

Grades 3-6

GOOD YEAR BOOKS

Differentiated Instruction in **Social Studies**



Written by Barbara Doherty and Charlotte Jaffe

Differentiated Instruction in **Social Studies**

- **Multiple Intelligences**
- **Learning Centers**
- **Flexible Grouping**
- **Learning Contracts**
- **Tiering**
- **Compacting**
- **Independent Investigations**

Written by Barbara Doherty and Charlotte Jaffe



Editorial Assistant: Helen Luc
Graphic Designer: Linda Deverich
Cover Design: Linda Deverich
Editorial Director: Dawn P. Dawson

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Section I

Differentiation Strategies

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Introduction to Differentiated Instruction

As teachers, we recognize that students are not all alike and that instruction must be designed to meet the needs of the diverse learners in our classrooms. Differentiating instruction is a way to utilize the strengths and interests of all our students as we plan lessons for them. By providing varied educational opportunities, we can increase the chances for their academic success and make learning a rewarding and challenging experience.

According to Carol Ann Tomlinson, an associate professor at the University of Virginia and an authority on differentiating instruction, teachers can differentiate the following classroom elements based on student readiness, interest, or learning profile:

Classroom Elements

- **Content**
Content is what the student needs to learn. It is usually based on school-district curriculum or national standards.
- **Process**
Process is the method the teacher uses to plan and teach the lessons.
- **Product**
Products require students to demonstrate and apply what they have learned.
- **Learning Environment**
Learning environment is the way the classroom looks—the arrangement of furniture and types of displays—and the types of instructional materials available to students.

Differentiation Strategies

- **Multiple Intelligences**
- **Learning Centers**
- **Flexible Grouping**
- **Learning Contracts**
- **Tiering**
- **Compacting**
- **Independent Investigations**

Applying Differentiated Instruction

By modifying the key elements—content, process, product, and learning environment—to suit the needs of our students, we can support individual learning requirements. Teachers should assume the roles of facilitators rather than direct instructors, by effectively organizing students for particular learning experiences. Students may work in a group, cooperate with a partner, or work independently. It is crucial to remember that these organizational patterns must remain flexible. When designing differentiated instruction, keep in mind that the instruction should always be fair and equitable. Higher ability students are sometimes merely assigned more of the same type of classwork to complete instead of being offered enrichment or higher level lessons. Students at all levels should be challenged with engaging and appropriate types of active learning experiences.

Before using differentiated instructional materials for their students, teachers must first gather information about the students. Academic assessments, such as tests, portfolios, and cumulative files, offer information about students' strengths and weaknesses. Interest inventories or student interviews provide clues to the things the students prefer and enjoy. Multiple Intelligence Surveys help teachers understand how students learn best. Classroom observations also reveal differences in learning needs. Talks with family members and other teachers may provide additional insight into determining what method of instruction is the proper match for each child.

In Section II, you will find a variety of strategies for differentiating your social studies instruction. The content that is used in the lessons is based on national standards requirements. Choose the strategy or strategies that fit best with the content that you are teaching and the students in your class.

In Section III, you will find a series of template pages to help organize students into categories based on their learning abilities and styles. The section also contains forms: a student contract to fulfil assignment requirements; and a teacher self-evaluation sheet. There are also organizational charts for teachers to use with the assignments in Section II, Lesson 6.

Multiple Intelligences

What Are Multiple Intelligences?

Educators have long believed that verbal/linguistic and mathematical/logical types of intelligence were the essential intelligences to possess. However, in 1983, Dr. Howard Gardner of Harvard University developed the theory of Multiple Intelligences. This theory greatly broadens the vision of intelligence. Dr. Gardner's identified intelligences are listed below.

- **Verbal/Linguistic Intelligence**
This intelligence describes people who excel in reading, writing, speaking, and other forms of communicating.
- **Logical/Mathematical Intelligence**
This intelligence describes people who excel at diverse mathematical skills, computer programming, scientific studies, abstract thinking, and solving problems logically.
- **Visual/Spatial Intelligence**
This intelligence describes people who excel in visual perception; these people are often artistically talented.
- **Bodily/Kinesthetic Intelligence**
This intelligence describes people who excel at using physical activity, such as in sports or in dance. They may be builders or performers. They express themselves through bodily movement.
- **Musical Intelligence**
This intelligence describes people who excel at playing musical instruments, singing, composing music, and dancing; they possess a special sensitivity to sounds.
- **Interpersonal Intelligence**
This intelligence describes people who excel at working with and cooperating with others. They communicate well and are sympathetic to the problems of other people.
- **Intrapersonal Intelligence**
This intelligence describes people who excel at working alone. They have a good sense of themselves, their emotions, and their abilities.
- **Naturalist Intelligence**
This intelligence describes people who excel in living with nature. They are sensitive to the needs and problems of the natural world, interact well with animals, and like to grow things.

Multiple Intelligences in the Classroom

The educational connection of multiple intelligences to classroom practices is that teachers should be aware of different types of multiple intelligence-based activities in order to engage all of their students in the lesson they are teaching. It is important to note that researchers agree that people who excel in one type of multiple intelligence usually excel in some other types as well. Most activities that people successfully complete require the combined use of several types of intelligences. Therefore, teachers must help students explore and develop many kinds of intelligences by designing lessons that focus on all types, not just the intelligence that is the strongest for each child. Most of us will never reach the height of Beethoven or Picasso, but we may improve our ability to create a musical composition or paint a picture.

Assessments may vary according to intelligences. Consider allowing choice in the method of assessment given at the end of a unit. For example, you might give the following direction: Write a play to show what you learned about ancient Egypt or create a mural to show how people in ancient Egypt lived.

In Section II, you will find examples of lessons using multiple-intelligence options.

Learning Centers

How Are Learning Centers Used?

Learning centers, sometimes called learning stations, offer a variety of opportunities to engage students in working independently or with a small group on differentiated activities. While involved in center activities, students can reinforce, apply, or extend skills that they have been taught. Centers can be designed according to student readiness, interest, or learning style. Therefore, it is important that the students be pre-assessed before starting.

These learning areas may also be called interest centers or learning stations. Learning centers can be permanent or portable. Usually the centers are set up in special areas of the classroom and contain a work surface, supplies, and instructions. However, some learning centers are created by arranging student desks in an appropriate configuration. After the center time is over, center materials can be stored in a folder, a manila envelope, or another type of container.

Learning centers may be scheduled at various times during the day or week, and the duration varies according to available class time. Sometimes it is convenient to schedule them at the same time as guided reading, allowing the teacher to work with small groups of students while the other students are involved in independent or group activities. At other times, you may want to devote the entire class period to learning-center activities so that all the students take part in the center projects.

Each learning center should have clearly worded rules and instructions for students to follow independently. Teachers also may include guidelines for students to self-check their tasks. Some teachers like to create task cards related to readiness, interest, or learning style for students to use. Expected behavior and directions for cleaning up and storing work should be reviewed with students before beginning the learning-centers project.

Evaluation

Although initially it takes time to design a learning center, once it is completed, it can be used year after year, with easily revised variations. The proper evaluation tools are necessary to ensure that the students are learning successfully while participating in the learning-center activities. Some of them include ongoing observation checklists and anecdotes; review of portfolios of student work, project products, and participation in sharing sessions; and tests. Students can be evaluated on a variety of learning skills in addition to academics; these include responsibility, cooperation, planning, and decision making.

Learning centers can be used to successfully accomplish differentiated instruction in classrooms from kindergarten through twelfth grade. Section II of this book contains a variety of learning-center activities.

Flexible Grouping

Applying the Strategy of Flexible Grouping

Flexible grouping is a valuable strategy to use when differentiating instruction. As with other types of differentiating techniques, it is necessary to get to know your students' strengths and weaknesses and likes and dislikes in order to appropriately place them in flexible learning groups. A student may have a higher level of readiness or interest in a particular area but show weakness or lack of interest in another. Teachers can use a variety of instructional patterns to group and regroup students in order to provide the best learning experience for each of them. Students may be grouped in small or large collaborative groups or in pairs according to the particular learning task that they are required to do. At times, students may be put into groups depending on their learning style or their choice.

It is important to note that students who need extra practice or instruction on a particular learning skill might be grouped together, but once they have mastered that skill, they will no longer be part of that same group. If no longer needed, that group will be dissolved. Students will be placed in other instructional groups based on their special needs. Continuous assessment is necessary to evaluate student progress.

According to educational research, students should not be placed in static ability groups for long periods of time. Short-term, flexible groupings provide more learning opportunities for students of all abilities. They are more successful in helping students reach their individual achievement goals.

Learning Contracts

About Learning Contracts

Learning contracts are an effective way to differentiate a unit or a portion of a unit of study. Usually, background or introductory information is provided before the contract begins. In a learning-contract situation all students complete a set of activities. When these activities are completed, students complete another set of activities with different levels of complexity.

