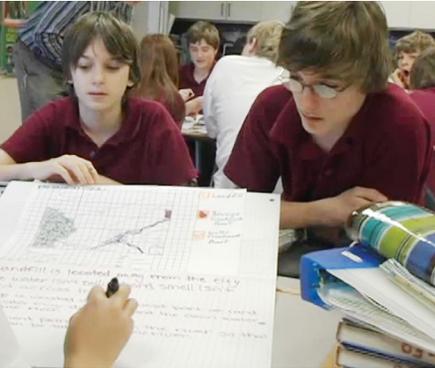
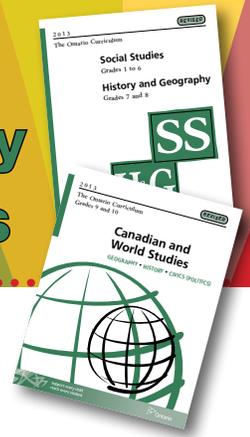




Knowing and responding to learners in History, Geography and Canadian and World Studies



This booklet provides an “at a glance” look at effective and differentiated instruction in History, Geography and Canadian and World Studies. It includes classroom scenarios that describe how teachers assess, plan and adapt their instruction to determine and address the unique aspects of how their students learn.

Differentiated instruction (DI) is adapting instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning.

Differentiated instruction may be planned prior to working with students in classrooms and also happens in the moment – as teachers adjust their instruction in ‘real time’ to respond to unanticipated strengths and needs surfacing from assessment (Parsons, Dodman and Burrowbridge, 2014).

“You might be stuck on one way – and if (the teacher) shows you another way and you’re open to it and try it – you might like it even better and it will help you.”
(Grade 10 History Student)

When learning is responsive to the development of students, the increasing demands of the curriculum, and connects to their lives and the world outside school, adolescent learners are more likely to experience success.
(Adolescent Literacy Guide, 2012, p.6)

Why use a differentiated approach to teaching and learning?

Equity of Opportunity for Learning

Ontario’s diversity is one of the province’s greatest assets. Our schools need to be places where everyone can succeed in a culture of high expectations. By ensuring equity of opportunity for learning in our education system, we can help all students achieve excellence (*Achieving Excellence, A Renewed Vision for Education in Ontario*, 2014).

The Adolescent Learner

Adolescents are in varied stages of development . . . physical, emotional, cognitive and social, as they move from childhood to adulthood (*Stepping Stones*, 2012). In the intermediate grades, students are required to meet increased demands (e.g., vocabulary acquisition, evaluating large amounts of information) in a variety of disciplines. The range of literacy skills in a classroom often spans several grade levels. Supporting the learning of young people requires a clear understanding of the learner as well as their context for learning. Educators play a key role in designing learning experiences that are responsive to the student’s development, strengths and needs.

Teachers who effectively differentiate:

- consistently assess student progress in multiple ways
- build extensive knowledge about how students learn and effective pedagogy
- reflect critically on their practice

(Parsons, Dodman and Burrowbridge, 2014, p. 41)

Geography and Canadian and World Studies Scenarios

Grades 7-8 Geographyp. 3
Grade 9 Geographyp. 4
Grade 10 Historyp. 6
Grade 10 Civics and Citizenshipp. 7

Effective and Differentiated Instruction in History, Geography and Canadian and World Studies

What is essential to effective instruction in History, Geography and Canadian and World Studies?

Designing effective instruction in History, Geography, and Canadian and World Studies includes balancing content knowledge with the skills of each discipline, developing disciplinary thinking and

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The Inquiry Process



(The Ontario Curriculum: Social Studies, Grades 1-6; History and Geography, Grades 7-8; Canadian and World Studies, Grades 9-10, 2013)

In a responsive, engaging and welcoming learning environment learners:

- have agreed upon ways of collaborating
- know what is expected of them
- respect and value each other's differences and work productively together
- have opportunities to work individually or in small groups
- make choices based on strengths and needs
- have flexible and reconfigurable spaces for their learning

See also: *Adolescent Literacy Guide*, 2012
DI Educator's Package, 2010
The Third Teacher, 2012



using the inquiry process. It is important that students not simply learn facts but that they develop the ability to think and process content in ways best suited to each subject. To this end, the Ontario curriculum emphasizes developing students' ability to apply concepts of disciplinary thinking, which are inherent in 'doing' each subject.

