

Session 3: Differentiating Instruction for Diverse Learners in Social Science Primary Source Analysis

Oregon Department of Education

<https://youtu.be/84dIClzRvZQ?si=X52OmeW6yl08gMJA>

Samantha: Thank you so much for joining us today. We're so excited to continue this learning with all of you, and we're so honored to be a part of this work with Oregon Educators and we're thoroughly impressed that people could bring themselves to join us at the end of this long work workday. So we're going to try and keep the energy up and have a lot of interactive discussion and fun together as you join us. We hope you can participate actively and for grade level work together. Perhaps you can change your name on Zoom. We'll have directions for that later to reflect your grade level. But before we progress there, I'm one of your co-hosts for this evening to talk about differentiating instruction for diverse learners around primary source analysis. And my name is Samantha Harris. I am a research associate at WestEd. I have a background in secondary teaching, specifically with English language learners and have designed social science curriculum for multilingual English learners and also was formerly an ethnic studies instructor. And I will also pass it to my co-host to introduce themselves.

Erica: Hello. Thank you, Sam. Hi everybody. Welcome. We are really excited to have you here tonight. I'm Erica Boas. I am a senior improvement specialist and research manager at WestEd, and I come to this work in partnership with ODE, with experience in K five teaching. Also, I was a literacy specialist when I taught many years ago and I have background in research in education. I was also a teacher. I've worked in teacher prep around secondary social science for or five years. And so I bring that with me as well. And I just really feel like this is the space I always want to be in, which is working with social science educators. So welcome. Lemme pass it back to Sam.

Samantha: Thank you. And next slide please. Before we proceed, we'd also like to invite our representatives from Oregon to introduce themselves.

Amit: Thank you Sam. I'm Amit Kobrowski, I'm the social science specialist and I'm going to introduce real quick, Vanessa Martinez.

Vanessa: Thanks Amit. Hi everybody. I'm Vanessa Martinez and I'm the director of Standards and instructional support and that's where social sciences is nested on that team. And just really thrilled and grateful for you all being here with your curiosity, your questions, your wonderings, and leaning into our beautiful new standards. It's a really unique moment for us at the state. So very appreciative also of the legislature for their investment in terms of professional learning and resources to really uplift these standards. So really thrilled to be here and in partnership with WestEd who've done a lot of great work with us in supporting all the work that you all will be doing with students. So looking forward to the conversations this evening.

Amit: All right, thank you Vanessa, and thank you all again for coming. I recognize some of the names on the screen here. Always good to see your faces if you're ready for that too. And so as you know, this is part of a series that we've been doing of virtual learnings. This is number three and we have one more coming up and then we have some in-person events happening as well. So we have two days of in-person in Ben and two days of in-person in Eugene coming up. Both of those are social science and then we have, so maybe some of you are there or some of your colleagues will be there. And then we have another event in Clackamas to sort of wind it down at the beginning of May. And then we have a whole

set of resources that will be available through the Oregon Department of Education website, including online learning modules for you and your staff to take even a deeper dive in sort of the content of what's in the new standards.

Really excited about the new standards if you haven't had a chance to take a look yet. You'll notice when you do that there are quite a bit different from previous versions, 20 21, 20 18. Some schools are still using 2011, so it's definitely different from all of those in format. So you'll notice lots of color, you'll notice new design elements. There's identification of something called central disciplinary practices that are in there now. So there's a number of pieces just as you're orienting yourself around the document that's really important. Most helpful I think, is we have a clickable table of contents, so you don't have to scroll through the 89 pages if you're only interested in third grade. You can just go to the table of contents and click on the third grade or whichever grade you find most compelling for your knees. And then of course the big difference also is the content.

So we took the 2021 standards and then we sort of thought about what was working in 2021 with that addition of ethnic studies and Holocaust and Genocide. Some other laws have been passed since those 2021 standards came out around civics education and changes to our financial literacy pieces as well. So new pieces of content as well throughout the standards. And so you'll notice those. And then to help you along with implementing those new standards are some examples. So every standard has at least three examples of curriculum that you could use to teach to those standards. They're completely optional, but they're there for you to sort of start your thinking about how your unit looks as you're reaching to those standards. And then today's session I think is really thinking about not only the kinds of stories and the histories that we're bringing in with these new standards, but also the way we're addressing all of our students in our classrooms as well. And so just thinking about the reaching all learners is the focus of today's time together. So thank you all for coming.

Samantha: Thank you so much for that introduction Amit. And I just want to highlight that Colleen has put the link to the standards themselves in the chat, and they're also linked for you in a workbook that you'll receive in a bit. But please save that link for your own reference. And then before we move on, I'd also just like to invite our co-facilitators, Monica and Jenny to briefly introduce themselves as well for the group.

Monica: Hi everyone, I'm Monica Freeman. I'm in central Oregon. Bend-LaPine. I'm a part of the 2024–25 Advisory Committee, ODE Advisory Committee for the standards. And I'm a longtime social studies teacher, secondary currently in the role as admin. And I've also spent some time as an instructional coach, TOSA.