In some cases, there will be an actual contract that describes the responsibilities of the student; the contract is signed by the teacher, the student, and the student's parent or guardian. In this way, the parent or guardian is aware of the expectations. The first time you use learning contracts with your students, go over the directions, expectations, and activities carefully. Provide plenty of opportunities to stop student work and discuss the progress and any problems the students may have.

The Teacher's Role

- Allow plenty of time to get to know your students before beginning learning contracts.
- Gather resource materials on several different reading levels. The teacher will identify the academic objectives or outcomes of the contract activities as well as the affective-learning objectives.
- In a learning contract the teacher's role is one of support, encouragement, and facilitation.
- The teacher must also develop a schedule and evaluation methods for monitoring students' progress.

The Students' Role

- All students will have a deadline for completion of activities and projects.
- Students may work on the assignments at their own pace and in any order. Their most important responsibility is to work constructively.
- Students must keep a log of their daily work time and progress.
- Work must be kept in a folder in a central location and be accessible to the teacher.
- Students must ask for help when needed and not rely on the teacher to identify that they need assistance.

Tiering

How to Use Tiering to Meet Student Needs

Tiering is the leveling of the difficulty of the activities students will be asked to do. All students are capable of achieving the same learning goal if that goal is a broad one. The tiered activities are meant to follow whole-class instruction. You can usually meet your students' readiness and challenge levels by using three tiers of activities. While completing the tiered activities, the students will be using and extending the information and skills that had been presented earlier in whole-class lessons. Think of these activities as different ways for all students to reach the same basic understandings and goals of your lesson or unit.

The tiered activities can be color coded by putting them on differently colored sheets of paper or index cards, by putting colored dots on the cards or paper, or by filing them in differently colored file folders. Students will be asked to do the tiered activities after the more structured, teacher-led lesson is completed. Sometimes the tiered activities will be used as follow-up activities by which you extend or assess the learning that has taken place. These activities can be designed to be done independently, in pairs, or as small-group experiences.

When creating the tiered activities for your students, you must keep in mind students' abilities, the background information needed, the goals and objectives you hope to reach, the materials needed, and the time necessary to complete the activities reasonably. Also of importance is the method by which you will evaluate the work accomplished by your students.

Once you have designed tiered activities for a particular lesson or part of a unit, you can use them the next time you teach that topic by making a few accommodations. They can become the basis for other tiered activities and can be modified to suit the needs of your students.

Evaluation

As in all teaching, your assessments must be closely aligned with your goals. While students are working, you may circulate throughout the room, acting as facilitator, observing behavior, and noting the behavior on a checklist. Each activity need not be formally evaluated. By completing the activities, your students should be prepared to successfully perform well on a general quiz or test.

Curriculum Compacting

What Is Curriculum Compacting?

Compacting a curriculum is a method of differentiating that is determined by the ability or readiness of your students. In this method of differentiating, the time normally devoted to the objectives and activities necessary to achieve them is shortened. In other words, the pacing of the material is accelerated. Compacting encourages your students to become more independent and responsible for their own learning. It motivates students and can help to eliminate the boredom associated with drill and practice.

How to Compact

Determine which of your students are candidates for compacting by pretesting. Experts advise that a pretest should be an opportunity offered to the entire class. A score of 90 percent or better is usually accepted as mastery. Textbook publishers often offer pretests. A final test can also be used as the pretest. You may create a pretest of your own by using the questions at the end of a chapter or unit or by basing questions on the main ideas and concepts of the chapter or unit. Students who have scored at the mastery level will then be given an alternative, meaningful assignment. You will find many students interested in compacting. Keeping appropriate records will substantiate that the students have achieved the curriculum requirements.

Example of Compacting

Here is a practical explanation. We have all experienced those students in our classrooms who already know the spelling words in the weekly list before it is formally introduced. There is no need for these students to go through the regular weekly activities that support the learning of the words in the weekly list. These students may proceed to the next level of spelling. In some cases the student is tested through any and all spelling lists and may complete the usual (year-long) set of spelling lists in just a few months. They have completed the spelling curriculum.

These students are now free to pursue other areas of interest, receive additional instruction in a subject in which they need more help, or move on to spelling words of more complexity.

Independent Investigation

About Independent Study

The independent investigation agreement allows both teacher and student to identify the areas of interest that the student wants to explore. The independent study satisfies the student's curiosity, promotes work at advanced levels, and allows long-term, in-depth work on a topic of interest. The teacher and student together will create a plan of investigation and develop the types of activities that will be accomplished. There will be a written agreement signed by the teacher, student, and a parent/guardian. The teacher will facilitate the student's progress and provide resources when applicable. It is necessary to establish timelines and to plan progress checks at various intervals. Graphic organizers or work logs will allow both student and teacher to set up and maintain short- and long-term goals for time management.

Evaluation

Evaluation of independent study is usually in the form of a product. This product should make it evident that the student understands the original question, problem, or subject. The teacher should develop with the student a method of assessment that is clear and easily understood.

The product can be in the form of a report, a display, a power-point presentation, a chart, a bulletin-board display, a story, a poem, a game board, or any other format agreed to by both the teacher and student.

Section II

Differentiation in Social Studies Lessons

Social Studies Lessons

In this section of the book, five units are presented.

Units

- **Unit 1: My State**
Strategies: Tiering and Multiple Intelligences
- **Unit 2: The American Revolution**
Strategies: Learning Contracts and Multiple Intelligences
- **Unit 3: Ancient Egypt**
Strategies: Tiering and Learning Contracts
- **Unit 4: Black History**
Strategies: Multiple Intelligences and Tiering
- **Unit 5: Women in History**
Strategies: Learning Centers and Learning Contracts

Tiered strategies are labeled according to readiness levels: A (Introductory), B (Intermediate), and C (Advanced).

Multiple-Intelligence strategies are labeled according to various learning styles.

Learning Centers are labeled according to interest. Materials are listed.

Learning Contracts are labeled according to level of difficulty: A (Basic) and B (More Challenging).

These are self-directed activities. Students may work independently or cooperatively to complete them. The lessons provided are samples. You may increase or decrease the complexity of each. Some activities require more than one class period to complete. Consider adding other types of differentiating strategies—compacting, independent investigations, or flexible grouping—that meet the needs of your students and enhance the skill lesson. Special resource materials, writing materials, and art supplies may be needed for some lessons. Suggested resources are provided at the end of the book. Please check websites before using them.

My State

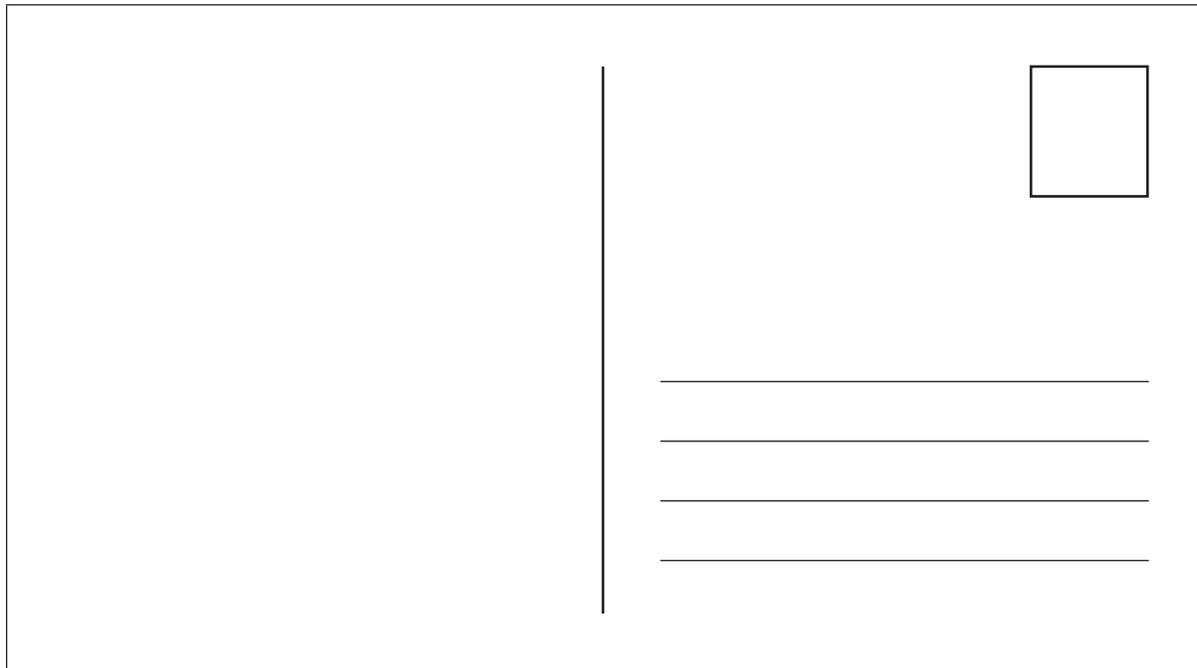
State curriculum standards across the nation require that students learn various aspects of life in the state in which they live. In this section of the book, two strategies for differentiating instruction in the study of My State are modeled. The strategies are Tiering and Multiple Intelligences. The tiering strategies support the lessons on state history. These lessons are labeled according to readiness levels: A (Introductory Level), B (Intermediate Level), and C (Advanced Level). The multiple-intelligence activities support the lessons on researching state information. They are labeled according to various learning styles.

