

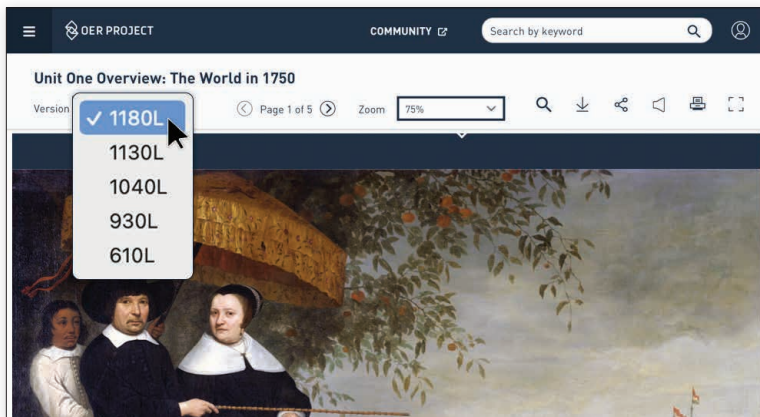
DIFFERENTIATING INSTRUCTION WITH THE OER PROJECT

OER Project courses offer a wide array of materials that can be easily scaffolded and differentiated to meet your students' needs. This guide will help you navigate and locate these supports on the OER Project site. For more detailed information about the OER Project approach to differentiation, check out pages 28 to 30 in the [OER Project Teaching Guide](#).

Article Supports

Leveled Versions

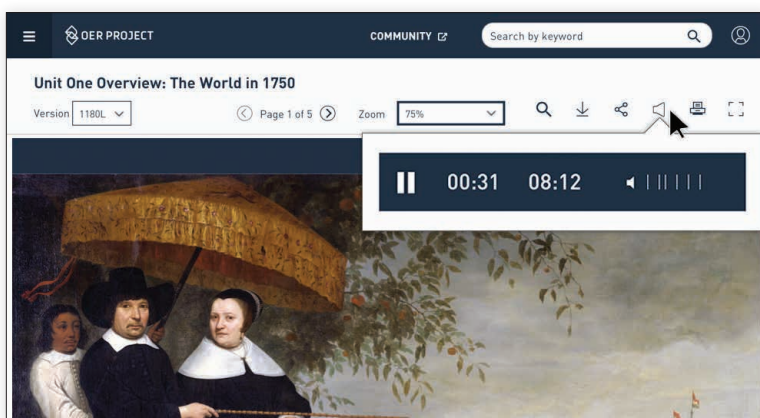
We've partnered with Newsela to provide multiple Lexile levels of all our OER Project articles. Note that students are also able to access the different levels when they log in to their OER Project student accounts. Please note that only the highest level is provided in WHP AP®.



Audio Recordings

We offer audio recordings for nearly all OER Project articles. The recordings are at the highest Lexile level, so keep that in mind if you have students read along.

Both supports are accessible from two different places: the article tile and the PDF viewer. You'll find the article tile option is most efficient for easy downloading, and the PDF viewer is helpful when you want to read or listen to a text in real time.



Article Tile

You can find an article tile from the Unit View,

or the Lesson View (access by clicking **View Lesson** in the Unit View).

Unit One Overview: The World in 1750

Preparation

Summary

The narrative of this era that most historians thought was accurate for a long time was the “Rise of the West”. It was developed mostly by historians from countries in Europe and North America. So naturally this narrative focuses on the rise of these regions. But is this narrative really an accurate explanation of what has happened across the world since 1750? Or is it the product of a group of Western historians looking at the past from one perspective, and missing the broader patterns? This is the question that this article asks.

Purpose

The purpose of this video is to introduce students to one account of world history since 1750, and to begin to equip them with tools to critique that account. The main reason for this is not to critique that account in particular, but rather to provide an extended example of the kinds of critiques we will want students to do themselves. They will eventually use these skills to critique the three frames narratives and to answer the era questions.

Process

Preview - Skimming for Gist

Have students fill out the Skimming for Gist section of the Three Close Reads worksheet as they complete their first close read. This should be a quick process—a couple of minutes at most. This process is intended to help students get a general idea of what the reading will be about, and to scan the article for features such as title and headings, images, image captions, graphs and tables.