Although there are differences in the focus, concepts and questions asked in each discipline, the inquiry process for all disciplines is based on the same general model (see margin). It is important to know that the process is not necessarily implemented in a linear fashion and not all investigations will involve all five components.

Why is differentiation important for student learning in History, Geography and Canadian and World Studies?

Student readiness, interests and learning preferences vary greatly within any classroom. In History, Geography, and Canadian and World Studies classes there are differences in:

- background knowledge and vocabulary in the discipline
- discipline-related skill development (e.g., spatial skills for using maps, graphs and globes)
- skills related to the components of the inquiry process
- experience in pursuing open-ended questions
- skills related to learning how to learn (e.g., goal-setting, self-monitoring, metacognition)
- literacy skills such as reading, writing, listening and speaking
- communication skills for group discussion.

Many of these differences can be addressed during the inquiry process when students, individually or in small groups, are provided with choices and supports that address their readiness, interests or preferred ways of learning.

Responding to differences in readiness helps students feel capable and increases their motivation to learn. Addressing student interests and learning preferences (e.g., through flexible grouping and providing choice) provides relevance and autonomy – factors key to student engagement (Willms, J. D., & Friesen, S, 2012; Marzano, R.J., and Pickering, D.J., 2010).

The History, Geography and Canadian and World Studies Scenarios

The teachers in the following scenarios have a deep understanding of their discipline and the curriculum for the subjects they teach. They have attended to each of the components in the Complexity of Learning and Teaching diagram by:

- establishing safe, engaging and inclusive learning environments that address the developmental needs of adolescents: affirmation, relationships, challenge, contribution, power and autonomy, purpose, and voice (*Adolescent Literacy Guide*, 2012, p.10)
- designing learning experiences that focus and engage their learners
- selecting appropriate instructional strategies that help students meet their learning goals.

Complexity of Learning and Teaching



(see insert)

The scenarios illustrate how the teachers assess to understand the learning needs of their students, use this information to shape instruction and reflect on their practice.

The scenarios show how the teachers not only carefully plan instruction to differentiate for the variety of learners in their classroom but also adapt to meet specific, perhaps unanticipated, needs that arise during instruction. In each example there is a clear learning goal and an evident plan for differentiation based on assessments of student interests, learning preferences and/or readiness. Each scenario incorporates some or all of the key features of differentiated instruction.

Key features of DI

Flexible Learning Groups

– vary over time based on student readiness, interests and learning preferences

Personal Response and Choice

– provide personalized opportunities for students to take ownership of their learning

Respectful Tasks

– promote high expectations; are equally engaging and assessed using the same criteria

Shared responsibility for learning

– develops when students have ‘voice’ and are supported in becoming autonomous, self-assessing learners

(Differentiated Instruction Educator’s Package, 2010)



Grade 7-8 Geography

Supporting Students in Reading Images and Collaborative Talk

Mr. Berry’s grade 7-8 geography class has been working on Map, Globe and Graph skills – specifically on reading images to analyse the interrelationship between the Earth’s physical features and processes, and human activity and settlement patterns. Mr. Berry wants his students to be able to select and use strategies to help them read images so that they can gain information on a geographic issue and communicate their thinking. The class is focusing on the following themes or ‘big ideas’:

- Grade 7: People’s activities are related to the physical features and processes in their region.
- Grade 8: We need to develop sustainable communities that function within the limits of our physical environment.

Mr. Berry designs a lesson to help students extract information from, and analyze images of, unfamiliar places. Students will work in grade-specific groups of four with several images related to the grade-specific theme. The images for grade 7 are photographs of people conducting their daily lives during monsoon season in significantly affected areas. Grade 8 images are photographs that illustrate the implications of climate change on coastal populations (e.g., flooding due to ‘Super Storm Sandy’).