Jenni: And I'm Jenni Bradley. I'm the elementary social science teacher on special assignment for Beaverton Public Schools, but I've taught elementary school in Gresham and Vancouver, Washington and have a background in social science. It's what I studied in undergrad and I'm excited to be here with you all tonight.

Samantha: Thank you so much. Thank you for joining us. So we've talked a little bit about ourselves and the standards, so we'd like to get a feel for who all else is joining us in the room. So if we go to the next slide, please, we're hoping that you can share in the chat with us what your role is, what region you're joining us from, and then one thing you're hopeful for that you can hope to gain from this session and that will hopefully guide our discussion as we move forward tonight. Thank you Jean And Leah,

Samantha: There's Jenny. So we have folks from Lane County, we have an instructional coach, social studies specialist, language arts, very nice Portland Public schools, deeper understanding of the new standards. So we'll use a lot of the standards as examples tonight as we're thinking about primary source analysis across grade levels. We have classroom teacher. Thank you, Amber. Sixth grade ELA. Okay, familiar with the standards. Alright, so I'm glad we have a series. I have very specific ones to recommend to you for folks maybe who were not able to join earlier. Parts of the series, district librarian, how exciting. From Redmond teacher and ed facilitator. Okay, great. All right, more teachers.

We're excited for you to be joining us and hope that we can achieve these goals that you have for our session together and it's good to have that framework as we move forward. Okay, one more. ELA, how to reach all students. All right. And hopefully we cover that. The goal of our session. If I have not read yours or if you haven't made it in the chat yet, you can continue to add as we go along. And feel free to make use of the chat as much as you like. This is an interactive session, so we want to make sure we get all of your questions answered. But thank you for introducing yourself, and we'll go on to the next slide.

And just to kind of go over how we'll be spending our time this evening together, we've done some welcome and introductions, but as the title suggests, we're really focusing on this aspect of primary source analysis. And within primary source analysis, we'll think about how we can differentiate instruction for diverse learners given the different topics that we're being asked to address with these new standards. We're going to take a break because we're going to be spending a long time together. And when we come back, it says we're going to get into breakout groups, but I don't want you to be nervous or worried. We're going to continue to facilitate the discussion, so don't feel like you have to turn your camera on or lead anything. We're going to be there to structure activities, and it's going to be an interactive and productive conversation by grade bands, one for K through five and one for six through 12.

And after we have that grade band level check-in, we're going to come back together and do a little bit of a deep dive into some of the resources that we'll be sharing around primary source analysis as well as differentiation for our diverse learners. And then we'll close out and there will be a survey at the end. So we hope that you stay till the very end just so you can provide us with some feedback as well as we can continue to do this work together and make sure it's responsive to all of the educators in Oregon. Okay, thank you. Next slide, please.

All right, and to kind of keep track of all of the resources and ideas that we're going to be sharing this evening, we've created a professional learning workbook. These have been available for each of the virtual professional learning series sessions. And this one again is focusing on differentiating instruction and primary source analysis. So all of the links and tools that we referenced are already linked there for you. So Colleen has put the link to the workbook in the chat. When you click on the link, it will force a copy so you can download your own copy of the workbook and make any sort of edits or notes that you would like. And nobody else will see that it will be your own separate copy. And so that way you can just have all of the resources and materials handy in case you'd like to do a little bit of deeper learning. You can use this to keep track of notes as we continue together, but it's totally optional. And if you have any questions about the workbook, please let us know and make sure that it's working. And so each of the workbooks contains a table of contents, workspace for the interactive sessions and then all of the relevant links. So for instance, when we go into our grade band groups, you can click the hyperlink 4K five or the hyperlink 4, 6, 12 to take you to the appropriate notes.

I hope everyone has a copy of that and it's in the chat. So I think we're okay to move on to our next slide. All right. And as we spend this time together, our goals for this session is that K five educators will be able to guide students in age appropriate primary source analysis that they can support the development of historical thinking skills, foster cultural awareness through exploration of multiple perspectives, and implement inquiry-based learning strategies. We hope for six through 12 educators that you'll be able to facilitate complex primary source analysis, guide students in making historical claims based on primary source analysis, and implement inquiry-based learning strategies. And then we hope that all participants will be able to differentiate instruction for diverse learners, create authentic formative assessments, integrate disciplinary practices across content areas, and guide students in age appropriate primary source analysis. This these learning goals are intentionally aligned with Oregon's new social science standards and also speak strongly to Oregon's transformative socio-emotional framework and standards. So as such, we'll reference the transformative socio-emotional learning standards throughout this session. And they're also referenced throughout the new social science standards as well.

Next slide please. Okay. As previously mentioned, there's a lot of interest in learning more about the standards themselves and what some of the key differences are. And so for that, we have an entire series of virtual professional learning that has been taking place. So session one was really getting into that introductory, taking a closer look at the new social science standards session two, focused on developing culturally responsive social science lesson. And then here we are for session three. We've reached the halfway point. We're differentiating instruction for diverse learners in social science, primary source analysis. And if you stay tuned for session four, there will be some shared learning around facilitating meaningful historical conversations for the social sciences. These have been recorded and this meeting is being recorded so that if you weren't able to make that session, eventually you'll be able to access recordings of those trainings and catch up on the learning that happened there.

