



History Toolbox



Prepared by Mark McGuffee using AVID's "The Write Path History/Social Science" and "Critical Reading" materials.

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Keeping an Interactive Notebook in History

The Left Side (“SHOW” Pages)

The left page demonstrates your understanding of the information from the corresponding right side of the page. You could say that this is where you “**work out**” what the lesson has attempted to “**work in**” to your mind. You work with the input and interact with the information in creative, unique, and individual ways. The left side incorporates and reflects **how** you learn history as well as **what** you learn in history.



What goes on the left side?

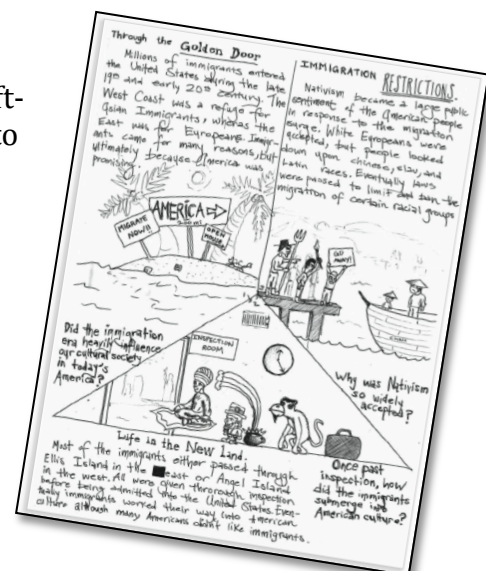
OUTPUT goes on the left side!!! **INPUT** is all the information you are supposed to learn. **OUTPUT** is where you creatively synthesize that information to demonstrate your understanding. You could say the left side is a part of the proof of learning where you write with original thought. Some examples of **OUTPUT** include the following:



- Brainstorming
- Concepts Maps
- Illustrations
- Cartoons
- Poetry and Songs
- Metaphors and Analogies
- Maps
- Venn Diagrams and Other Graphic Organizers
- Timelines and Graphs
- Analysis Writing (ex. 11-Sentence Commentary)
- Reflective Writing
- Engaging the Reader Activities
- Quickwrites
- Writing Prompts
- Foldables
- Vocabulary Interactions
- Other Creative Avenues for Processing Information

Things to Know About Left Sides

- Left sides have **odd-numbered** pages. Although not every left-side page will get used during the school year, they all relate to a corresponding right page.
- Always use **color (minimum of three per page)** for learning. It helps the brain learn and organize information.
- You will oftentimes have homework assignments in history class that are completed on left pages but that does not take the place of processing your notes through reviewing/revising/marking, noting key ideas to write questions in the left column, and writing a summary that addresses the Essential Question.



Keeping an Interactive Notebook in History

The Right Side (“KNOW Pages”)

Interactive Notebooks will be used in class **daily** to help you learn and remember important history concepts and skills. The right-hand side of your notebook contains the information you need to learn—the **INPUT**. This is where you will catch new learnings from class activities, readings, videos, lectures, etc.

What goes on the right side?

INPUT goes on the right side!!! **INPUT** is all the information that you are supposed to learn. Some examples of **INPUT** include the following:

- **Cornell Notes** From a Lecture, Guest Speaker, Socratic Seminar, Philosophical Chairs Discussion, Reading, etc.
- Text or Other Source (Oftentimes glued or taped in)
- Vocabulary Words
- Video and Film Notes
- Readings
- Questions and Answers



The Keys to Fantastic and Useful Right Sides

- Right sides have **even-numbered** pages. Always start the page with the date, **title (in color)**, and Essential Question at the top of the page.
- The Right Page is for writing down information you are given/learn in class. Use **Cornell Notes** for lectures, discussions, Critical Reading activities, etc. **Your Cornell Notes are a written record of what you are thinking and learning in class.** Utilizing each step of AVID’s Focused Note-taking system will help you remember information longer and understand it on a deeper level. You should expect to not only take notes in class, but to interact with them as well.
- Always use **color (minimum of three per page)** for learning. It helps the brain learn and organize information. (ex. Use color for title, circling key terms, underlining essential information)
- Write legibly and space your notes out so you can add missing information later. You will be developing a style this year (some are visual/spatial and others are more linear) and growing as a note-taker.
- As you review your notes, **write questions (quiz questions** that check for your understanding of information you have in your notes, **clarify** or **Point of Confusion questions** about things you don’t understand and want to ask the teacher or a classmate, and/or **curiosity/go deeper questions** (Costa’s Level 3) about elements of the lesson you are interested in learning more about.
- Write **summaries** at the bottom of each set of notes to synthesize the lesson and reduce the amount of information you have to study.



