

Differentiation

Strategies for National History Day Teachers



What does equitable teaching look like with NHD?

High quality schools differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, ensuring that all students benefit.

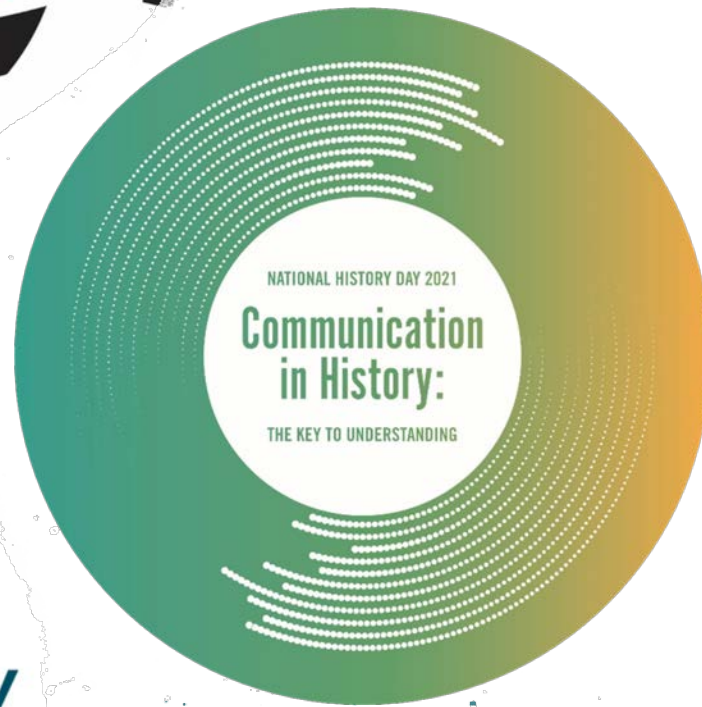
- Culturally responsive teaching...
- Develops content understanding
- Develops literacy
- Promotes student engagement
- Respects differences
- Understands and are aware of cultural identity and unconscious biases – adapts instruction accordingly

Changes in Instruction to Support Diverse Learning Populations	What Stays the Same
Scaffolding	The skills required to complete the project (the project doesn't change, just the approach to teaching)
Multiple check-ins and due dates (may be more formative and with increased frequency)	Standards and benchmarks
Specific constructive and timely feedback with scaffolded suggestions and modeling	High expectations and rigor (personalized for student growth)
	Recognition for student growth and achievement

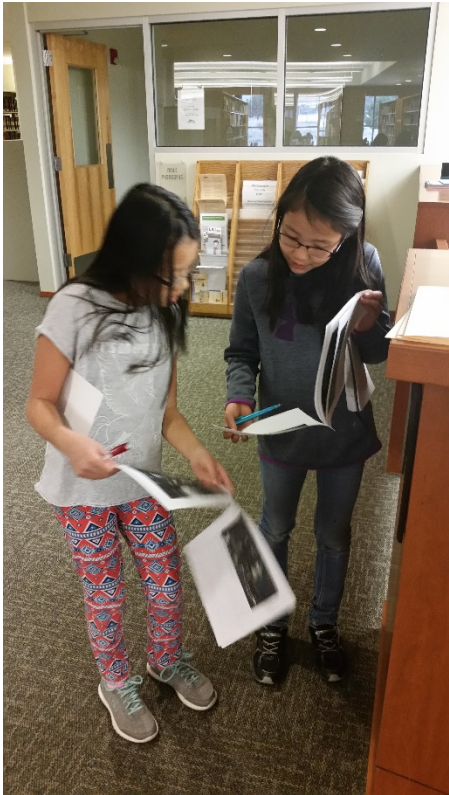


Instructional Practices

Use purposeful teaching with BIG IDEAS/THEMES/Essential Questions (like the NHD theme) for teaching historical significance