The activities used with both strategies are self-directing and may follow a whole-class lesson. Students may work independently or cooperatively to complete them. The lessons that are provided are samples. The complexity of each lesson can be decreased or increased. Some activities require more than one class period to complete. In your classroom, consider adding other types of differentiating strategies to create activities that meet the needs of your students during the unit on My State.



Picture Postcard

Research your state. Then send a picture postcard to someone living in a different state and describe an important historical event that occurred in your state. On the front draw a picture of the event or the landmark that honors it (top box). In the message section (bottom left), write a short note that summarizes the important facts of the event. Fill in the address.



What If?

How might the history and development of your state have been different if certain important events had never occurred? Create two “What If” statements that relate to your state’s history and then provide your own thoughtful reflections about what might have been different. Use facts from your reading to help in your explanations.

EXAMPLE: What if gold had never been discovered in California? How might the West have been settled?

What If...?: Statement No. 1:

What If...?: Statement No. 2:

Famous People

Working with a partner, select a person from your state whom you admire because of his or her outstanding contribution to the nation or the world. Investigate the life of this person and take careful notes about the person's childhood, education, and achievements. Use this information to create an interview of the notable person. One student can be the famous person and the other can take the role of the interviewer. Design questions and responses. Pretend you are on a TV news program and perform your TV interview for the class.

Question: _____

Response: _____

Graph Your State

Locate information about your state using the internet and reference books. Look carefully for maps of cities, rivers, mountain ranges, and other geographical features. Collect data on state products and population.

Create a colorful graph, chart, or map to show some of the concepts and information that you researched. If you are planning a product map, use magazine cutouts and/or draw pictures to illustrate it. Use symbols to illustrate a population map.

Consider the following questions:

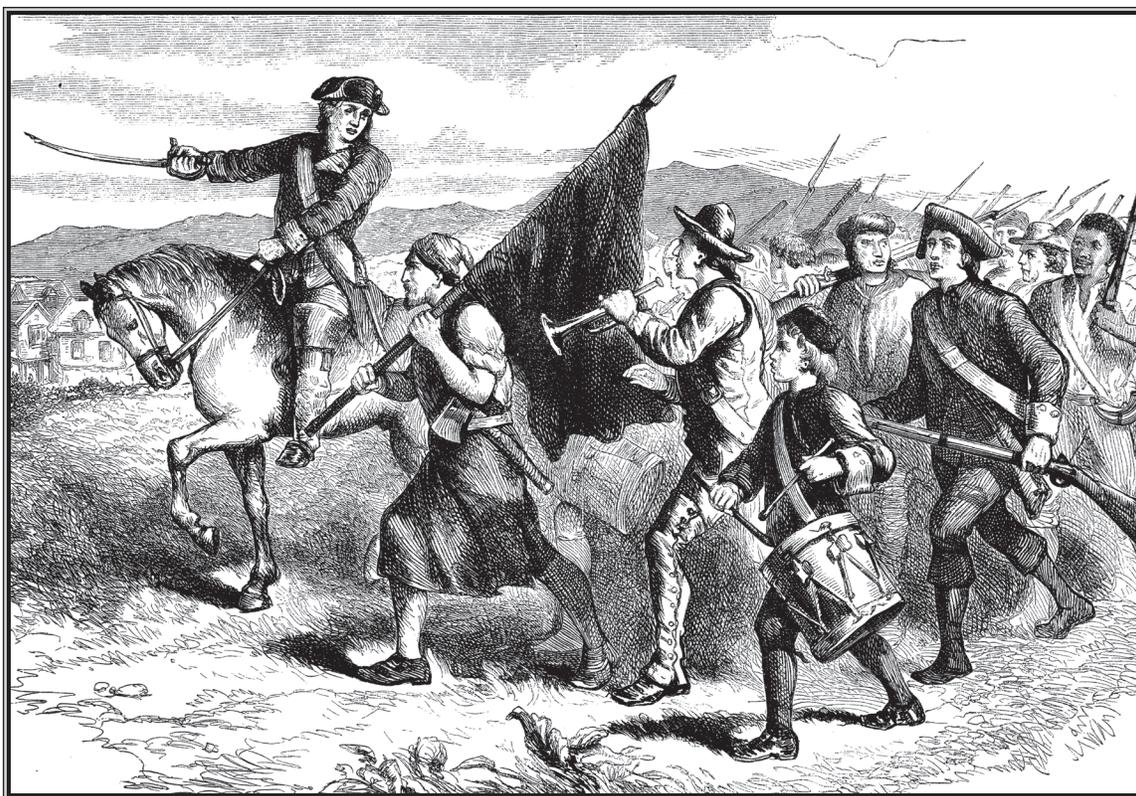
- Which cities have the largest populations? The smallest?
- What are the state's most important products? In what part of the state are they found?
- How many rivers does your state have and what are their names? In which direction do they flow?
- How high are the mountain ranges? What are they called?

Sketch your ideas here.

The American Revolution

Throughout the nation, upper elementary and middle-school students study the important events and people that were part of the American Revolution. In this section of the book, two strategies for differentiating instruction in the study of the American Revolution are modeled. The strategies are Learning Centers and Multiple Intelligences. The learning-center activities support the lessons on Valley Forge. They are labeled according to interest, and materials needed are listed. The multiple-intelligence activities support the lessons on events of the American Revolution. They are labeled according to various learning styles.

The activities used with both strategies are self-directing and may follow a whole-class lesson. Students may work independently or cooperatively to complete them. The lessons that are provided are samples. The complexity of each lesson can be decreased or increased. Some activities require more than one class period to complete. In your classroom, consider adding other types of differentiating strategies to create activities that meet the needs of your students during the unit on The American Revolution.



They Came to Valley Forge

You and your cooperative-learning group will create and produce your own historical-fiction play based on life in Valley Forge during the winter of 1777–1778. Follow these guidelines:

- Use historical facts as background details for your play.
- Create a plot that includes an introduction, conflict, a climax, and a resolution.
- Develop your main and supporting characters.
- Write dialogue using script form with character names written in capital letters as shown below.
- Include stage directions as shown below.
- If possible, create simple costumes and props for your play.
- Make your setting true to the time period of 1777–1778.
- Use acts and scenes to divide the action in your play.

Here is the start of a student play written about Valley Forge. Notice how the setting and the characters are listed above the dialogue.

SCENE 1

SETTING: Campground at Valley Forge, Pennsylvania. It is the winter of 1777–1778. A light snow is falling.

CHARACTERS: Benjamin Tyler
Joseph Ewing
Nathan Walker
Captain Greene
Jeremiah Cotton

BENJAMIN TYLER: (extends hand with ragged glove)

Welcome to Valley Forge, Joseph. I'll walk you to your hut. You can put your musket, blanket, and other gear inside.

JOSEPH EWING: (walks inside the hut with Benjamin)

Thanks, it's been a long journey from Virginia. This bad weather didn't make the trip any easier. Even this crowded

Materials:

Copies of activity pages
Paper and writing supplies
Hats, scarves, belts, etc.,
to use as costumes
Art supplies, paper rolls

Unit 2: The American Revolution

Topic: Valley Forge

Winter of 1777–1778

During the bitter cold winter of 1777 to 1778, Commander-in-Chief George Washington and his courageous troops were stationed in Valley Forge, Pennsylvania. Along with the icy temperatures, the troops also had to endure the lack of food, warm clothing, and other supplies. Read the excerpt from a letter that Washington sent to Governor George Clinton during that winter and carefully observe the details in the engraving by H. B. Hall. Then pretend that you are one of the soldiers camped in Valley Forge. Write a letter home to your family, telling them about your experience.

Materials:

Copies of activity pages; Writing materials; Paper or stationary

I mean the present dreadful situation of the army for want of provisions, and the miserable prospects before us. . . . For some days past, there has been little less than a famine in camp. A part of the army has been a week, without any kind of flesh, and the rest for three or four days. Naked and starving as they are, we cannot enough admire the incomparable patience and fidelity of the soldiery, that they have not been ere this excited by their sufferings, to a general mutiny or dispersion. Strong symptoms, however, of discontent have appeared in particular instances; and nothing but the most active efforts every where can long avert so shocking a catastrophe. . . .