Learning goals and success criteria are a fundamental consideration for knowing and responding to learners. *Growing Success*, p.32

Based on earlier classroom observation, Mr. Berry knows that many students are not sure how to read an image for information. To support them, he provides the class with an ‘I See, I Know and So’ organizer, with prompts for each category, to help them unpack the information. He selects an image and ‘thinks aloud’ to model the use of the organizer for the students. Mr. Berry encourages two students who

have experienced monsoons to share their stories with the class; he includes this information in the ‘I know’ category. The class, with Mr. Berry, clarify success criteria for ‘reading images’ based on the ‘think-aloud’ example.

I see	I know	and so...

See *Think Literacy** for ‘Reading Visuals’, p.24 and ‘Reading Images’, p.50:
*http://www.edugains.ca/resourcesLIT/ClassroomLearning7_12/CanadianWorldStudies/ThinkLitGeography9.pdf

For more on ‘think alouds’ and reading photographs, see videos:
• ‘Think Aloud: An Instructional Practice to Make Thinking Visible’
• ‘Think Aloud: subject Specific Examples – History: making inferences’
http://www.edugains.ca/newsite/literacy/resource_by_type.html



ALERT Focus the Talk With a Product

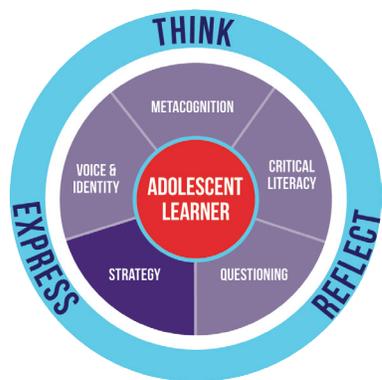
Have students complete a product, such as a placemat, annotated quotation, or mind map, as a record of their conversation. Use it as assessment information combined with information gathered through observation.

(Make Room for Talking to Learn, 2012, page 3)

ALERT Prompts for Collaborative Talk

- What do you mean by....?
- Can you provide an example?
- What is another point of view?
- In other words, you are saying...
- The main points here are ...

(Make Room for Supporting Student Collaboration, Winter 2015, page 3)



Strategy is a component of adolescent literacy. Teachers support students in strategy use by modelling subject-specific processes and explaining how they reflect thinking in the subject.

(Adolescent Literacy Guide, 2012)



Students work in like-grade pairs and select one image to read. Mr. Berry has students ‘think, pair, share and square’ so that they can think individually, note their initial thoughts on their organizer and discuss in pairs before engaging in centre discussion as a group of four.

Scaffolding provides students with supports to build their knowledge and skills so that they are ready to learn or can tackle tasks at a particular level of complexity. As students develop in the particular area, supports are gradually removed.

Mr. Berry circulates and reminds some students who are recording inferences in the ‘I See’ column to note only what they observe. He notices that a small number of students in each grade are not engaged in the activity and seem overwhelmed with the images – not knowing where to start and what to look for. Having anticipated this need, Mr. Berry has the small group view a short video that uses a ‘5W’ organizer to explain an image (<http://tc2.ca/videos.php>). He then guides the group as they discuss their observations, knowledge and inferences and complete the 5W organizer for the image in the video. Feeling confident, the students rejoin their partners and use either the ‘5W’ or the ‘I See, I Know and So’ organizer to help them read their selected image.

Grade-specific groups of four begin to explain their images and summarize information they have gained about the impact of flooding. To help focus their talk, Mr. Berry has each foursome create a mind map as a record of their conversation. Although the students have experience with group dialogue and are developing skills for collaborative talk, Mr. Berry notices that several students, including two English language learners, who had worked well with their partners now seem to lack confidence in their group of four. He provides these students with a bookmark of prompts for collaborative talk (see margin) to help them participate in the discussion.

5 Ws	Observations	Inferences
WHO		
WHAT		
WHERE		
WHEN		
WHY		

Mr. Berry places copies of the two different organizers in the class organizer box so that students can select the one that works best for them the next time they are reading images.

Grade 9 Applied Geography

Tiered Support for Map Reading

It is the beginning of the semester and Mrs. Daula’s grade 9 Applied Geography class is reviewing how to read maps so they will be able to gather the data and information that they need to formulate an inquiry question. Their area of investigation is the interrelationship between the natural environment and human activity in Canada.