Key Ideas - Understanding Content

In this read, students should be paying attention to the information that most helps them understand the article. To do this, students should be looking for unfamiliar vocabulary words, the major claim and key supporting details, and analysis and evidence. By the end of the second close read, students should be able to answer the following questions:

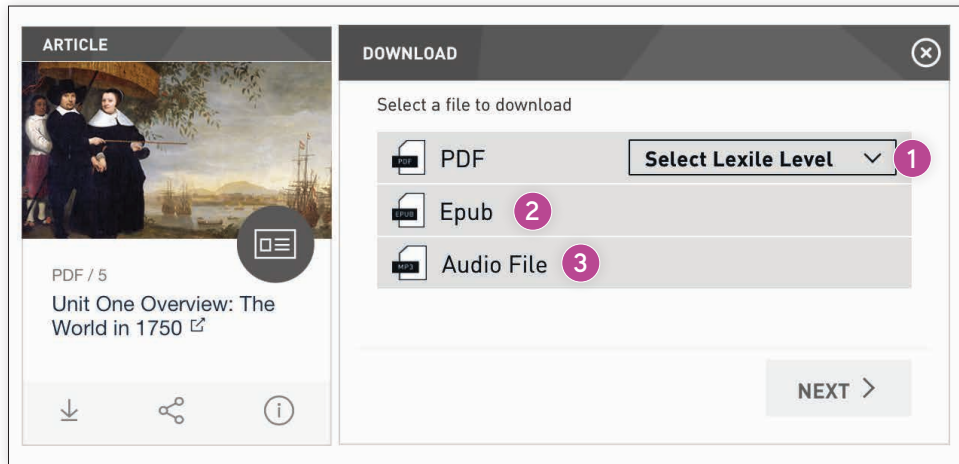
- The earliest written sources we have for human history are more than 5,000 years old. So why does this course begin in the year 1750?

Sample answer: Studying the recent past helps us understand change and continuity in a useful way. Things leading up to 1750 did not change a whole lot and they changed very slowly. But starting in 1750, massive changes began to happen. We need to study the time around 1750 to know where we're starting and to understand continuity and change over the last two hundred and almost seventy years.
- In this case of 1750, the narrative most historians believed for a long time was the “Rise of the West”. Who created this narrative? Is this narrative reliable and how might we test it?

Sample answer: The “Rise of the West” narrative comes from a group of Western historians looking at the past from one perspective, so it could be missing the broader patterns. We can test this by looking at different

From the article tile, click the download arrow. From there, you will have options to do the following:

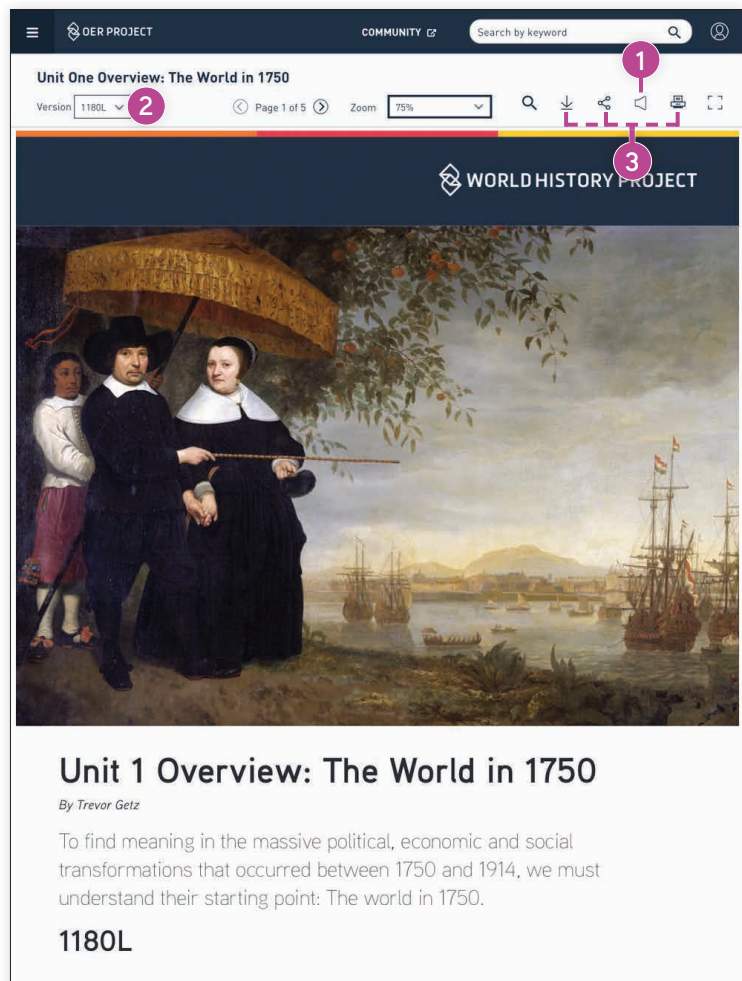
1. **Select Lexile level:** Use this to choose your level, and then download or save to your Google Drive.
2. **Epub:** If you or your students are reading articles on mobile devices, click Epub.
3. **Audio file:** This will give you the option to download the audio file or save it to your Google Drive.