George Washington and Lafayette at Valley Forge.

Build a Hut

During the winter of suffering, many of the soldiers at Valley Forge slept in tents until huts could be built for them. Read the following description of a typical hut written by George Washington on December 18, 1777.

Soldiers' huts are to be of the following dimension, fourteen by sixteen feet each, sides, ends and roofs made with logs, and the roof made tight with split slabs, or in some other way; the sides made tight with clay. Side walls to be six and a half feet high.

Using the scale of 1 inch = 1 foot, create a model of a Valley Forge hut. Use materials such as clay, corrugated paper, oaktag, toy logs, cut tree branches, and various art materials. Add windows and doors. Place your completed huts on a classroom display table labeled "Valley Forge."

Sketch your idea in the space below.

Materials:

- Copies of activity pages
- Rulers Glue
- Scissors and other tools
- Paper supplies
- Clay
- Logs or wood
- Art supplies

The Boston Massacre

One of the early events that led to the American Revolutionary War took place in Boston, Massachusetts, in 1770. It was known as the Boston Massacre. A group of boys taunted the British troops and one boy threw a snowball at a British soldier. Soon other colonists got involved in the situation, and the British began to fire on the crowd. Five people died and many others were wounded on this tragic day.

Below is a copy of an engraving of the event created by Paul Revere. Why, do you think, did Paul Revere make the engraving? How did it help the colonists' cause?



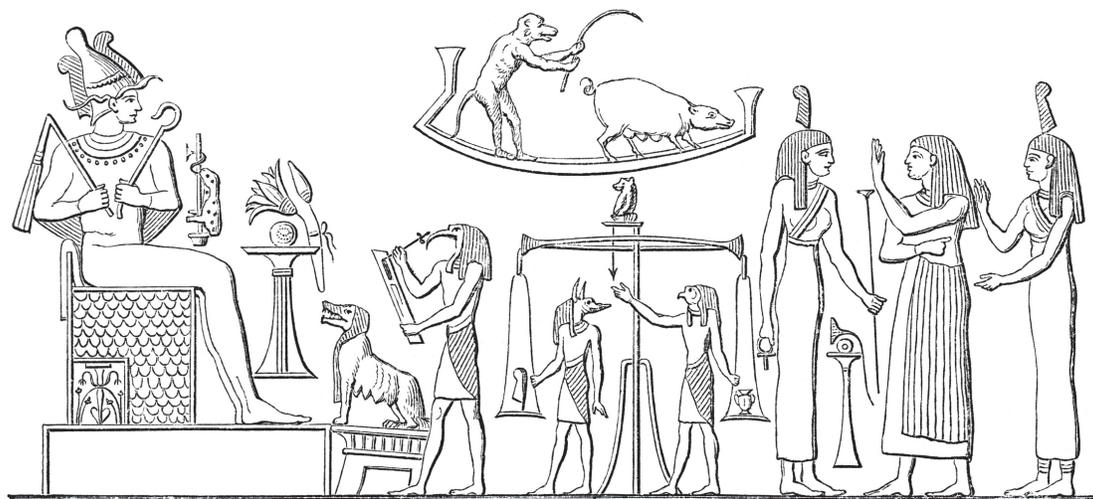
Boston Massacre

Learn more about The Boston Massacre and other events that sparked the need for independence. Draw your own picture of one of those events. Think about your point of view regarding the event and use your picture in a political cartoon.

Ancient Egypt

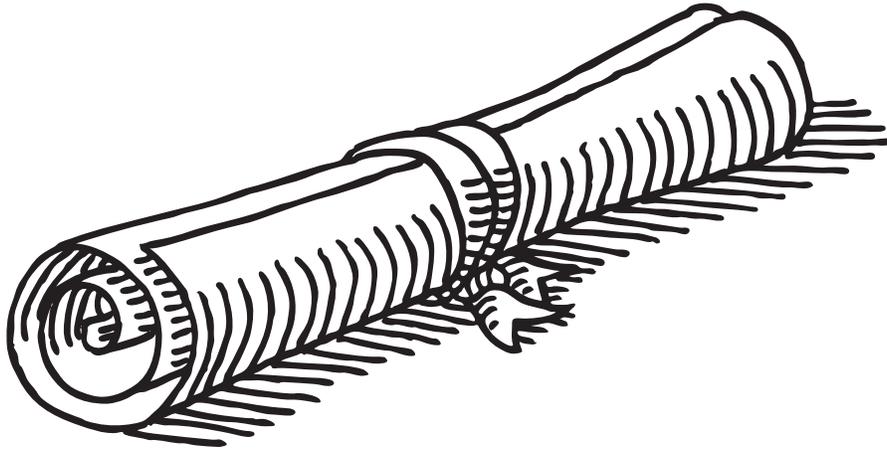
Ancient Egypt is a topic included in the curriculum of upper-elementary and/or middle schools. In this section of the book, two strategies for differentiating instruction in the study of ancient Egypt are modeled. The strategies shown are Tiering and Learning Contracts. The tiering activities support the lessons centered on structures of ancient Egypt. They are labeled according to level of difficulty: A (introductory level), B (intermediate level), and C (advanced level). The learning-contract activities support the lessons concerning daily life in ancient Egypt. General directions are explained on page 33. Page 34 shows the expected outcomes for all students. The activities that students must accomplish are described on page 35. All students are required to do the activities in the first part of the contract. Students are then assigned to either Contract A (basic) or Contract B (more challenging).

The activities used with both strategies are self-directing and may follow a whole-class lesson. Students may work independently or cooperatively to complete them. The lessons that are provided are samples. The complexity of each lesson can be decreased or increased. Some activities require more than one class period to complete. In your classroom, consider adding other types of differentiating strategies to create activities that meet the needs of your students during the unit on Ancient Egypt.



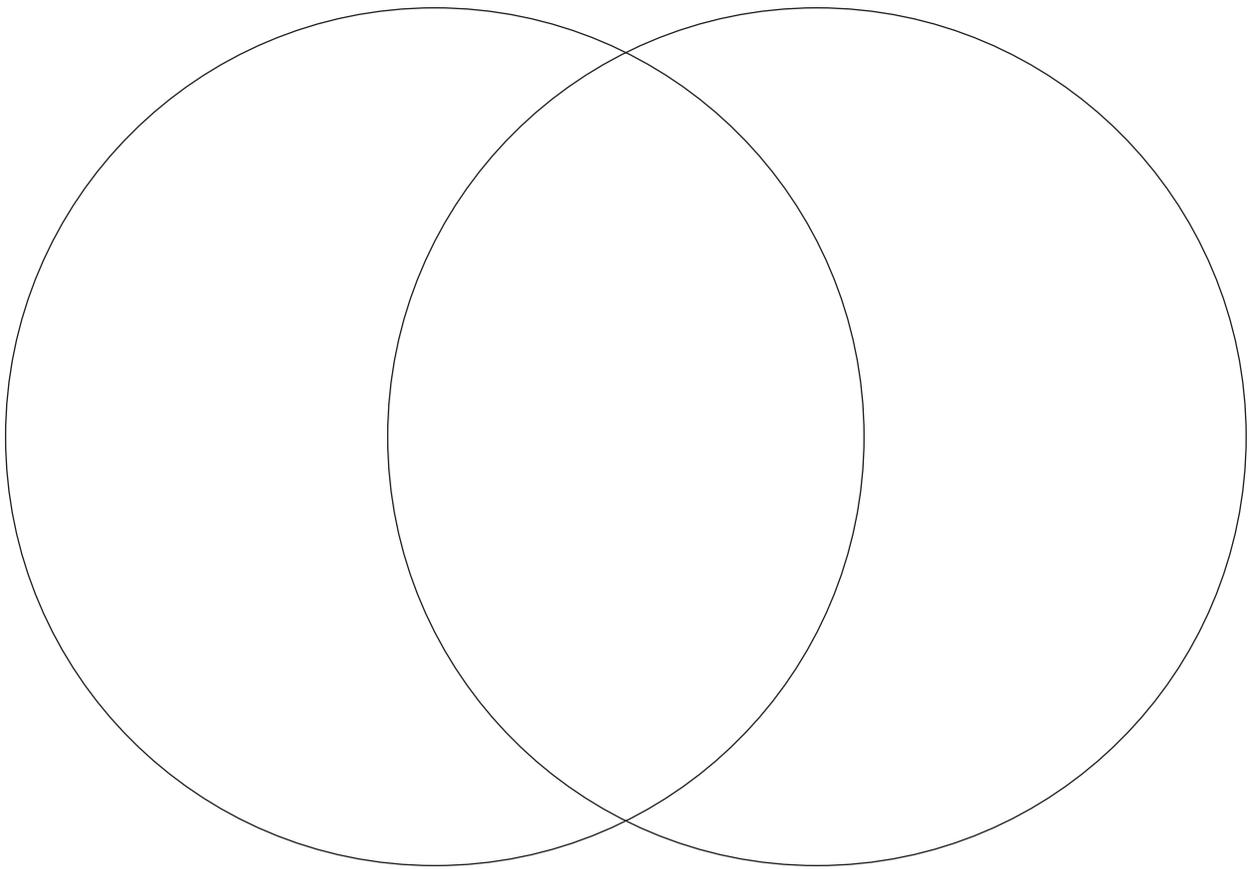
A Graphic Comparison

The Great Pyramid of Giza (Cheops) was one of the largest structures built by humans for many years. The Sphinx is also very large. For many years the Empire State Building in New York City was the tallest building in the world. Today, the One World Trade Center tower in New York City is the tallest building in the United States. Use reference materials to find the height of each of these structures and show the measurements on a graph. Make your graph on a large poster to be displayed in the classroom.