To prepare for a pre-assessment, Mrs. Daula helps her students brainstorm the success criteria important to reading and analyzing maps (e.g., knowing the parts of a map, how to read a legend, how to use scale). Students then complete an exit card on which they identify the types of maps (e.g., thematic, topographic, demographic) they have experience reading and the types that they feel most confident analyzing. The exit cards show a wide variation in the types of maps that students have read and that only a few students are confident analysing the types of maps they have experienced.

Open ended tasks, like inquiry:

- allow students to engage using their current knowledge and skills and
- provide opportunities for teachers to scaffold the learning of different groups of students as they complete the task.

Mrs. Daula develops a tiered assignment based on her observations and what she has learned from the exit cards. Based on their readiness to analyse various types of maps, students in groups of two or three, are assigned one of three tiered tasks that vary in complexity based on the type of maps they will be using to gather information to develop their inquiry questions.

Tiered assignments are designed with the same learning goals in mind, but vary in their complexity, structure, open-endedness or degree of independence required to complete.

See *Think Literacy** for “Reading Maps”:
[*http://www.edugains.ca/resourcesLIT/ClassroomLearning7_12/CanadianWorldStudies/ThinkLitGeography9.pdf](http://www.edugains.ca/resourcesLIT/ClassroomLearning7_12/CanadianWorldStudies/ThinkLitGeography9.pdf)

Tier 1:

Students who are building their skills and confidence in map reading use a demographic map of the population density of Canada.

Tier 2:

Students who have experience and confidence with a limited number of maps also use a demographic, population density map with an added layer that includes information related to key natural resources (e.g., fossil fuels).

Tier 3:

Students who have experience and confidence with several types of maps use the layered population density map (same as Tier 2) as well as a thematic transportation map.

Mrs. Daula models the use of a See-Think-Wonder organizer on which students will note the information that they gather from the maps.

SEE part of map (e.g., legend)	THINK (information the part provides)	WONDER (questions I have)

As Mrs. Daula observes her students, it becomes evident that a few are struggling with their task and some are finding them of little challenge. She quickly reassigns tasks for some so that they are working at an appropriate level of challenge.

Think-Pair-Share provides students with time and a structure to form their own ideas before sharing them with a peer. It provides teachers with opportunities to differentiate – by listening to student conversations and providing specific support and feedback.

Mrs. Daula gathers the group of students who are having difficulty around the Tier 1 Population Density map, and asks questions to see how they gather information from maps. It becomes evident that although the students are aware of the success criteria for map reading, they do not have strategies to help them extract information. Mrs. Daula guides the group in developing an anchor chart that identifies the parts of a map (e.g., title, legend, symbols, colours, pattern) and notes ways that each part can be used to gain information. As part of this process, students ‘think, pair and share’ so that they are

actively involved and build on each other’s knowledge. They continue to work in pairs to complete the organizer for Tier 1 and post the anchor chart for the class to use and build on as learning progresses.

Mrs. Daula wants students to have read at least two types of maps or a map with more than one layer so that they can gather enough information to formulate an inquiry question. Students who have read the Tier 1 map work in their groups to read the Tier 2 layered map. Students who have read the Tier 2 layered map have the option of reading the Tier 3 maps or to examine an on-line map. Those who have read the Tier 3 maps examine an on-line map to gather more information to inform their inquiry question.

Mrs. Daula’s differentiated approach supported the development of map reading skills for all of her students. By co-constructing the anchor chart, her students also learned ways to tackle their own learning challenges – strategies critical to their ongoing engagement and success.

Pre-assessment (diagnostic) occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.

(*Growing Success*, p.31)

ALERT Using ‘See-Think-Wonder’ to stimulate questions

(*Make Room For Engaging in Inquiry Learning*, Fall 2015)

For examples of tiered assignments, see the videos: *Geography – St. James CSS, Secondary and Mathematics – Our Lady of Lourdes CSS*
http://www.edugains.ca/newsite/di/dvd_secondary_success.html



Grade 10 Applied History

Developing Historical Perspective

Mr. Chan has been teaching his Grade 10 Applied History class for a month and is developing a class profile that helps him understand the various strengths, interests and learning needs of his students. Some of Mr. Chan's students have contributed to the profile by sharing relevant items and information from their Individual Pathways Plan. By observing and speaking with his students, he knows that they are developing their historical thinking and inquiry skills. He also knows, from some informal reading assessments (e.g., questions and answers based on a newspaper article) that the reading needs of his students vary greatly. Written products also vary – some are very short and do not reflect the depth of understanding that Mr. Chan thinks his students have.