PDF Viewer

From the PDF viewer (accessed by clicking on the article tile):

1. **Audio recordings:** Click on the sound icon. The recording will then play within the PDF viewer.
2. **Leveled versions:** Click Version. From there you can select the level, which will then appear directly in the PDF viewer.
3. Note that you can also download, share, and print from the PDF viewer.



Video Supports

Our videos offer a variety of built-in scaffolds.

Pause at Key Ideas

This feature will pause the video automatically when a key idea is addressed. These pauses will match up with the Key Idea questions found in the Lesson View. Teachers have sample answers; students do not. To use this feature, simply make sure the **Pause at Key Ideas** box is checked. When watching videos as a class, remember to discuss the questions. And if students are watching videos on their own, we recommend you show them how to use this feature because it will help them engage more closely with the content.

Unit 1 Overview Video (10:17)



PAUSE AT KEY IDEAS ^

As this video progresses, key ideas will be introduced to invoke discussion.

Key Ideas – Understanding Content

Use these questions and prompts at the appropriate stopping points to check in with the students and ensure they are getting the key ideas covered in the video.

1. **1:58** Why, according to the video, start a course like this in 1750?

Sample answer: There's nothing special about the year 1750 per se, but this was a period in which great changes were going to take place.
2. **2:40** What was the world generally like in terms of the production and distribution of goods, according to the video?

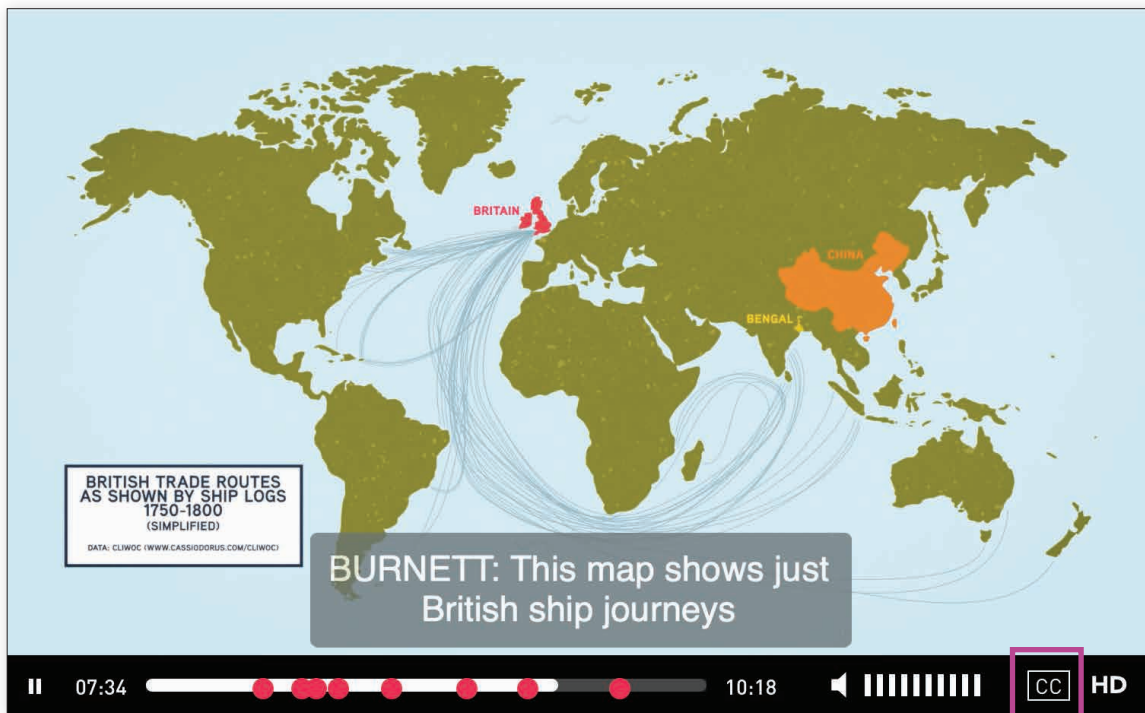
Sample answer: People still got most of their energy from old sources, and most people were still farmers.
3. **2:56** What was the world generally like in terms of networks, according to the video?