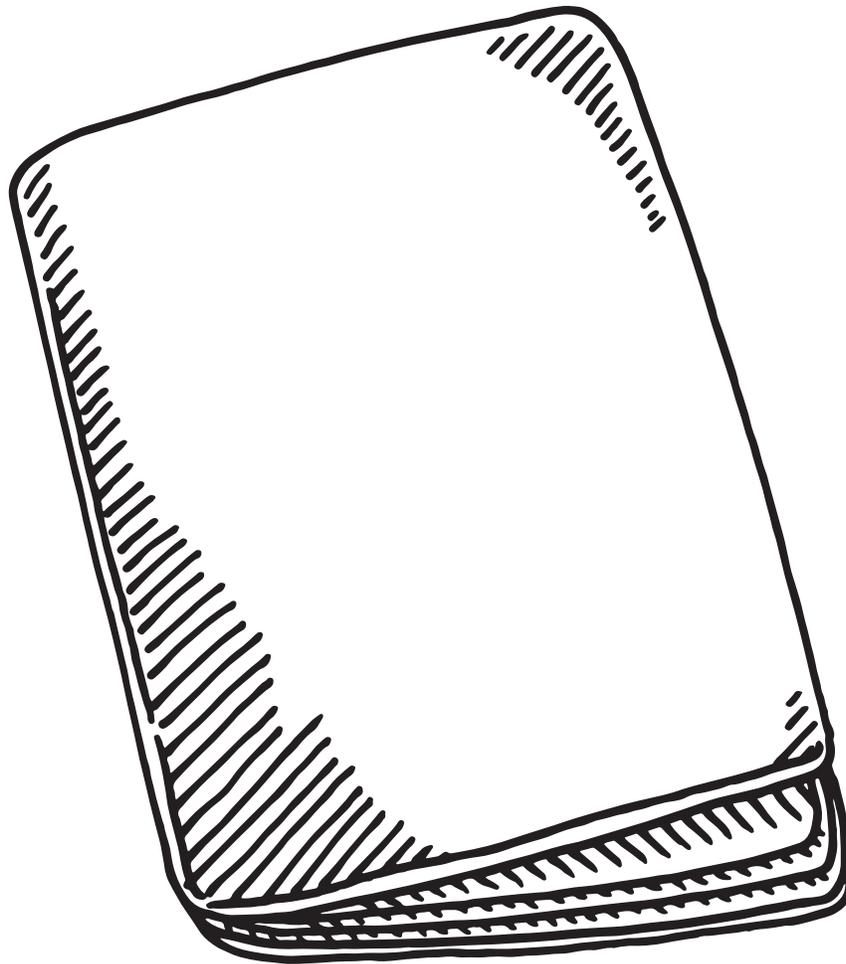
Compare and Contrast

The ancient Egyptians built many buildings and monuments that have lasted thousands of years. The Great Pyramids were part of the Seven Wonders of the Ancient World and have recently been included in a new list of wonders of the world. Read about the Pyramid of Giza (Cheops) and the Sphinx in your text or other reference materials. Prepare a Venn diagram that shows likenesses and differences of these structures. Share your findings with your classmates.



A Travel Brochure

Many fascinating artifacts remain from the ancient Egyptian culture. Some of these artifacts are magnificent structures. Read about Abu Simbel, the Temple of Amun Re, the Great Pyramids, and the Valley of the Kings. Choose one of these and create a travel brochure that will tempt travelers to visit that site. You may make your own illustrations or use photos from a magazine or other source. Make your brochure as attractive and informative as possible.



The Contract: How Does It Work?

As part of our study of Ancient Egypt you are going to complete some independent activities in class. This will help you understand the things we will be reading about and doing later.

Steps in Completing a Learning Contract

1. Five class periods have been scheduled to complete the sections of the contract. You can do some of it as homework if you like. You may work on the activities if you have extra time in class. The references and other materials that I have gathered must be kept in the classroom.
2. There is no order to the activities. You may complete them in any order as long as you focus on the work and are making progress. Keep all work in the folder provided. Let me know when you have completed each activity. As each piece of the contract is checked, I will initial the checklist on your folder. You might want to have a classmate check your work before handing it in. You may ask for help whenever you are having difficulty. I will be available to help you if I am not already helping someone else.

You may work anywhere in the classroom as long as you are being productive.

Do your best work. Your contributions will help us all in the study of Ancient Egypt.

Ancient Egypt Learning Contract

Outcomes & Expectations

You should expect to know, understand, and be able to do the following as a result of your work:

Know . . .

1. key vocabulary words, terms, and concepts about ancient Egypt
2. some factual information about the terms and concepts in the list
3. the important place names and areas of ancient Egypt

Understand . . .

1. the importance of the Nile River to the people of Egypt
2. that the pyramids were actual burial chambers for the pharaohs
3. that the discovery of the Rosetta Stone was a major contribution to learning about the culture of ancient Egypt
4. that climate had a direct impact on our knowledge of this ancient culture

Be able to . . .

1. compare your life with that of someone from ancient Egypt
2. organize information
3. report information accurately
4. follow directions correctly

Ancient Egypt

The Learning Contract

All students will complete the following activities. Then some will be assigned Contract A and some will be assigned Contract B.

1. Make a list of key vocabulary words and terms regarding ancient Egypt.
2. Complete a triple-entry journal for the terms in the list.
3. Label the following on a map: Giza, Thebes, Luxor, Upper Kingdom, Lower Kingdom, Nile River, and Mediterranean Sea.
4. Make a drawing or find a diagram showing the burial chamber inside a pyramid.
5. Find the average temperature of Egypt month by month for one year.

Contract A

1. On one side of an index card write one of the terms from the list you created. On the back write one fact about it.
2. Would you have liked to have lived in ancient Egypt? Explain your answer.
3. Compare life in ancient Egypt with present-day life in Egypt or with another ancient culture we have studied.
4. How did the climate affect the lives of these people?

Contract B

1. On one side of an index card write one of the terms from the list. On the back make up a question about it.
2. Explain the importance of the discovery of the Rosetta Stone.
3. Explain the impact the climate had on archaeological discoveries.
4. Floods can be devastating. Explain how the ancient Egyptians used flooding to their advantage.

Black History

The study of Black History has become an integral part of the social-studies curriculum. Many schools devote the month of February to the study and celebration of Black History and the contributions of African Americans to our culture and society. This month was originally chosen because the birthdays of Frederick Douglass and Abraham Lincoln both fall in this month. In this unit, two strategies for differentiating the study of Black History are modeled. The methods are Tiering and Multiple Intelligences. The tiering activities support the lessons on researching the people involved in Black History. They are labeled according to levels of readiness: A (introductory level), B (intermediate level), and C (advanced level). The multiple-intelligence activities support the lessons teaching about events in Black History. They are labeled according to various learning styles.

The activities used with both strategies are self-directing and may follow a whole-class lesson. Students may work independently or cooperatively to complete them. The lessons that are provided are samples. The complexity of each lesson can be decreased or increased. Some activities require more than one class period to complete. In your classroom, consider adding other types of differentiating strategies to create activities that meet the needs of your students during the unit on Black History.

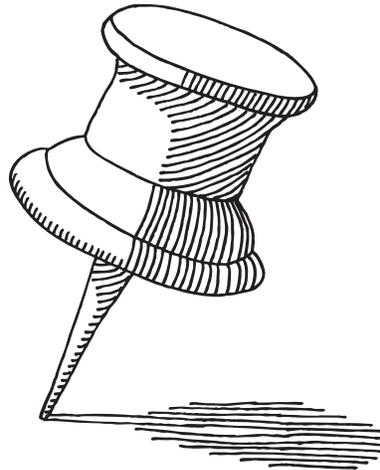


Martin Luther King Jr.