Currently, the class is learning to extract information from a variety of recommended sources to understand different perspectives on the internment of enemy aliens in Canada. Wanting to design a follow-up summative assessment that helps his students best demonstrate their historical thinking, allows them to use their strengths and appeals to their interests, Mr. Chan decides on a RAFT assignment so that students will have a choice of:

- *Role* – the person or group whose perspective they will represent
- *Audience* – the person or group to whom they will write or speak, and
- *Format* – written or oral (e.g., newspaper editorial, blog entry, speech).

The *Topic*, internment of enemy aliens, will be the same for all students.

The RAFT assignment will require that students use a variety of sources to gather information from the perspective of their role so that they can demonstrate understanding of the internment of a particular group and the impact of key events and developments on the lives of that group during the related time period.

To help his students prepare for the RAFT task, Mr. Chan sets up two opportunities for his students to gather, assess and organize information to help them develop informed points of view.

First, he has students work together in groups of three to explore a variety of sources for different perspectives and note their findings under three headings (see inset) on chart paper. To address students' varied reading needs, Mr. Chan makes sure that the sources students use are varied – with opportunities to gather information from print, audio, photograph and video sources, including recommended online sites.

Source:		
Person/ Group	Perspective on Internment of Enemy Aliens	Perspective(s) not included in this Source

Students post their chart paper around the room. Mr. Chan helps students share, discuss and question their findings as a class and to summarize their learning for the three categories.

Next, the class watches a number of videos about the time period. Mr. Chan then has each student choose a community or group of people whose perspective on the internment he/she would like to explore. The students form 'mixed perspective' groups in which they will apply historical perspective as they answer key questions related to the video. Mr. Chan notices however, that most students work quickly, provide short answers and do not debate or think deeply. He reorganizes the students in 'like-perspective' groups. This helps them increase

Providing students with opportunities for a personal response is an effective differentiation strategy that engages students by allowing them to use their strengths and preferred ways of learning.

For more about Individual Pathways Plans, see *Creating Pathways to Success*:

<http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

Concepts of Historical Thinking



For *Concepts of Historical Thinking* posters, see <http://en.ohassta-aesho.org/>

ALERT See: *How to Help Students who Struggle with Reading, Fall, 2012*

RAFT – a differentiation tool that offers a choice of Role, Audience, Format and/or Topic. RAFTs can address student interests (e.g., topic choice) learning preferences (e.g., format choice) and varied stages of readiness (e.g., by altering the complexity of some of the options). RAFTs focus on the same learning goals for all students.

(DI Educator's Package, 2010)



their understanding of their chosen perspective. When the students return to their 'mixed perspective' groups, the discussion is richer. Based on his observations, Mr. Chan is confident that his students have the knowledge and skills required to complete their RAFT assignment successfully.

Differentiation on the fly can be as simple as regrouping in response to assessment information.

Grade 10 Civics and Citizenship

Applying Political Perspective

A grade 10 Civics and Citizenship class has been discussing various social justice issues to develop skills in applying political perspective. Their teacher, Mr. Derringer has guided his students in gathering information from various non-fiction sources to analyse the issues discussed. Now he is helping his students prepare for a summative assessment task that will require them to conduct an independent inquiry on a social justice issue of personal interest.

Students will gather information for the inquiry from at least four web-based news sources to inform a balanced analysis of their selected issue. Anticipating that two English language learners in his class may experience difficulty with many of his suggested sources, Mr. Derringer will include some sites with news articles and videos in their first language as well as sites with varied reading levels (e.g., Britannica School and Newsela).

Meeting with the ESL/ELD teacher and reviewing each student's 'STEP' information has helped Mr. Derringer learn about the strengths and needs of two English language learners in his class.

Mr. Derringer knows that effective research skills will be important for success – particularly:

- 1) selecting and organizing relevant evidence, data and information, and
- 2) analyzing sources for multiple perspectives.

