taught a lesson on the ethnic conflict she experienced while living there.

**What (readiness, interests, learning profile) was being differentiated?**

**How were content, product, process, learning environment differentiated? (As applicable)**

**Task 3:** In a seventh grade class students were asked to prepare an economic plan that would improve the economies of selected countries from the standards. Students completed a learning contract at the beginning that decided whether they would present the plan or just write it out for the teacher.

**Differentiations:**

- Two students were granted an amendment to their contract that allowed them to film their presentation at home and show it to the class.
- The class voted, using a method of government they had learned earlier in the year, on the rules for the presentations.
- Three advanced students were asked, in addition to the general requirement of the economic plan to explain how their plan would affect other countries that traded with the ones they were focused on.

**What (readiness, interests, learning profile) was being differentiated?**

**How were content, product, process, learning environment differentiated? (As applicable)**