The Underground Railroad

The Underground Railroad was a loosely organized system of people and secret “safe houses,” where runaway slaves could find safety while making their way from slavery to freedom in the North. Usually, the escaping slaves traveled at night, often with a guide, or “conductor.” The “safe houses” were private homes, businesses, farms, and church buildings. In the safe houses the slaves were hidden from their pursuers and given advice, food, clothing, and money for the next part of their trip. Once they reached the North, they were further helped with money, jobs, and housing. The Underground Railroad was very successful.

Design a classroom bulletin board that will teach other students about the Underground Railroad. Create illustrations of some significant events or heroic people. Write a caption with a sentence or two about each by using reference books or the internet for help.



History Skit

From the era of slavery to the modern civil-rights struggle, there have been many events that might be considered “milestones” in the course of black history in America. Two such milestones include the issuing of the Emancipation Proclamation and the Montgomery Bus Boycott. With your cooperative-learning group write a script for a brief (5-minute) portrayal of an event you’ve learned about in your study of black history. You will not need full costumes, but props may be helpful. Perform your skit for your classmates. Plan your skit in the space below.

Brief Summary of What Happened:

Characters:

- 1.
- 2.
- 3.
- 4.
- 5.

Sequence of Events:

Props and Other Materials:

Dear Diary

The practice of segregation (separation based on race) existed for many years in some American schools. Black children were not allowed to attend the same schools as the white children. Instead they were sent to separate—usually inferior—schools. In 1954, however, the United States Supreme Court heard the case of *Brown v. Board of Education of Topeka, Kansas*. This court overturned previous rulings that said separate but equal was all right. It ruled that segregation must end and that all children must be offered an equal educational opportunity regardless of race.

Imagine that it is 1954 and you have just heard about this new law. Write a diary entry.

Dear Diary,

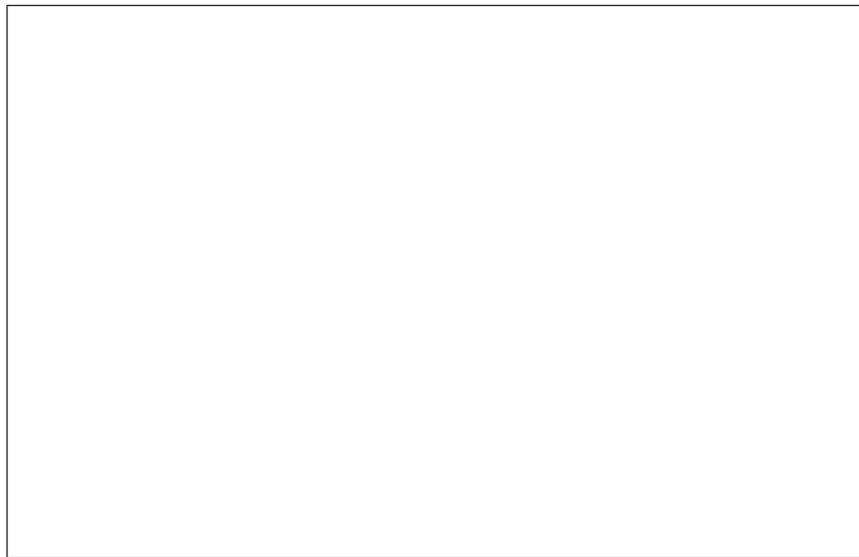
A New Stamp

Many countries around the world issue postage stamps to celebrate the lives and achievements of certain individuals. The United States Postal Service has honored many individuals, including famous African Americans.

Visit the internet or use reference books to find examples of some stamps that honor people. Design a new stamp to honor someone involved in an event in Black History. Then write a brief biography of the person explaining why he or she deserves to be honored in this way.

Person Being Honored: _____

Sketch of Stamp



Biography

Monument Design

There are monuments honoring Harriet Tubman, George Washington Carver, Frederick Douglass, and Booker T. Washington. Design a monument to honor another black American who made a contribution to our society and culture. Get ideas about monuments by looking at some on the internet, in your textbooks, and in other reference materials. Include an accompanying plaque that explains the person and the contribution.

Person Being Honored: _____

Sketch of Monument Design

Plaque

A large rectangular area with a decorative border and horizontal lines for writing a plaque.

Time Line

In any study of history there are many people and their accomplishments to remember. It is often easier to remember these people and the events surrounding them when seen graphically. With a partner or in a small group, create a timeline. Use ten-year intervals, beginning with 1865 and ending with 1965. Then choose five people—each from a different interval—who, in your opinion, are especially important in Black History and show them on your timeline. Try to include an illustration or drawing for each of the entries included. Write a sentence explaining an event connected to each person you have chosen. Remember, you need to find an example for only five of the ten intervals on your timeline.

People to Include in My Time Line and a Statement about Each:

1. _____

2. _____

3. _____

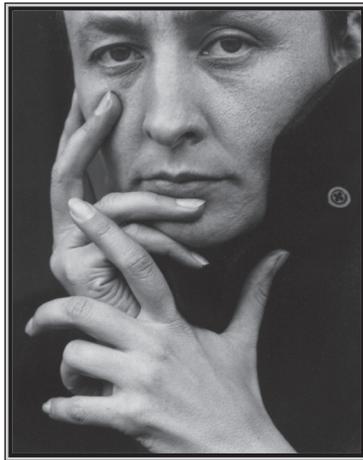
4. _____

5. _____

Women in History

It is important that we help students recognize the diverse and historical accomplishments of women. Lessons presented in Unit 5 offer insight into the lives of determined and courageous women who achieved distinct goals in science, the arts, sports, and politics. Two strategies for differentiating instruction in the study of Women in History are modeled. The strategies shown are Learning Centers and Learning Contracts. The learning-center activities support the lessons on famous female scientists, athletes, and artists. These lessons are labeled according to interest, and materials needed are listed. The learning-contract activities support the lessons on women's suffrage in America. All students are required to do the activities in the first part of the contract. They are then assigned to either Contract A (basic) or Contract B (more challenging). General directions are explained on page 47. Page 48 shows the expected outcomes for all students. The activities that students must accomplish are described on page 49.

The activities used with both strategies are self-directing and may follow a whole-class lesson. Students may work independently or cooperatively to complete them. The lessons that are provided are samples. The complexity of each lesson can be decreased or increased. Some activities require more than one class period to complete. In your classroom, consider adding other types of differentiating strategies to create activities that meet the needs of your students during the unit on Women in History.



Georgia O'Keeffe



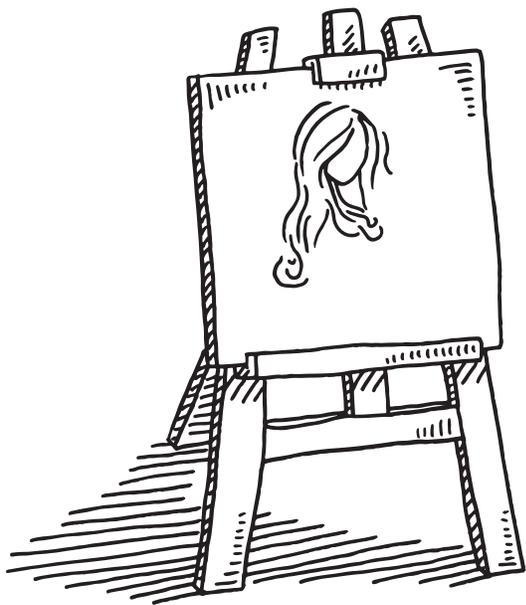
Marie Curie

Learning about Style in Painting

Your task at this learning center is to produce a work of art that is in the style of a famous female artist. You may choose any famous female artist for this task or use someone from the list below:

- **Mary Cassatt:** Born in America, this impressionist painter and printmaker produced many beautiful pastel works of mothers and children in tender poses.
- **Georgia O’Keefe:** A unique twentieth century artist, Georgia O’Keefe is best known for her paintings of colorful flowers, such as sunflowers and poppies, on large canvases.
- **Helen Frankenthaler:** This notable abstract expressionist artist used large areas of flat color in her paintings.
- **Berthe Morisot:** As one of the few female painters of her time, this impressionist artist painted landscapes, mothers and children, and still-life compositions.
- **Rosa Bonheur:** This mid- to late-nineteenth century artist is remembered for her studies and paintings of animals.
- **Beatrix Potter:** Author and illustrator of *The Tales of Peter Rabbit* and other stories, her colorful drawings enlivened the stories and increased their success.

Look over the reproductions of the artists’ work in your learning center and select the one whose style you would most like to replicate. Artists create their paintings by using lines, shapes, colors, light and dark, space, movement, variety, and repetition. Try to notice the way your artist has painted some of the above elements to make the work of art unique. Do the lines seem straight or wiggly? Are any shapes repeated? Do you see light and shadow in the painting? Is the color strong or weak? Use the art reference books to read more about the artist’s style of painting. Then using the art supplies in the center, create your own work of art. When all work is finished, design an “art-museum wall” in your classroom to display your creations.