And perhaps folks in the room were able to attend those first two sessions. If you could react in the chat, we could get a thumbs up or reaction on your screen. If folks were able to go to sessions one or two, was anyone able to join those? Okay. Alright, I see some celebration. Nice. Some folks attended session one. Alright, session one was popular. Can we go to the next slide please? Okay. Couple people were able to go to session one. If you were able to attend virtual professional learning sessions, one or two, could you share in the chat a resource or learning that you found particularly useful or memorable? What was helpful about those sessions? And that way you can advertise to your colleagues what they will find when they go back to those. Anything that stuck out to folks from one or two that was particularly memorable or useful or maybe questions that are lingering.

Okay, it's all right. Maybe they'll come to you. Who am I from last week? Okay, more about the TSEL standards. Yep, closely connected. Anything else comes to mind? I'd love to make those connections between one, two and our time here in three. Alright, next slide please. And before we jump in, we just want to review a few more things. First is our norms for engagement. These are going to be most relevant when we go into our grade band groups or when we're interacting in the chat. We just want to remember that as we collaborate together, we want to have respect for the time and structure and allow space for equitable participation. We're a small group, so there's room for everyone's voice. Let's engage in curiosity led discussions. So if a question comes up, let's chase that down. Inquiry-based learning is why we're here. Show mutual respect and remember that together we know a lot, so you all are bringing so much knowledge with you to this space and we hope that you can volunteer it or that we can ask you to contribute to our learning in this space.

Again, it is an interactive session, so please be ready to actively participate, whether that's through the chat or unmuting and hopping right into the session. Thank you, Colleen. Learning about facilitating important conversations. Yes, and we hope to extend on that today with that focus on primary sources. So really just reiterating that we are having conversations and figuring out how to replicate that in our classrooms. And last but not least, can we go to the next slide please? Just as a reminder, because we'll be focusing on grade bands, if you could rename yourself to make it easier to identify which grade band you belong in, if you could select participants located in the bottom toolbar of the meeting window, hover over your name and select more. And then select rename and add either K five or six 12 to the beginning of your name. Or you could put your specific grade band if you like. Thank you so much. And then with that, I will pass it over to my cohort.

Erica: Thank you Sam Harris. So if we can move to the next slide. Thank you. I'm going to be talking to you a little bit about primary source analysis. I'm going to share some ideas, some resources, and some tools on doing analysis with primary sources. And so a couple of the objectives for this section are that we want you to be able to better understand primary sources, where to find them or some of them and how to engage students in inquiry using primary, using those primary sources. And the second thing that we hope we are able to do is help you learn a process for analyzing primary sources with students as an example of how to use the standards and essential disciplinary practices as a starting point for differentiating instruction. So as you can see here, as Carlton and Vinson write, when students examine primary sources, they're working like real historians or scientists.

So it can be really exciting through observation, analysis, interpretation, synthesis, and evaluation. Students discover clues and integrate new information into their knowledge base. And through this process, students often uncover new theories or findings, learning with primary sources as part of working like a professional in the field, testing and revising ideas and responding to new information. And so going forward in these lively conversations we're going to have, you all are going to be able to engage in some of this as well, both from the point of view, from the perspective of students and also as educators. So in the first part of this section, I'm going to provide a little overview on what you might find in the standards. We realize and recognize that some of you are here to really deepen your understanding of the standards to get really familiar with them. We are going to be offering that a lot of the standards that we are going to be referring to using and have used as a base for what we're talking about are in the workbook.

So you'll be able to spend some time with those. And I'm also going to include examples of or an example of these essential disciplinary practices and standards related to primary source analysis. So we go to the next slide here you'll see that this is an image taken from the standards themselves. There's a set of 10 essential disciplinary practices, and we cover, we covered these more in the first virtual professional learning, but you can read up on them. There are details about these essential disciplinary practices in standard in pages six through nine of the standards and then also at the top of every grade level section. So in short, the EDPs essential disciplinary practices offer the methods or the how in social science teaching and learning. So these can really help you to guide how you're going to the pedagogy you're going to use to engage social science instruction.

And so while many social science lessons will simultaneously engage a number of these EDPs, I want to highlight that EDP three specifically addresses the uptake of primary and secondary sources demonstrating the significant significance to social science inquiry. So on the next slide, you'll see an image of a resource that we've created to help you become more familiar with the essential disciplinary practices. If you're an educator, you can lift this up and have direct access to the EDPs. And if you are a

person who supports educators, social science educators, this is also a really useful tool to help you help them engage in specific pedagogies around social science teaching and learning. So the fact sheet that Colleen just shared in the chat, there's a link there. There's also a link in your workbook as well. Okay. So I'll give you just a moment to look it over,

Make sure everybody can get into that. And if you all have questions about anything we are sharing here, they can be clarifying questions, they can be deeper questions. Please feel free to use the chat or raise your hand. We really do. This is really for you and we want to make sure that we are opening up the space for you all to feel like you can ask the questions that you need to here. Okay, we'll go to the next slide. So now onto the standards themselves. So on the right hand side of this slide, you'll see the EDP three that I highlighted just a moment ago. And on the left are two examples of standards that can be connected to primary source investigation, one elementary and one secondary that reflect possible integration of primary sources. So for the secondary standard, describe how individuals and groups in the local community have functioned as change makers for equity, equality and freedom.