Sample answer: Most people didn't travel very far away, and most ideas and culture were local.
4. **3:21** What was the world generally like in terms of communities, according to the video?

Sample answer: Most communities were kingdoms, chiefdoms, or religious states. Religion was very important.
5. **4:19** The video argues that the world of 1750 was also changing. What examples does it

Captions

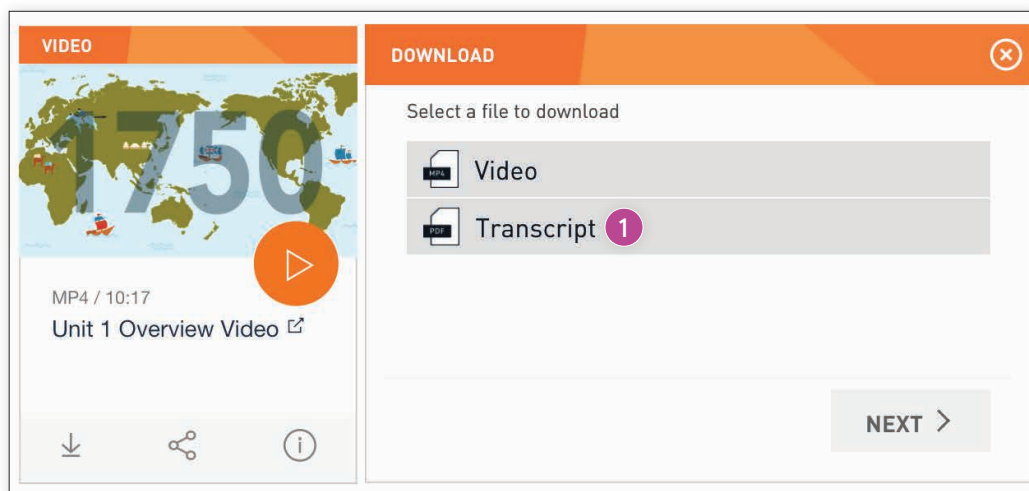
Another way to help students engage with videos is to use the closed captions (also helpful if your audio setup isn't great!). Simply click the **CC** box in the right-hand corner of the video player.



Transcripts

Transcripts are another great option to help students follow along with a video. There are two ways to access these:

1. From the video tile, click **Transcript**. From there you can download the transcript or save it to your Google Drive.



2. Within the Lesson View, you can click the arrow underneath the video player. This will also give you the option to download the transcript or save it to your Google Drive.