Interactive Notebook

Student Sample

① Coin + Timelines

Quickwrite
 1977 During this year I was born, so I guess I was doing a lot of pooping and pee-pee-ing. I have no idea what was going on in the world in 1977, sadly.

LEARNING HISTORY

TIMELINE OF MY LIFE

TIME in History

EQ: Why is time + the way we think about ^{measure} time important to historians?

Define Chronology
 Periodization

Chronology → putting things in order by the date or time it happened. Like a sequence like the order of operations

Periodization → separating history into time periods based on a characteristic. ex. Middle Ages, Renaissance

When you attach a date to an event, what does it require?

When does stand for?

How Does Time Move?

Historians obviously are interested in time... specifically the past. As they look back they put events into groups and label events with time periods. Time periods overlap and their starting and stopping times are widely disputed among historians. When did the "Renaissance" begin? When did it end? Organizing time is hugely important → even dictators like Julius Caesar

Table of Contents

| Left Page | Right Page |
|---------------------------------------|---|
| ① TABLE OF CONTENTS | ③ TITLE PAGE |
| ③ THANK YOU CARDS | ④ GEOGRAPHY OF ITALY |
| ⑤ SNAPSHOTS | ⑥ THE ROMAN STORY |
| ⑦ II. Sentence Commentary | ⑧ TRADERS + INVADERS |
| ⑨ MAP OF EXPANDING ROMAN EMPIRE | ⑩ Decline + Fall of the Roman Empire (Ch 2, less 2) |
| ⑪ BLANK X | ⑫ 10 THEORIES FOR FALL OF ROME |
| ⑬ ACHIEVEMENT ACROSTIC (EXTRA CREDIT) | |

TO RULE MANKIND

MAKE THE WORLD BETTER

ZEUS R.I.P.

CARTHAGE R.I.P.

EGYPT R.I.P.

GREECE R.I.P.

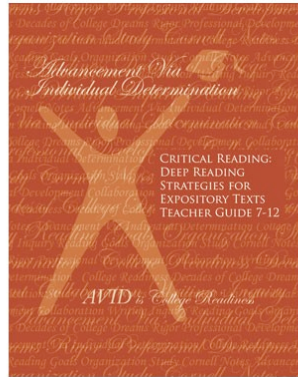
R.I.P.

Interactive Notebook (INB) Letter-Grade Rubric

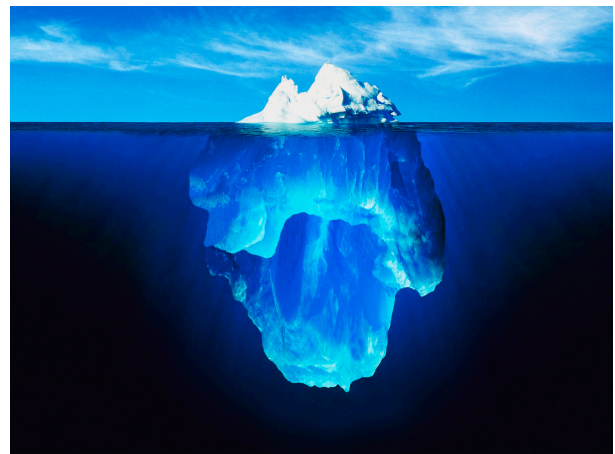
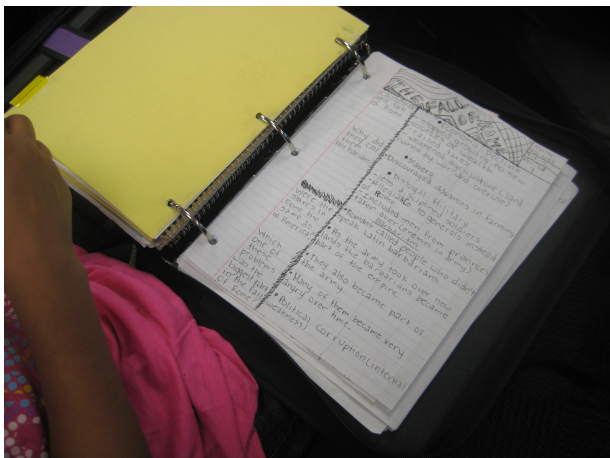