Materials:

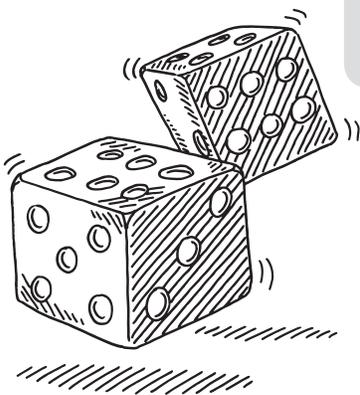
Copies of activity pages
 Copies of art reproductions
 Art supplies (paper, paint, pencils, markers, brushes, etc.)
 Art reference books or handout reading material

Create a Game Board

The challenge at this learning center is to create a game board that will teach your classmates about the achievements of a famous female scientist. Throughout history, many women have made outstanding contributions to society. You may choose any famous female for this task or use someone from the list below.

- **Jane Goodall:** As a scientist specializing in animal behavior, Jane Goodall is best known for her work in protecting chimpanzees and their habitats.
- **Mae Jemison:** Using her degree in medicine, Mae Jemison worked with the Peace Corp in Africa. She later qualified to become an astronaut, and in 1992 she became the first African American woman to enter space when she traveled on the shuttle *Endeavor*.
- **Rachel Carson:** In her book *The Silent Spring*, Rachel Carson details the dangers of the use of DDT on the environment. Rachel Carson was voted into the top 20 most influential scientists of the twentieth century.
- **Marie Curie:** During her lifetime, this dedicated scientist received numerous awards for her work. In 1903 she was awarded the Nobel Prize in Physics for her study of radiation, and in 1911 she received the Nobel Prize for Chemistry for her work in radioactivity.
- **Maria Mitchell:** An American astronomer, Maria Mitchell is credited with discovering a comet in 1874. In 1848 she became the first woman to be elected to the American Academy of Arts and Sciences.

Choose a female scientist and gather information about her using the resource materials at your learning center or the internet, if available. Take notes on her early life, education, family life, and achievements. Design a game board using the important facts of the scientist's life. Plan your game board carefully before you create your good copy on a poster board. Use a variety of art materials to make it attractive. You may choose to create question-and-answer cards to make your game more challenging. When all the groups have completed their work, schedule a Game Day to share your creations and to learn about famous female scientists.



Materials:

Reference books, periodicals, and internet

Poster boards in different colors

Art supplies (markers, pencils, writing paper, construction paper, felt, stickers, etc.)

Package of 3" x 5" index cards

Unit 5: Women in History

Topic: Famous Female Athletes

Describing the Action

Throughout the history of sports, women have inspired us with both their athletic skill and their perseverance. Your task at this learning center is to broadcast a sports event in which a female athlete demonstrated her ability or achieved a “famous first.” You may choose any famous female athlete for this task, or you may choose to use someone from the list below:

- **Mia Hamm:** Mia Hamm is a five-time US Soccer Female Athlete of the Year and an International Women’s Soccer star. In May of 1999, Mia scored her 108th goal, making her the world’s all-time leading scorer.
- **Althea Gibson:** This Hall of Fame tennis star is a woman of many accomplishments. In 1950 she became the first black tennis player to play in the US Nationals. She went on to win championships at Wimbledon, England, in both singles and doubles tournaments.
- **Nadia Comaneci:** At the 1976 Olympic Games in Montreal, Canada, Nadia excited the world with her seven perfect-ten scores in gymnastics. For her efforts, she won three gold medals, one silver medal, and one bronze medal.
- **Florence Griffith Joyner:** This Olympic star is known as the fastest woman in history in the 100- and 200-meter dashes. At the 1988 Olympics in Seoul, Korea, Joyner won three gold medals and one silver medal.

Use the reference material at your center to learn more details about the exciting sports event that you will broadcast. You will have to select one event that stands out as special. Write a script of what you will say in the broadcast. Practice it before you record it with the tape recorder. Make your listeners feel that “they are there.” When everyone in the group has completed the center project, play the recordings for your whole class.

Materials:

Copies of activity pages
Tape recorder
Reference books, periodicals, and internet
Paper
Pencils



The Contract: How Does It Work?

As part of our study of Women in History you are going to complete some independent activities in class. This will help you understand the things we will be reading about and doing later.

Steps in Completing a Learning Contract

1. Five class periods have been scheduled to complete the sections of the contract. You can do some of it as homework if you like. You may work on the activities if you have extra time in class. The references and other materials that I have gathered must be kept in the classroom.
2. There is no order to the activities. You may complete them in any order as long as you focus on the work and are making progress. Keep all work in the folder provided. Let me know when you have completed each activity. As each piece of the contract is checked, I will initial the checklist on your folder. You might want to have a classmate check your work before handing it in. You may ask for help whenever you are having difficulty. I will be available to help you if I am not already helping someone else.

You may work anywhere in the classroom as long as you are being productive.

Do your best work. Your contributions will help us all in the study of Women in History.

Women in History Learning Contract

Outcomes & Expectations

You should expect to know, understand, and be able to do the following as a result of your work:

Know . . .

1. key vocabulary terms and concepts about the struggle for suffrage in America
2. some factual information about the terms, events, people, and concepts
3. approximately when and how women's suffrage was granted in America

Understand . . .

1. the length of the struggle and the sacrifices made for women's suffrage in the United States
2. that voting is a right and a responsibility
3. how and why women's suffrage was opposed
4. how women's suffrage has changed the culture and society of America

Be able to . . .

1. organize your information
2. report information accurately
3. follow directions correctly
4. manage your time wisely
5. give examples of the struggles for women's suffrage
6. explain what suffrage means and how it came about in the United States

Women in History

The Learning Contract

All students will complete the following activities. Then some will be assigned Contract A and some will be assigned Contract B.

1. Make a list of key vocabulary words and terms regarding women's suffrage.
2. From your research, prepare a short biographical sketch for each of three individuals who worked for women's suffrage in the United States. Have your choices "okayed" by me.
3. Find one political cartoon about women's suffrage that was either in favor of or opposed to women's suffrage and be prepared to explain it.
4. Working in your group, create a timeline showing 6 important dates in the women's suffrage struggle.

Contract A

1. How were Abigail Adams, wife of President John Adams, and Sojourner Truth involved in the women's suffrage movement?
2. Would you have liked to live at the time of Susan B. Anthony? Explain.
3. Create a Venn diagram or other graphic display to compare a typical woman of 1900 and one of today.

Contract B

1. How did Susan B. Anthony's arrest further the suffrage movement?
2. How has women's right to vote affected America?
3. What methods were used by the suffragists to bring about a change in society?

OR

Which person made the greatest contribution to the women's suffrage movement in America? Give reasons for your choice.

Section III

Differentiation Templates

Types of Learners

Organizing Template

Before you begin to create differentiated lessons for your students, take some time to think about their learning differences. What types of learners do you have in your class? Some suggested categories are listed below. You may add others. Remember that some students may fit into more than one group. Write the student names under each heading.

Likes to work in group settings:
Likes to work alone:
Requires special help in _____:
Requires special help in _____:
Needs to be challenged more in _____:
Needs to be challenged more in _____:
Works slowly:

Works quickly:

Thinks creatively:

Thinks analytically:

Is well organized:

Lacks skills in organization:

Follows routines easily:

Has difficulty following routines:

Other: (Explain.)

Multiple Intelligences

Lesson Design (MI)

Content Area:

Title of Lesson:

Objectives/Goals:

Materials Needed:

Types of Assessment Used (MI)

Instructional Activities (MI)

TYPE OF INTELLIGENCE	ACTIVITY	STUDENT NAMES
Verbal/Linguistic		
Logical/Mathematics		
Visual/Spatial		
Bodily/Kinesthetic		
Musical		
Interpersonal		
Intrapersonal		

Creating a Learning Contract

Content Area: _____
Topic: _____
Goals and Objectives:
General Activities for All Students:
Contract A Activities:
Contract B Activities:
Time Limit for the Contract: _____
Resources and Materials:
Learner Needs in My Class Related to This Topic:

Independent Investigation Agreement

I, _____, agree to the following terms as discussed with _____ on _____.

Nonnegotiable Items:

Negotiable Items:

I know I will be evaluated in these ways:

I will do my best on this work and will have it completed on time.

_____ (Student Signature)

I will provide guidance to the student throughout the term of this contract.

_____ (Teacher Signature)

I will support and encourage my student while completing this contract.

_____ (Parent / Guardian Signature)

Self-Evaluation Form

Differentiated Lesson

Subject: _____

Lesson Title: _____

Type(s) of Differentiation Used: _____

Lesson Description

In what ways was the lesson successful?