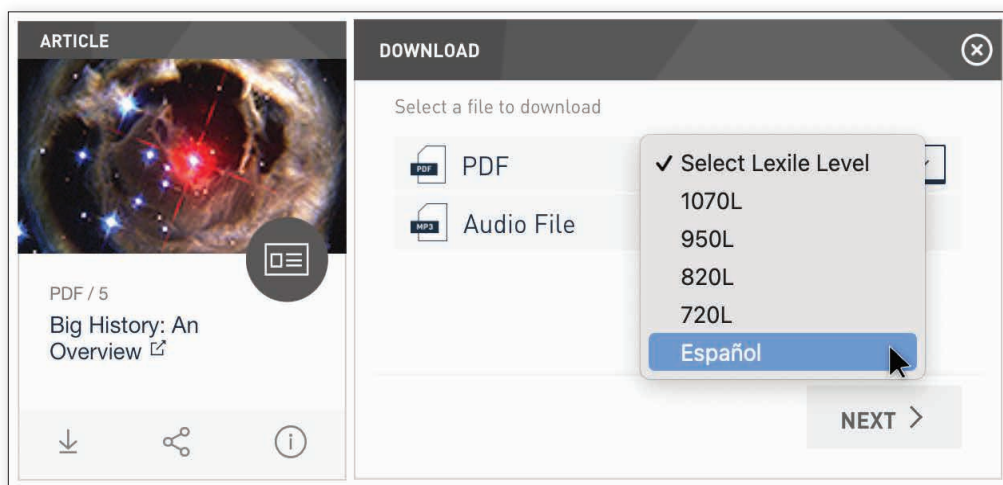


English Learner Support

We currently offer Spanish translations for most articles and activities in the Big History Project. We hope to offer translations for the World History Project in the future.

Articles

Spanish translations are available through the article tile and the PDF viewer. The steps are the same as for selecting Lexile levels—simply select Español to access the translated version.



Activities

Spanish translations of activities are only available through the PDF viewer. Click the **Version** dropdown in the top left corner, and then select **Teacher Español**.

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PROYECTO BIG HISTORY / ACTIVIDAD DE LA LECCIÓN 1.0

EL MISTERIO DE LA ISLA DE PASCUA

MATERIAL DEL DOCENTE

Preparación

- Descarga "¿Qué pasó en la Isla de Pascua?"

Propósito

En esta actividad, los estudiantes verán un solo evento: el colapso de la población de la Isla de Pascua y examinarán las causas del colapso desde los puntos de vista de varias disciplinas y con base en varios factores, lo que ayudará a los estudiantes para practicar cómo ver un fenómeno desde diferentes perspectivas.

Prácticas


Interdisciplinariedad

Esta actividad puede ser la primera vez que los estudiantes encuentran la idea de usar varias disciplinas, y no solo la historia, para ayudar a dar sentido al pasado. Este es un buen lugar para debatir cómo diferentes puntos de vista nos pueden ayudar a cambiar o ajustar nuestra perspectiva de los eventos.

Proceso

Muestre una imagen de la Isla de Pascua. Diga a sus estudiantes que en 1722, unos exploradores llegaron a esta isla a la mitad del Océano Pacífico. Al llegar descubrieron más de 800 estatuas gigantes y casi no había gente. Esto era extraño, ya que los pocos habitantes de la isla no pudieron haber construido estas estatuas, debe haber requerido una civilización mucho más grande. Pida a la clase que piensen acerca de la Isla de Pascua y consideren esta pregunta: ¿Qué tipo de eventos les pudieron ocurrir a las personas de la Isla de Pascua? Si los estudiantes no aportan mucho, usted puede sugerir enfermedades, hambrunas u otros desastres naturales como una causa posible para que empiecen a pensar. Después de un rápido debate en clase, haga que los estudiantes formen grupos pequeños. Entregue la hoja de ejercicios del Misterio en la Isla de Pascua y el artículo "¿Qué pasó en la Isla de Pascua?" y haga que los estudiantes revisen atentamente las imágenes, gráficas y tablas incluidas en el artículo. Pídale que, por el momento, ignoren el texto del artículo; ¡van a ver qué información pueden recopilar antes de leer! Al parecer, estas imágenes no proporcionan mucha información, pero si las ponen juntas podrán hacer suposiciones informadas acerca de este lugar. Haga que los estudiantes analicen las imágenes y tablas en el artículo para que desarrollen un punto de vista sobre la Isla de Pascua y pídale que escriban sus respuestas a las siguientes preguntas en sus hojas de ejercicios:

- Describe qué patrón muestra la gráfica de población para este periodo de tiempo.
Ejemplos de respuestas: La población aumentó gradualmente desde que los humanos llegaron por primera vez alrededor del año 400 D.C. Pasaron 800 años antes de que la población alcanzara su máximo en 1200 D.C. Cuando empezaron a escasear los recursos, la población también disminuyó. Pero, incluso cuando los recursos empezaron a aumentar, alrededor del año 1600 D.C., la población siguió reduciéndose.
- Genera tantas explicaciones como puedas para explicar este patrón.
Ejemplos de respuestas: Las respuestas pueden variar, pero los estudiantes pueden mencionar una escasez de recursos, un desastre natural, enfermedades o incluso una



Moais, Isla de Pascua, por Horacio_Fernandez, CC por 3.0