The following rubric will help you to gain a general idea as to how your Interactive Notebook will be graded throughout the year. You will receive a Notebook Evaluation Sheet near the end of each unit that specifically outlines what will be graded, and how.

| | |
|----------|---|
| A | <ul style="list-style-type: none">• Contents are complete, dated, and labeled (in color)• Left sides/right sides show mastery pattern of organization• Notes are Cornell style with excellent questioning, evidence of revision/repetition, summaries, as well as going beyond the basic requirements• Demonstrates extensive left-side processing of information• Uses color in a meaningful way throughout notebook• Includes effective diagrams and pictures• Shows excellent, in-depth reflection about the work• Pages are numbered correctly |
| B | <ul style="list-style-type: none">• Contents are mostly complete (2-3 missing/incomplete pieces)• Pages are numbered, dated, and labeled and table of contents current• Left sides/right sides show basic pattern of organization• Notes are Cornell style with questioning, evidence of revision/repetition, and summaries• Demonstrates some left-side processing of information• Uses color, includes diagrams and pictures• Shows reflection about the work |
| C | <ul style="list-style-type: none">• Contents are somewhat complete (4-5 missing/incomplete pieces)• Pages are numbered, dated, and labeled and table of contents current• Left sides/right sides show developing pattern of organization• Notes are Cornell style with limited questioning, evidence of revision/repetition, and summaries• Demonstrates some left-side processing of information• Uses color, includes diagrams and pictures• Contains reflection |
| D | <ul style="list-style-type: none">• Contents are partially complete• Pages are numbered, dated, and labeled, but some table of contents items missing• Left sides/right sides show random pattern of organization• Notes are Cornell style but with significant issues regarding questioning, evidence of revision/repetition, and summaries• Demonstrates few and/or incorrect left-side processing of information• Has minimal reflection |
| F | <ul style="list-style-type: none">• Contents are too incomplete to evaluate• Some attempt at making entries is made• Left sides/right sides show little pattern of organization• Notes are Cornell style but with significant issues regarding questioning, evidence of revision/repetition, and summaries• Demonstrates minimal and/or incorrect left-side processing of information• Has no reflection |



Engaging and Interacting With New Knowledge



Focused Note-Taking: The Cornell Way



Your notes are a written record of what you are thinking and learning in class. They should be taken to keep track of class lectures, discussions, videos, vocabulary, reading assignments...anything that will need to be reflected on, rehearsed, interacted with, and remembered to help you complete assignments, prepare for quizzes and tests, and generally understand the curriculum. Note-taking and note-making is possibly the most important and enduringly useful skill you will develop in school because it is transferable to all of your other classes right now and throughout your educational career. Who knows, you might even be taking notes when you get out it into "the real world." At out school you will use the Cornell method of note-taking. Follow the directions below to take and use the Cornell Focused Note-taking System.

| 1. Note-Taking | | |
|---|--|--|
| Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool. | | |
| C | Create Format | Step 1: Create/Set up your Cornell Notes by dividing your paper: 1/3 on the left, and 2/3 on the right. Write the title of the lesson, the date in ink, and the class. Write the Essential Question or Learning Goal at the top of your notes on the first line to help focus you note-taking. |
| O | Organize Notes on the Right-Hand Side | Step 2: Organize your notes on the right-hand side. Take notes on the right-hand side of your paper, organizing/spacing them so you can go back write extra comments or add new details later. Include drawings, graphics, charts, maps, graphic organizers, anything that will help you capture the new information. |
| 2. Note-Making | | |
| Within 24 hours of having taken notes, revise these notes, generate questions, and use collaboration to create meaning. | | |
| R | Review & Revise Your Notes | Step 3: Review and Revise Notes. This is the step where you re-read the notes you have taken to review and interact with the material you learned in class that day. If you realize that you left something out, add it your notes at this time in another color. Circle the key terms/vocabulary in your notes, draw chunking lines to separate concepts/main ideas and underline or highlight essential information. Add drawings, question marks near points of confusion, and "Interactions" from your Toolbox. |
| N | Note Key Ideas to Write Questions on the Left | Step 4: Note key ideas to create,questions in the left-hand column of your notes. your Cornell Notes by dividing your paper: 1/3 on the left, and 2/3 on the right. Write the title of the lesson, the date in ink, and the class. Write the Essential Question or Learning Goal at the top of your notes on the first line to help focus you note-taking. |

| | | |
|----------|-----------------------|--|
| E | Exchange Ideas | Step 5: Exchange Ideas by collaborating with classmates who have taken notes on the same topic as you. Ask them what they thought was important or what the main ideas were. Share your notes with each other and write information in your notes that you want to include. |
|----------|-----------------------|--|