You could look at a blog, this specific example being the Oregon Kid Governor blog of Rosie Lanenga. So that's just an example of a primary source that you could use. Thank you Leah for the love. And then the high school standard presents a more direct connection to primary sources, and one example being the photo shown taken from the Oregon Historical Society website. And this depicts a German family who immigrated to Oregon in the 19th century. And so there are many standards within that document that you have that have primary sources explicitly mentioned throughout, but per the example of the elementary standard, these are not the only standards where primary sources are relevant. And we'll be looking at that more going forward. So at the next slide we have what a primary source is. So I know this is probably review for all of you or many of you, but just so we make sure we're on the same page, A primary source is an immediate firsthand account of a topic from people who had a direct connection with it. And this is an appropriate definition that can be provided to students of many ages. And some examples include audio recordings, legal documents, journals, diaries, maps, periodicals, data sets, photos, and we'd love to see from you in the chat or hear from you. If you want to unmute other examples of primary sources that you can come up with, just throw them in the chat or unmute and speak it into the room. Art, yes.

Samantha: Nobody said art yesterday.

Erica: Nobody said art. Somebody did say drawings. Letters, yes letters. And hope they're not incursive because who can read that anymore? Anything else? Anybody wants to share? Art letters? Thank you, Monica. Some social media, right? We can't just say blanket. Social media. Yes. Thursday night brain ads propaganda. Yep. Perfect. Great. Okay, so thank you for playing. We're going to move on to the next slide. So again, start thinking we want you to share your ideas in the chat. Here are cartoons. Yes, cartoons. Why conducted primary source analysis. So one big reason is that you're able to represent multiple perspectives through primary source analysis where you are offering a perspective without having to necessarily layer yours on top, right? So you have students engage in those multiple perspectives. But the other part of this is that you get to elicit multiple perspectives from your students around how they're seeing, how they're interpreting these primary sources.

You help deepen understanding of the historical and social cultural context. It helps to develop critical thinking skills. It is really highly engaging for students to be looking at primary sources. But also going back to the quote I shared earlier, feeling like a professional, feeling like a scientist, feeling like a historian, thinking like a historian and a scientist. Primary and secondary sources serve as data or

models for written work, production, essays, compositions, and they offer opportunities for personal or cultural relevance beyond the holidays and heroes approach. So how do you relate to this? How do you connect to this? What do you see in here? How do you see yourself in here? How do you see your family in here? How do you see your community in here? And then getting to hear from others in the classroom about those aspects. What are other reasons that you can come up with that you have for conducting primary source analysis?

Other thoughts? Other thoughts? Authentically student generated to support or debunk a claim. General research. Yes. Yes. Thank you. Yeah, around primary source analysis, there is a lot of authenticity that gets generated. Authentic source, authentic engagement. Thank you. Okay, so we are going to on the next slide, jump into our own primary source analysis. We're going to do some practice here. So we have this three part protocol and we have this image. This image is also included in your workbook as well as this three part protocol. But I just want to say a couple of words. Give some context to this image. So it's from Puck Magazine, which was a humor satire magazine, the first successful one of its kind. And the image was made by Charles Taylor. It's called the Mortar of Assimilation, and it was produced in 1889.

There's a script here or a subscript here. It shows Columbia stirring the melting pot with its rich stew of immigrants from other cultures. And Irish immigrant is depicted as not wanting to become a part of the assimilation broth from Puck. Of course, this text is up for conversation. We want you to go talk to your colleagues from across Oregon, get to know each other and work through this three part protocol. So the first is to observe what do you see happening in this image? The second part is to reflect what do you think the artist is trying to convey or say about citizenship? And the third is questioning. What do you wonder about when or why this image was produced? So coming up with your own questions, and I want to recognize Jenny's contribution in the chat. It's being a historian doing history. So that's what we want you all to be doing when you go into your discussions with one another.

And please make sure you introduce yourselves, say where you're from and anything else you feel you want to share with the people in your room. Hey everybody, welcome back. You probably didn't have enough time for everybody to share, but what we're going to do right now is have a bit of a share out. So we'd love to hear from you. And also feel free to share in the chat what you talked about. First, we worked through this three-part protocol. Who can share, who wants to share, who's willing to share, what do you see happening in the image? And if we can get the slide back up, then we can be looking at the image together. Thank you, Camilla. There we go. What do you see happening here?

Samantha: Pointed to specific evidence from the photo, right? The knife in the hand, the people in the bowl, the spoon. So pointing to the, drawing out the evidence from the primary source to make your deductions.

Erica: What else did you all talk about?

