

# Differentiated Instruction Teaching/Learning Examples



## GRADE 7 ARTS: DRAMA—STEP INTO MY SHOES: EXPLORING PERSPECTIVES

Three to four 40-minute periods

1. Corners—Illusions
2. Triarchic Intelligence Learning Centres\*\*/Place Mat
3. Shared Reading (Questions, Cues and Advance Organizers)\*
4. Think-Pair-Share (Cooperative Learning)\*
5. Corridor of Voices Role Play
6. Triarchic Intelligences Drama (Non-linguistic Representations)\*
7. Exit Cards

Each of the Grade 7 Arts (Music, Drama, Dance, and Visual Arts) Teaching/Learning Examples focus on an environmental theme and provide opportunities for arts integration.

\*Marzano's Categories of Instructional Strategies (See Resources, below.)  
 \*\*Differentiated Instruction Structure

### DIFFERENTIATED INSTRUCTION DETAILS

#### Knowledge of Students

Differentiation based on student:

- Readiness    Interests    Preferences:    Styles    Intelligences    Other (e.g., environment, gender, culture)



#### Need to Know

- Students' Triarchic Intelligence preferences

#### How to Find Out

- Triarchic Intelligences inventories, introduction to the theory followed by class discussion and individual reflection

#### Differentiated Instruction Response

- Topic, Entry Point (content)    Ways of learning (process)    Ways of demonstrating learning (product)    Learning environment

### CURRICULUM CONNECTIONS

#### Overall Expectation: Creating and Presenting

B1. Apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas and multiple perspectives

#### Specific Expectations: Creating and Presenting

- B1.1 Engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes and relationships from a wide variety of sources and diverse communities  
 B1.3 Plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

#### Learning Goals:

- Explore various points of view on an environmental issue, working in and out of role
- Create a drama that reflects a point of view that has been generated by working with others

### ASSESSMENT AND EVALUATION

#### Assessment/Success Criteria

##### Knowledge/Understanding

- Explains ways to explore perspectives in and out of role

##### Application

- Creates a drama of choice (e.g., tableau, narration) that reflects a particular point of view

#### Assessment Tool:

- Checklist

### PRIOR LEARNING

Prior to this lesson, students will have:

- Created tableau sequences
- Participated in and shared group drama with others

### MATERIALS AND RESOURCES

#### Materials:

Learning Centres: Triarchic Intelligence signs or table cards, large Place Mat and environmental resources (e.g., pictures, photographs, articles, cartoons, music, diagrams)

Picture book: see Resources below

Chart paper

Index cards or sticky notes—one per student

Appendix A: Place Mat and Triarchic Intelligence Response—one per group

Appendix B: Cues and Questions (Teacher Reference)

Appendix C (pp. 1 & 2): Triarchic Intelligences Drama, Exit Card and Self-assessment Checklist—one per student

#### Internet Resources:

Optical illusions: [www.eyetricks.com/illusions.htm](http://www.eyetricks.com/illusions.htm)  
[www.illusion-optical.com/Optical-Illusions/](http://www.illusion-optical.com/Optical-Illusions/)  
[http://en.wikipedia.org/wiki/Optical\\_illusion](http://en.wikipedia.org/wiki/Optical_illusion)

#### Resources:

- Cherry, L. (1990). *The Great Kapok Tree*. Orlando, FL: Harcourt Brace & Company. ISBN: 0-15-200520-X. (Picture book suggestion)  
 Gantschev, I. (1985). *Two Islands*. Minnetonka, MN: Olympic Marketing Corp. ISBN: 978-0887080036. (See also *Nelson Literacy 8 Student Textbook: Book A*, ISBN: 978-0-17-633440-6). (Picture book suggestion)  
 Hume, Karen (2009). *Evidence to Action: Engaging and Teaching Young Adolescents through Assessment*. Toronto, ON: Pearson Education Inc. (Triarchic Intelligences Inventory, Blackline Master 1.4).  
 Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.  
 Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, The Arts*. (Glossary: Tableau, Corridor of Voices, Choral Reading, Thought-Tracking).  
 Ministry of Education (2003). *Think Literacy Cross-Curricular Approaches, Grades 7–12*. (Place Mat, p. 164).  
 Peet, B. (1970). *The Wump World*. New York, NY: Houghton Mifflin Company. ISBN: 0-395-19841-0. (Picture book suggestion)  
 Seuss, Dr. (1971). *The Lorax*. New York, NY: Random House Children's Books. ISBN: 978-0-394-82337-9. (Picture book suggestion)  
 Seuss, Dr. (1984). *The Butter Battle Book*. New York, NY: Random House Children's Books. ISBN: 0-00-195006-1. (Picture book suggestion)  
 Van Allsburg, C. (1990). *Just a Dream*. New York, NY: Houghton Mifflin Books for Children. ISBN: 978-0395533086. (Picture book suggestion)

Teaching/Learning Sequence: Grade 7 Arts: Drama—Step Into My Shoes: Exploring Perspectives

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Whole Class**

In a previous class, have students complete a Triarchic Intelligence Inventory to help them decide which of the Triarchic Intelligences (i.e., analytical, practical, or creative) is a natural preference for them. Tell students that the theory of Triarchic Intelligences was proposed by psychologist Robert Sternberg. It states that, to be successful in our work and our lives, we need to use a combination of three forms of intelligence: analytical (book smarts), practical (street smarts) and creative (innovation smarts). According to Sternberg, each of us has a natural preference for one of these intelligences and we should consider that preference a strength that we can use. Explain to students that they will have opportunities in an upcoming lesson to use their preferred Triarchic Intelligence.