The exit card is an effective pre-assessment strategy that yields information to inform grouping – by readiness, interests or preferred ways of learning.

To determine the readiness of his students in these two areas, Mr. Derringer carries out a short pre-assessment. He engages the class in a discussion of a sample prominent issue (e.g. protests around development on First Nations territory) and asks students to note on an exit card three pieces of research advice (e.g., use a variety of sources, select sources that are relevant, and gather information that illustrates various sides

of the story) that they could give to a peer to ensure the information they collect is appropriate and represents varied political perspectives. The exit cards show that most students, except for a small group, have a sense of how to proceed.

Who Says What?	
Source:	
FACTS	Stakeholder:
	Perspective:
	Reason:
	Stakeholder:
	Perspective:
	Reason:

Mr. Derringer then provides an opportunity for students to practice applying the two research skills to the sample issue. To support his students in analyzing information for varied perspectives, he models the use of a 'Who Says What?' organizer. Using the organizer, students work in triads to examine a pre-selected website to find out key facts about the sample issue and identify different perspectives.

The small group of students whose exit cards indicated they were not yet ready to begin the online task, as well as two students who seem to be having difficulty selecting relevant information, work with Mr. Derringer to sharpen their skills.

For other examples of RAFT, see:

- video: Understanding Canadian Law http://www.edugains.ca/newsite/di/dvd_secondary_success.html
- RAFT assignment – Grade 10 Science http://www.edugains.ca/resourcesDI/TeachingLearningExamples/ScienceTech/GR10_SCIENCE_ACADEMICSNC2DBIOLGYRESEARCH.pdf

ALERT See: *Evaluating Perspectives and Biases*, Fall 2013

STEP – Steps to English Language Proficiency is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across The Ontario Curriculum. www.edugains.ca/newsite/ell/step/english_second_language.html

Web-based News Sources

- See *Britannica School* (www.school.eb.com) for curriculum aligned articles, videos, images, magazines, journals and learning games, grades 4 – 12. Contact the board's Technology Enabled Learning and Teaching Contact (TELT-C) for log in information.
- Newsela: <https://newsela.com/>



Applying Political Perspective

- identifying the influence of beliefs/values on peoples' political viewpoints and actions
- analysing the factors that influence how and why people push for political change
- comparing and contrasting how different groups respond to the same political issue
- evaluating political courses of action from the viewpoint of key stakeholders

See *Concepts of Political Thinking* posters:
<http://en.ohassta-aesho.org/>



Mr. Derringer has prepared an envelope for the small group, with pieces of information (e.g., photos with captions, short newspaper clips, blog posts) from a variety of sources about the sample issue. He guides the students in selecting pieces that are most relevant, provide key details and include varying perspectives – providing feedback as students select and organize their information. Feeling confident, the students rejoin the class and work in triads using the 'Who Says What' organizer to identify different perspectives on the sample issue.

When students have noted several facts and identified and supported two or three perspectives, Mr. Derringer engages the class in a discussion about the information on their organizers. Students revise their organizer as necessary so that they have a 'Who Says What?' exemplar to use when doing their summative social justice inquiry.

Differentiating by providing choice gives students control of their learning – engaging them and fostering ownership for the task.

Students begin their social justice inquiry. They choose an issue based on their interests and begin to conduct their online research using a list of suggested sources. Mr. Derringer observes that his students seem eager and capable. Some of the students have expressed interest in exploring their issue in more depth by volunteering or taking a cooperative education course.

Working with small groups of students is a differentiation strategy that allows teachers to address specific needs and provide focused feedback.

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Focusing Questions for Professional Learning Facilitators

- ✓ What components of the Complexity of Learning and Teaching graphic are present in the scenario?
- ✓ In what ways does the teacher assess to uncover the interests, preferences and learning strengths and needs of his/her students? What other ways of assessing could be considered?
- ✓ What were the teacher's plans for a differentiated response? How did teachers differentiate their response in the moment – during learning? What other ways of responding could be considered?
- ✓ What key features of differentiated instruction did the teacher make sure to include? How?

(See insert for supporting graphics: A Complexity of Learning and Teaching and Differentiated Response.)