Erica: Okay, so this is an example of, and somebody suggested cartoons as primary sources. So here we are looking at a cartoon as a primary source. This three part protocol is something I'm going to talk you through in the next few minutes, and I'm going to talk about where this protocol, this type of protocol comes from. And I'm going to share some resources with you. So thank you all for talking to each other in your breakouts. It was fun to pop in. We'll go to the next slide. Okay, thank you. So this three part protocol is pulled from the Library of Congress, a set of resources that they provide for free, accessible to everyone. You can find this protocol there. In addition to that, you can also find a whole bunch of

primary sources. So some of you are probably familiar with this, others may not be, but the website is here. It's linked in your workbook as well. What's nice about the Library of Congress website is that the sets are really well organized. You can look chronologically, you can look by genre of primary source and they're free to use and reuse. So you can search the online collections. If you get really nerdy about it, you'll go down many, many, many rabbit holes. And then on the right hand side here, I just want to offer some other online resources that are available to you.

Congress.gov has information on bills laws and the legislative branch of government chronicling America. You can access historic newspapers from across the country and DC for accounts of historic and everyday events as reported at the time they happen. And then digital collections where you can access digital versions of some of the Library of Congress collections. I just want to share those with you. Like I said, the links are in your workbook. And on the next slide I want to talk to you a little bit about where to find primary source analysis protocols. So the one that what we just talked through came from this primary source analysis tool from the Library of Congress. It's a four-part protocol. There's actually a fourth part which we weren't going to do here, which is setting up for further investigation of the various aspects that would come out of primary source analysis.

What they also have are a number of teacher guides. So they have a very general one analyzing primary sources. They give you a whole set of guiding questions that you can ask around this four part protocol. But then they also have teachers' guides that are specific to the category of the primary source that you might want to look at. So an example is analyzing photographs and prints. You might have analyzing letters, analyzing legislation or bills. So they have different kinds of questions already written for you that you can engage to talk to your students about primary sources. And then finally, the Oregon Historical Society provides a set of lesson plans. And if you join me in the K five group, we are going to be working through one of those lesson plans today embedded within those lesson plans. They are full lesson plans are also their own sort of primary source analysis protocols that we'll be talking about in that discussion later. And Colleen has put a link in the chat, and I'm going to move to the next slide just to show you what the analyzing primary source is teacher's guide looks like. So this is what you can expect when you pull that open. You see here the observe reflect question and then some of the sample questions that you can use to guide their thinking and engagement.

Okay, so we can move to the next slide. Are there primary source analysis protocols or tools that you use? Because there are a ton out there. I only highlighted a couple. And if you have an example, you can share a link in the chat. Tell us what grade level you teach for a little context or you can just name the thing. If there's a title, if there's some kind of mnemonic you use, we'd love for you to share. Part of what we intend to do with all our professional learning offerings is to help you all crowdsource and build a network among Oregon educators who are teaching social science or interested in social sciences. Harvard Project Zeros thinking routines are my go-to and great tools for K 12. Fantastic. I use the O-P-V-S-L approach to analyzing sources, origin, purpose, value, strengths, limitations. Great. That's fantastic. Thank you. Oh, thank you for putting the link in there too. Add these to your workbooks. These are your workbooks for the keeping even mirror window can work. Yes. Okay, so mirrors for reflection Window looking out. Yep. A simple protocol. Thank you. Okay, happy. Somebody shared this yesterday. Oh, it was you, Monica, historical context, audience point of view, purpose, why with the why capitalized it matters. Thank you. Yes, I love those.

Erica: Okay. Thank you all for sharing. We are going to be engaging in some of these protocols and more primary sources going forward. I'm going to pass it back to Sam now.

Samantha: Thank you. We're going to start to continue to think about primary source analysis, but also think about this in terms of differentiating instruction for diverse learners. When we think about the activity we just participated in looking at the image from Puck Magazine, we also may want to ask ourselves, what prior cultural, linguistic or other knowledge do students need to engage in this activity? I might pause to see what ideas come to mind as you look at the image and the prompts that we use. Is there anything that you feel like culturally or linguistically is required in order to access this primary source analysis activity? Let us know in the chat.

Samantha: Thinking about the ways that diverse learners might approach this activity. Think about the students in your classroom. They would need to be familiar with Columbia and the melting pot ideas for sure. Vocabulary, right? This is not a text free image. We have terms citizenship, equal rights. What does it mean for it to be a melting pot? We don't actually even see melting happening here, right? But it's understood that it's kind of in our schema. Assimilation. What does assimilation mean? Great, definitely some historical context for the image itself. Why is it important that this came out in 1889? And of course all of this is meant to foster inquiry. So students can create ideas, lines of inquiry to follow in their own research and investigation. But there's some stuff, for instance, like citizenship or equal rights that is foundational for being able to access the image in the first place.

But also think about the activity of primary source analysis itself. What about the language used for analysis and engaging in primary source analysis? And so that's the sort of thing we'll be thinking about. Thank you so much for the participation in the chat. And so we'll move on to the next slide as we continue this area of focus, differentiating instruction for diverse learners. Within this section, we just want to become familiar with the principles of differentiation and then think about specific strategies for adapting instruction and assessment around primary source analysis in order to scaffold for diverse needs. Next slide please. So just to set a baseline, what is differentiation? First of all, it is not creating individualized lesson plans or objectives for every student. And it is not just a pre-planned list of strategies, although strategies are important to differentiation and it does not involve the lowering of expectations.