**Whole Class → Corners—Illusions**

Post a variety of optical illusions around the room (see Materials and Resources on the reverse of this folder). Students select an illusion of interest, go to that location in the room and discuss with others what they see. Facilitate a discussion about the different ways people see the same thing. Introduce the terms “perspectives” and “points of view.” Indicate that representing points of view or perspectives is the focus of this lesson.

**Groups of Four → Triarchic Intelligence Learning Centres/Place Mat**

Set up Triarchic Intelligence centres so that there are two centres for each of the three intelligences (i.e., analytical, practical, creative). Each centre has an Intelligence table card, a large Place Mat—see Place Mat and Triarchic Intelligence Response (Appendix A)—and resources (e.g., pictures, photographs, articles, cartoons, music, diagrams) that represent a variety of environmental themes or issues.

Students:

- Choose a centre based on their Triarchic Intelligence preference
- As a group, examine the resources at the centre, select one to explore further and identify an environmental issue that it presents
- Individually, note their response (e.g., initial reaction, description, opinion) to the environmental issue in a section of the Place Mat
- Share their response with the group and, as a group, summarize the various perspectives on the issue in the centre of the Place Mat
- As a group, decide how to share their perspectives with the class, so that all group members participate and so that they all use their Triarchic Intelligence preference—see Place Mat and Triarchic Intelligence Response (Appendix A) for sample responses
- As a group, share their perspectives with the class

Facilitate a discussion about differing perspectives and the reasons for them. Indicate that students will have opportunities during class to explore the various perspectives while in and out of role. Explain that their final task will be to show the consequences of a decision made by a character, based on a particular perspective.

Have students comment on their experience using their Triarchic Intelligence preferences. Students may wish to reconsider their choice of Triarchic Intelligence preference for the final task.



**CONNECTIONS**

- L: Literacy
- AfL, AoL: Assessment for/of Learning
- EE: Environmental Education
- CC: Cross-curricular Connections

EE: Triarchic Intelligence Centres/ Environmental Issues

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

**Whole Class → Shared Reading**

As a class, read a story, legend or tale that addresses human impact on the environment (e.g., *The Great Kapok Tree*—see Materials and Resources on the reverse of this folder). The story must have a point where a decision is made by a main character that has an impact on the environment. Pause at appropriate points during the story and have students reflect on the different perspectives of the characters in the story or of different perspectives that are not reflected in the story—see Cues and Questions (Teacher Reference) (Appendix B). Stop reading at the point where the main character is about to make a decision that will impact the environment.

**Pairs → Think-Pair-Share**

Students:

- Individually: a) identify a perspective that is missing from the story and b) suggest some advice that a character with this perspective might give about the decision that needs to be made
- Share and refine their ideas with a partner
- Work in pairs to prepare to share at least one of their ideas with the class

As a class, working on chart paper, develop a list of perspectives: include missing perspectives, related characters and their advice—see Cues and Questions (Teacher Reference) (Appendix B). Post for future reference.

**Individual/Small Group → Corridor of Voices Role Play**

Students:

- Refer to the chart paper of ideas generated by the class
- Decide which character in the story they would like to role play (or a new character to provide a missing perspective)
- Decide the advice their character would give the main character in the story regarding the decision to be made
- Write their character, their perspective and their advice on a sticky note and form small groups of like characters
- In like-character groups, create a Corridor of Voices with the main character of the story walking through a corridor of varying perspectives and advice

Facilitate a discussion on ways students have explored various perspectives during the lesson so far (i.e., during a story, in pairs, in small groups of like characters, and in role in a Corridor of Voices) and the importance of seeking multiple perspectives when making decisions or examining issues.

Have the class brainstorm some decisions that the main character could make based on advice received—see Cues and Questions (Teacher Reference) (Appendix B)—and create a list on the board or chart paper for reference during the Consolidation activity.

L: Critical Literacy/Shared Reading

CC: Student use of strategies in other subject areas to understand various points of view

L: Identifying points of view/ Corridor of Voices

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Small Groups → Triarchic Intelligence Drama**

Students:

- Form groups of no more than five based on their preferred Triarchic Intelligence and select one of the decisions from the list on the board or chart paper
- Review the Triarchic Intelligence Drama, Exit Card and Self-assessment Checklist (Appendix C)
- Finish the story stopped earlier in the lesson by creating a short drama that uses their intelligence preference and includes the moment the story was stopped, the decision that was made and the impact of the decision on self/others/the environment.
- As a group, present the drama to the class

**Individuals → Exit Cards**

Students:

- Provide, on index cards, answers to the Exit Card Questions (Appendix C) and hand their cards into the teacher.



AfL: Triarchic Intelligence Drama/Checklist

AfL: Exit Card/Checklist