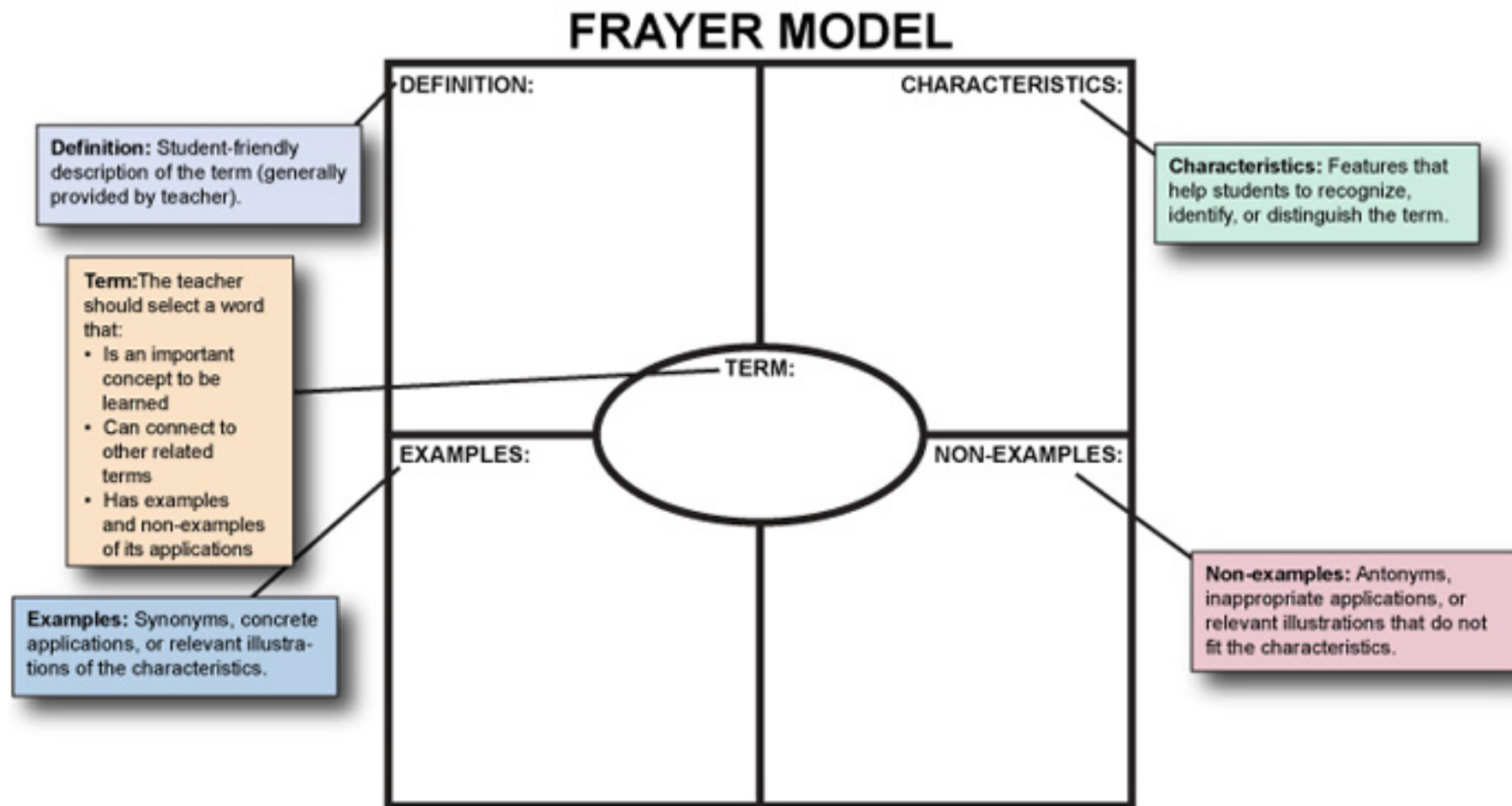
Graphic organizers help
with grammatical structures
in primary source
reading passages