And it's not about student weaknesses or failures. Instead, differentiation is about recognizing that all students are different. It's a mindset shift and it's about you as professionals using your judgment to be responsive to students' strengths and needs. And it involves adapting multiple aspects of instruction to make learning accessible to all students. Next slide, please. Why is it important to differentiate instruction? Providing the exact same instruction for every student doesn't account for the unique needs, strengths, and learning preferences of every individual. Instead, offering a variety of options through differentiation is beneficial for all students as it ensures that each one has the opportunity to engage with the material in a way that resonates with them personally. So differentiating. Differentiating instruction involves tailoring the educational experience to meet the needs, interests, and learning preferences of diverse students. It requires encouraging engagement and access for students from underrepresented groups.

For example, students with disabilities or multilingual English learners. And it's part of recognizing that existing systems and structures often do not accommodate diverse learning needs effectively, and it supports educators to create more equitable learning environments as a result. So in addition to our shared learning today, in your workbook you can see displayed on the right hand side of the screen, several additional resources have been provided for you to deepen your learning around differentiation for diverse learners. So you can access those later on and do a little bit of exploration in your own time. Next slide please. Where's our starting point though? How can we differentiate instruction? For many of

you, you might already be familiar with this concept. And if so, do you have a strategy that you like to use to differentiate instruction? For instance, thinking about that last activity with the image from Puck Magazine, how would you differentiate instruction for a primary source analysis? Pause for comments in the chat or feel free to unmute. We love to hear voices other than our we'll be sharing some examples. We'd like to see if some of you have some go-tos that we can squirrel away for future use. For others. Graphic organizers. Think time. I'm a big fan of a graphic organizer. Any excuse for a table? Take think time is useful. Monica says, turn and talk before group. Share out or quiet think write time. So important. We know oral language promotes literacy skills, so having students turn and talk to each other before, for instance, writing things out in a graphic organizer is great. Okay. We love opportunities for student agency and decision-making. Okay. Alright, we'll continue. Next slide please to structure our thinking about differentiation. These are great ideas and I love that you already have so much to start with, but it can be a little bit intimidating to think about how to be responsive to every student in the classroom when we start the lesson planning process. So in order to structure our thinking about this approach as well as pushing us a little bit further and thinking about differentiation in general, we're going to define it in four key areas and if you'll indulge us, we're going to structure it into a sort of baking analogy because sometimes these things can feel like disconnected lists.

So hopefully if we can see the relationship between the four key areas, it will be more helpful to sustain the learning for a longer amount of time. So these key areas for differentiation include content, process, product and environment. And we'll get into each one and provide examples of each. Next slide please. So the first is differentiating content. This is what the knowledge, understanding and skills involved in the standards-based task. So that's going to be defined for you in the standards themselves. It's going to be the content that you're expected to bring into the classroom. We can think about this in terms of a baking analogy. If the learning objective is to make banana bread or a cinnamon roll, if that's the target, right? Then the content is everything that goes into that. It's the ingredients, it's the what of the learning to differentiate instruction and assessment of content requires that student learning outcomes and objectives are well-defined.

Learning objectives, whether we're differentiating the content or not should remain the same for all students, but the content that students engage with to meet the learning objectives can be differentiated. An example of this is providing student choice. I think somebody mentioned that in the chat. So if we connect this to primary source analysis, we can think about providing a variety of primary sources from similar eras and letting students choose a primary source to analyze, to be responsive to their preferences. If you're working on a particular topic and would like it to be responsive to students', cultures and identities, you can also think about the underlying essential question and support them to seek out or create their own primary sources, their own writing or their own photographs or drawings to analyze in the classroom. This is all content that is going to exist outside of the assigned readings or materials, but we're adding a few extra ingredients to enhance the flavor but not alter the structure of the recipe itself. Next slide please.

The second key area is the process. This is the how, the actions, activities, and interactions required to access the standards-based task. We can think about this as connected, for instance, to the essential disciplinary practices within our baking analogy. It's the mixing, the pouring, the baking. It's the activity that happens in order to accomplish the goal process includes student engagement in the hands-on activities and exploration of the content. And it is the essence of learning to differentiate the process. You can consider students' needs for pacing, supports, grouping and modalities to facilitate meaningful understanding and growth. Somebody already mentioned think time in the chat. For primary source analysis, we can think about differentiating the process. In terms of intentional grouping strategies, you

may want to partner students with unlike backgrounds and identities and build instructors for structures for collaborative and respectful engagement so they can learn from one another or encourage role playing where students purposefully take up a perspective that is different from their own in order to expand on their thinking.

You can differentiate the process by providing optional language scaffolds to support engagement in primary source analysis. We know that primary source analysis requires the language of observation, reflection, question forming deduction, giving students sentence frames for those functions can help to structure their participation in that disciplinary activity. Thank you. Next slide please. Differentiating the product means the why. It's what are we even doing this learning for? What are we expected to produce at the end of it all? If the recipe is for banana bread, do students know what banana bread is? Have they seen an of that? Do they know what it looks like when the product is what students are expected to create or achieve as a result of their engagement in the learning activities? So product is another way of thinking about authentic assessment. And primary source analysis itself is an authentic assessment because again, it is doing the work of a social scientist.