In what ways could the lesson be improved?

Compare and Contrast Chart

Graphic Organizer

Topic 1: _____

Topic 2: _____

HOW ARE THE TOPICS ALIKE?

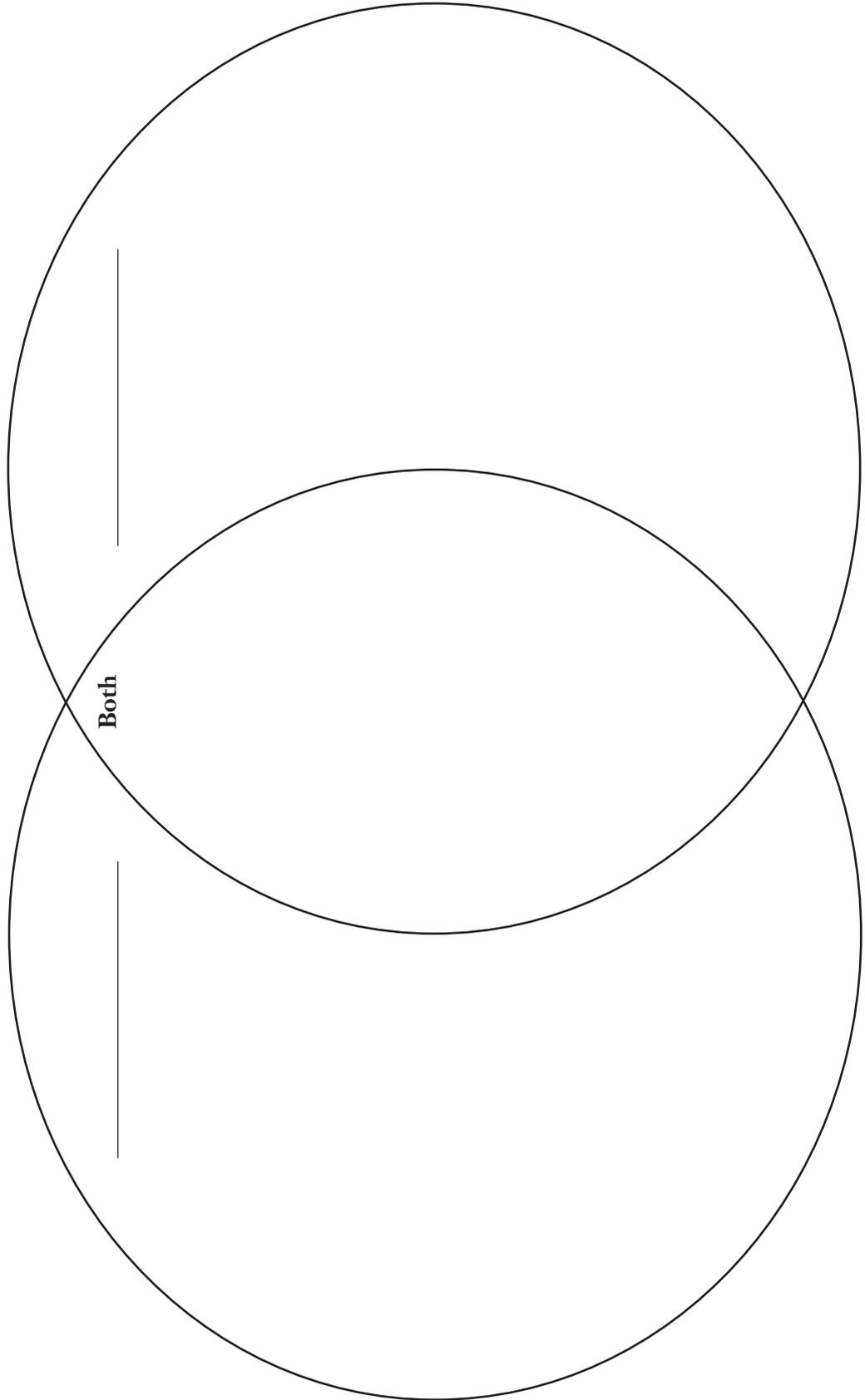
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

HOW ARE THE TOPICS DIFFERENT?

Topic 1	Topic 2
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

Compare and Contrast Venn Diagram

Topics: _____ and _____



Resources

MY STATE

Books

- Balken, Gabrielle. *The Fifty States: Explore the U.S.A. with Fact-Filled Maps!* New York: Wide-Eyed Editions, 2015.
- Bauer, Marion. Fifty States to Celebrate series. Boston, New York: Houghton Mifflin Harcourt, 2013-2016.
- Kurtz, Jane. Fifty States to Celebrate series. Boston, New York: Houghton Mifflin Harcourt, 2013-2016.
- Miller, Millie, and Cindi Nelson. *The United States of America: A State-by-State Guide*. New York: Scholastic, 2006.
- Thornton, Brian. *The Everything Kids' States Book: Wind Your Way across Our Great Nation*. New York: Simon and Shuster, 2007.

Websites

- Fifty States: States and Capitals (50States.com)
- Mr. Nussbaum.com—Fifty States for Kids: Maps, Facts, Games, and Activities (mrnussbaum.com/fifty-states-for-kids)
- National Geographic Kids: U.S. States (kids.nationalgeographic.com/explore/states/us-states-hub/)

THE AMERICAN REVOLUTION

Books

- Allen, Thomas. *George Washington, Spymaster: How the Americans Outspied the British and Won the Revolutionary War*. Reprint. Washington, D.C.: National Geographic, 2007.
- Fradin, Dennis. *Let It Begin Here! Lexington and Concord: First Battles of the American Revolution*. Reprint. New York: Bloomsbury Publishers, 2009.
- Freedman, Russell. *Lafayette and the American Revolution*. Reprint. New York: Holiday House, 2010.
- Silvey, Anita. *Henry Knox, Bookseller, Soldier, Patriot*. New York: Clarion, 2010.
- Smith, Lane. *John, Paul, George, and Ben*. New York: Hyperion Books, 2006.

Websites

- The American Revolution (Home): The Glorious Cause for American Independence (theamericanrevolution.org)
- The American Revolution (Important People): The Glorious Cause for American Independence (theamericanrevolution.org/people.aspx)
- USHistory.org: History for the Mind ... and Heart (ushistory.org)

ANCIENT EGYPT

Books

- Boyer, Crispin. *Everything Ancient Egypt*. New York: National Geographic Kids, 2012.
- Casson, Lionel. *Life in Ancient Egypt*. New York: Horizon, 2015.
- Machajewski, Sarah. *A Kid's Life in Ancient Egypt*. New York: Powerhouse Press, 2015.
- Romer, John. *The Great Pyramid: Ancient Egypt Revisited*. New York: Cambridge University Press, 2007.

Websites

- The Ancient Egypt Site (ancient-egypt.org)
- The Great Pyramid: Dispensational Teaching of the Great Pyramid (thegreatpyramid.net)
- Discovering Ancient Egypt (discoveringegypt.com)

BLACK HISTORY

Books

- Altman, Susan. *Extraordinary African-Americans: From Colonial to Contemporary Times*. Revised edition. New York: Children's Press, 2002.
- Ayres, Katherine. *North by Night: A Story of the Underground Railroad*. New York: Yearling Publishers, 2000.
- Myers, Walter Dean. *Frederick Douglass: The Lion Who Wrote History*. New York: HarperCollins, 2017.
- King, Martin Luther, Jr. *I Have A Dream*. Reprint. New York: Schwartz and Wade, 2012.

Websites

- Black History People: Discover Your Story (blackhistorypeople.com)
- History: Black History (history.com/topics/black-history)
- Great Black Heroes (greatblackheroes.com)

WOMEN IN HISTORY

Books

- Adiletta, Dawn C. *Elizabeth Cady Stanton: Women's Suffrage and the First Vote*. New York: Rosen Publishing, 2005.
- Jaffe, Charlotte, and Doherty, Barbara. *Women Win the Vote*. Culver City, CA: Interact, 2007.
- Olive, Rebecca, and Holly Thorpe, eds. *Women in Action Sport Cultures: Identity, Politics, and Experience*. New York: Palgrave Macmillan, 2016.
- Shuemann, Bettina. *Thirteen Women Artists Children Should Know*. New York: Prestel Junior Books, 2009.
- Swaby, Rachel. *Headstrong: Fifty-Two Women Who Changed Science—and the World*. New York: Broadway Books, 2015.

Websites

History: Women's History (history.com/topics/womens-history)

Historynet: Famous Women (historynet.com/?s=famous+women)

National Archives: Women (archives.gov/research/alic/reference/womens-history.html)

Publisher's note: At the time of publication, websites were reliable and suitable for children.

However, website content may change frequently. No guarantee is made about the content listed above; children should always be closely supervised when using the Internet.