NATIONAL HISTORY DAY IN IDAHO

Connector/ Time Marker	Subject	Action	Who's Getting/ Receiving the Action	Conclusion/ Question
	Half of the Jamestown Settlers	Were	were artisans, craftsmen, soldiers, and laborers, including a tailor, a barber, and two surgeons	This seems like a good group of people to have for a new colong.
	The other half	Were	"gentlemen"	What were "gentlemen" supposed to bring or add to the colong? They seem sort of useless.
	Men of wealth who	Did not have	A profession	
And	Who	May have underestimated	The rough work necessary to survive in the New World	
After eight months	Only 38 of the 120 pioneers	Were	Still alive	That is a huge loss. Were they mostly older people and children?
Though it possessed a good harbor	Jamestown	Was	swampy	Did people die from drinking bad water?
		Infested with	mosquitoes	
And		Lacked	Freshwater	

Locating key
concept
vocabulary in
reading passages
and making
meaning of them
(Frayer model for
academic
vocabulary)



Analyzing language patterns of historical text to determine key actors, points of view, historical meaning and significance



Sentence Unpacking Teaching Process

1. Choose a sentence from a text students have already read. Ensure that it is a sentence that is critical for understanding the key meanings of the topic in the text.
2. Model, through thinking aloud and using natural language, how to unpack the meanings of the sentence, teasing apart the densely-packed information into workable chunks.
3. Put the meanings back together (condense) in your own words (paraphrase), and compare your version with the original sentence.
4. Talk about the language resources used in the original sentence and why the author may have chosen them to convey these ideas.
5. Discuss how the sentence is structured and how this structure affects meaning (e.g., connects, condenses, combines, enriches, or expands ideas).
6. Return to the core meaning of the sentence to make sure that students retain it as the central focus.

Example

Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

- ☐ Numbered - There were lots of (several thousand) Cherokee Indians.
- ☐ Their removal - Someone was supposed to be removed from their lands. (the Cherokees?)
- ☐ Gradual stages - They (the government?) were supposed to take the Cherokees to the West slowly over time.
- ☐ Because – There were several thousand Cherokees, so they were supposed to move them slowly.
- ☐ The discovery - People (the government?) discovered Appalachian gold on Cherokee land.
- ☐ Appalachian gold - People (the government?) wanted the gold from Appalachia.
- ☐ A clamor - People made a lot of noise about something.
- ☐ Immediate wholesale exodus – People (who?) told the government to move all the Cherokees off their land right away, now.

Topic	Research	Argument	Write	Create
September	October	November	December	January
Topic Proposal Form	Research Plan	Cornel Notes Check 10 Primary sources 10 Secondary Sources	Project Outline	Entry Created
Due Date:	Due Date:	Due Date:	Due Date:	Due Date:
Connection to Theme Paragraph	Research Questions	Bibliography Matrix	Bibliography Draft 1	Final Biblio
Due Date:	Due Date:	Due Date:	Due Date:	Due Date:
Historical Context Map	Cornell Notes Check 5 Primary Sources 5 Secondary Sources	Thesis Statement Draft 1	Thesis Statement Drafts	Process Paper
Due Date:	Due Date:	Due Date:	Due Date:	Due Date:

Provide written assignments and check points in chunks with rubrics and specific feedback.

November 1	December 1	December 18
Project Proposal Form	Research Plan	Note cards/Cornell Notes/ Journal Check 1
January 9	January 15	January 25
Thesis Statement	Note cards/Cornell Notes/ Journal Check 2	Argumentation Plan
February 1	February 11	February 18
Project Outline/Storyboard	Project Outline/Storyboard	Completed Entry



IDAHO STATE
**HISTORICAL
SOCIETY**

NATIONAL HISTORY DAY IN IDAHO

A photograph of four children of diverse backgrounds gathered around a table, looking intently at an open book. The children are focused on the text, with their heads bowed and eyes on the pages. The lighting is soft, and the overall tone is educational and collaborative.

Oral discussions and
peer review can also
be beneficial

Additional Strategies for EL (Differentiated Learners)

Present visual representations before viewing text (primary or secondary)	Produce verbal or printed sentence starters or sentence frames for modeling	Hold class or small group class discussions	Students should receive specific and constructive feedback regarding accuracy
Model a final product or piece of the project. Scaffold or plan with class on how to reach the final product	Teach specific vocabulary related to NHD and the theme	Scaffold formal writing, move from more to less scaffolding	Use collaborative online forums if available to get feedback to students (Google Classroom/Docs, Microsoft teams)