Authentic assessments evaluate students' abilities to apply their knowledge and skills in real world contexts rather than measuring their capacity to recall information. So in order to differentiate the product for students within primary source analysis, we would want to model or provide models of the target learning outcome. If you're analyzing primary sources, the teacher can model the process first with a different photo or primary source, perhaps sharing something that's fun or more accessible like a personal photo to share about your own identity and build relationships with students. You can offer multiple diverse ways of demonstrating learning in addition to your standardized measures. If the assessment task is primary source analysis, will students be asked to provide a written analysis in a structured multi-paragraph response, or could they show their planning and analysis by annotating directly on the photograph or creating a concept map to partner with their writing?

So you can keep expectations high but also offer some flexibility when thinking about assessment in this area. Next slide please. And the last bit is differentiating the learning environment. This is the where and with whom. And within our baking analogy, this is the kitchen that you're baking in and the people that you're baking with. And hopefully you enjoy those people conditions. These are the conditions required to safely and meaningfully engage in the standards. Standards-based task modification of the learning environment is needed to ensure motivation to learn and collaborate with others. To differentiate the learning environment, you can maintain classroom routines and provide clear guidelines. Primary source analysis can become less intimidating and challenging if it becomes a regular activity that students are familiar with in the classroom. You can also establish norms for engagement. For instance, if your classmate comes to a different conclusion than you after analyzing a primary source, do we have agreements and strategies in place to express respectful disagreement and maintain curiosity about others' perspectives? This is an opportunity to integrate transformative socioemotional learning. Transformative socioemotional learning supports differentiated instruction by creating nurturing learning environments, integrating culturally responsive practices, honoring students' unique strengths, and providing opportunities for reflection on emotions, biases, and the empowerment of student agency. And altogether, these four key areas can help us to modify the way students access and learning, but they should not modify the quality of learning itself. Next slide, please.

If we apply this to primary source analysis, we could think of this as the steps of first finding a primary source image, thinking about what students know, what do we know that students know? Then differentiate using a variety of strategies. There's some listed here, tiered assignments, flexible

grouping, reteaching, independent study. We can think of everything that was mentioned in the chat, but just to organize our thinking, we can also think of these four key areas, content, process, product and learning environment. For primary source analysis, we can modify the content by assigning different primary sources or allowing students to choose from options by process, students can engage in flexible grouping, moving in and out of groups based on their interest, the product students can choose how they want to show their learning and the learning environment. We can make primary source analysis a regular familiar classroom activity. And before we move on, I'd just like for you to try this out yourself. Thinking about that puck image and the protocol that went along with it, what are some ways that you can modify? Just pick one. Don't overwhelm yourself. One of the key areas for differentiation for the diverse learners in your classroom. Can we modify the content, the process, the product or the environment when it comes to that specific primary source analysis activity?

I'll give you think time because that was a lot of information and I like having tactile learning. So if you can cut it up and split it out. So it's almost like a puzzle activating prior knowledge by having multiple ways to share all or think on a topic or prompt of that. Any other ideas?

I love that idea. And I think there's a value add of also presenting a counter narrative to a certain extent. So we're seeing very stereotypical depictions of particular ethnic groups. So to then go and add to that content by adding another perspective, what was the experience from the Irish perspective can help push students to think outside of just this narrow depiction of all of that, or even drawing your own image of what does America look like now? How would you revamp this cartoon for your own experience? And Erica says that educators who shared earlier use of particular protocols for primary source investigation is aligned with learning environment, familiar and consistent. Thank you. If you have other ideas. Oh, more ideas. AI is providing many interesting opportunities for differentiating reading materials and other resources. I know there are concerns with ai, but a lot of opportunity for differentiating materials.

Definitely there are some AI and non-AI tools for adjusting text complexity, for instance, for more intense secondary sources. But yeah, I mean with ai, we're all learning as we go. And so there's opportunities and challenges. And so Erica says, absolutely, can we better learn how to use AI for learning, make it work for us, not against us. Thank you for sharing all of these ideas. Next slide please. We're just going to wrap up this discussion Before we take a quick break, are there any questions that are coming up for you around primary source analysis, differentiation or assessment? Is there anything that you're hoping that we haven't covered yet that you're hoping that we'll cover in the rest of our time together? National archives has materials for document analysis. Love that we love new resources. Squirrel, this one away. Any questions that folks, even if it's not to do specifically with these questions, any questions about the standards themselves, their connection to primary sources or the essential disciplinary practices? We'd love to do just a quick check-in to see where folks are at. If questions come up, you could always enter them in the chat during the break and we could answer them when we come back. If there's any questions you're perhaps uncomfortable asking in front of the group, please do not hesitate to directly message myself or Erica and then we can address it that way. Next slide please. And with that, we're going to take a five-minute break.

Erica: We don't want to call these breakout sessions because we want them to be discussion and engagement and learning with each other. And we are really excited about these because this is where Sam and I get to do our teacher thing and model a lesson and have really good conversations with all you educators who are joining us tonight. So let's see, K five. We're going to be looking at a primary source and engaging in protocol and some other work at a second grade level. And then Sam's group is

going to be a secondary group looking at a different primary source, but also engaging in certain protocols and conversations around investigation of primary source. So that said, we are going to go into our discussion groups.

Samantha: Thank you so much for everyone who participated in that. I know it's getting late and we're asking you to do a lot of things, but Erica said that was fun. Leah said that was fun. I enjoyed conversations with the six 12 folks in our room. We're just going to spend a little bit more time hopefully getting you all a chance to dig into the primary source resources that were shared today. So in order to structure that activity, let's just go to the instructions on the next slide. The instructions are also in your workbook. Okay, so page 14 of your workbook contains these instructions. We just would love to give you a chance to dig in yourself so you have a link. You have links to several primary source catalogs, so we'd love for you to browse through them and see what sticks out to you, what seems interesting.

You can then choose a history standard relevant to your grade level by digging into the standards themselves in the real-world application of this. You could flip flop those and start with the standard and then go to the primary source. So you can just be strategic about how you want to approach that. After you've identified a primary source and a standard, you can then start to look at some of the primary source protocols that we've linked for you and think about how perhaps you'd like to modify those. And don't forget about the many protocols that have been shared in the chat today from your colleagues. And then once you've determined your primary source, your standard and your protocol, start to think about assessment activities or questions. And there's a resource linked for you there. But most importantly, thinking about different ways to differentiate that primary source analysis for your learners. And we have the option as well to hop into a breakout room to hop into the breakout room with the greater alike folks for this activity. But feel free to work independently. Thank you, Pia, for another resource squirrel. This one away as well. And so we have I think 20 minutes for this. Yes. Okay, 20 minutes. If you need help accessing that section of your workbook, please let us know. And then I think the breakout rooms are open.

Erica: Does anyone want to share one more? Well, it's not the last time because we're going to ask you to share again, but any primary source or protocol that you found, standards that you worked with, ideas you have for differentiating instruction. I think we all know each other now. If you want to unmute, we welcome that. But also the chat is always hot. If there's anything you want to share, please put that in the chat. We're going to move to the next prompt, which is any burning questions that you still have. We had plenty of time to talk tonight, which is lovely. But if there's any other questions you have pertaining to this topic or just about the standards themselves,

Amit: I just put in the chat, there's two links there actually. And they take a little bit of time to locate your place in Oregon and then find the map or the archive that is related. But both links are about the Oregon Donation Land Act. So Colleen was asking, thinking about how to tie economic or economic standards. And so we talked a little bit about land ownership. And as far as settlement is concerned, in Oregon, there's sort of this origin story from 1850 that's shared across most of the state, especially in the valley. And so you can play around, if you know your land plot, you can kind of plug it in, but you can do some sleuthing around as well and kind of check out that we have one website there from the Secretary of States department and the other one from the Bureau of Land Management from BLM.

Erica: Thanks Amit.

Amit: Yeah.

Erica: Alright. Our last thing is just to share in the next slide, share one word in the chat that you're taking away from this session. As you do that, I'm going to talk about some upcoming offerings we have, but please share one word in the chat that describes what you're taking away from this session. It might be a feeling, an idea. Resources. Yes, we did our job. Thanks Monica. Adaptive. Fantastic. Yes, absolutely. Speaking of resources about keeping in mind the bias of organizations and how they provide primary sources, here's a link about the media fact checks with the Bill of Rights Institute. Thank you. Appreciative gratitude for all the amazing hardworking educators teaching social science. Yes, true. And I hope that we can continue to help you feel supported in this work too. I'm going to move to the next slide here and excited. Thank you.

Want to say exhausted, but that is my entire day, so I have to say thankfulness for this information. I know it's not, it's late. So we're going to get to the next thing. So canvas modules, we have those coming up. They're in development right now. And these are the six topics that they, they're self-paced learning, you can pick them up at any time. People often say, I wish I had more time to process this. I wish I had more time to be in this topic. Here's your chance. These will all be part of a resource hub that we are creating. It'll be in the form of a website. It's being published in the future, but you'll get information about that and these will be clickable. You can pull them up and engage in these modules. We have some upcoming professional learning summit, statewide summits. The registration deadline has closed at this point, and I know that there are at least a couple of you in the room who will be joining us there.

These are happening across Oregon. We already did ours in Pendleton, one in Ben, one in Eugene, and one in Clackamas. And like I said, the professional, the online resources hub with learning materials. And the last thing we're going to ask of you is to please for the remaining people here, and hopefully we can catch up with folks who've left already to please complete our survey. We really like Sam and I did some day of adjustments to address some of the feedback we got yesterday. We have one more VPL coming up. Your feedback is really important to us, not just for these VPLs, but for the work we're doing. We're continuing to do so. Please, please, please take the three minutes that it will take to complete the survey. The link is in the chat and you can, the QR code is here and I like to give a silent moment for y'all to get in and invest a little in the survey so that you are more apt to complete it.

We know it's late. I'm just going to say one more time to please complete our survey. Sam and I want the feedback. We appreciate the feedback and we appreciate your time. That said, to close, just big appreciation to all of you tonight. We had some really amazing discussions. It was really fun being in the discussion space with all of you. Thank you for sharing the resources that you have too. Part of this bigger project is to help build a network of educators across Oregon who are teaching social sciences or interested in the teaching of social science. And so you helped us meet that objective tonight. Goodnight everybody. Thank you so much.