3. Note-Interacting
Interact with notes taken by writing a synthesized summary. Use your Cornell Notes as a learning tool to increase achievement in your classes.

| | | |
|----------|--|--|
| L | Link Learning to Write a Summary at the End | Step 6: Link Learning to create a synthesized summary. Write a summary at the end of your notes that demonstrates what you learned from that lesson. Your summary should address the Essential Question and pull together all of the main ideas you have identified. Here is an acronym that will help you with your summary: S how U nderstanding of the M ain ideas, M entioning the key terms A s you R espond to Y our Learning Goal/Essential Question. |
|----------|--|--|

| | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|--|---|------------|-------|----------------------|-------|-------|-------|-------|-----------|-----------|---------|------------|--|----------------------|--|---------------|--|-----------|--|--|--|--|
| L | Learning Tool 10*24*7 | Step 7: Use your completed Cornell Notes as a learning tool . Study your notes throughout the week. Quiz yourself and others using the left-side questions you have written and the provided Essential Question. <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Day 1</td> <td>Day 2</td> <td>Day 3</td> <td>Day 4</td> <td>Day 5</td> <td>Day 6</td> <td>Day 7</td> </tr> <tr> <td>Key Terms</td> <td>Highlight</td> <td>Summary</td> <td>Review Q's</td> <td></td> <td>Re-read Notes, Study</td> <td></td> </tr> <tr> <td>POC Questions</td> <td></td> <td>Study Q's</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Key Terms | Highlight | Summary | Review Q's | | Re-read Notes, Study | | POC Questions | | Study Q's | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | | | | | | | | | | | | | | | | | |
| Key Terms | Highlight | Summary | Review Q's | | Re-read Notes, Study | | | | | | | | | | | | | | | | | | |
| POC Questions | | Study Q's | | | | | | | | | | | | | | | | | | | | | |

The Cornell Way

1. Create format
2. Organize notes on rhs
3. Revise and revise notes
(use another color to do this)
4. Note key ideas to write Questions
5. Exchange ideas
(use original color to do this)
6. Link learning by writing a summary that addresses the essential question and main ideas
7. Learning tool

Name _____ Date _____ Period _____ Class _____

Topic/Standard: _____

Learning Goal/Objective _____

Essential Question(s) _____

| Questions/Main Ideas/ Key Terms | Notes <small>(*Notes are a written record of what I am thinking and learning.*)</small> |
|---------------------------------|--|
| | |
| | |

Decline + Fall of the Empire (ch 2 less 2)

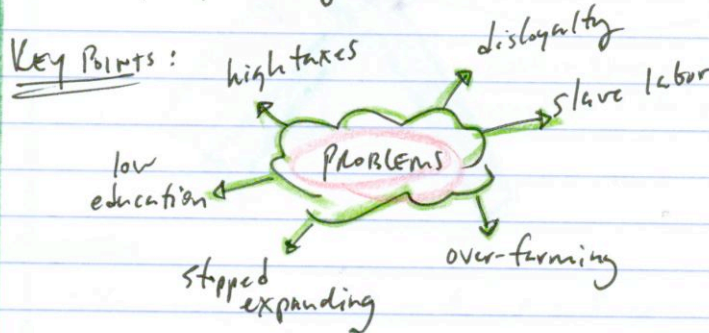
(10)

EQ: What factors led to the fall of the Roman Empire? ^(IDENTIFY)
Which had the biggest impact? ^(EVALUATE)

A Internal Weaknesses Threaten Rome

Summary: Several problems developed in the Roman Empire that ultimately led to its downfall. Internal problems like an end to new sources of wealth, the rising cost of the army and increased tax burdens to support the gov't. were like a slow-growing cancer. Slave labor and over-farming hurt agriculture and military loyalties shifted, leading to corruption, disloyalty to the gov't., and a loss of pride by the avg. Roman.

Q: What internal weakness threatened Rome's power?



B ROME DIVIDES into East + West

Summary: Two strong Roman leaders tried to fix the problems of Rome. Diocletian (284AD) divided the Empire into East and west to make it easier to govern. Constantine ended attacks on Christianity and then moved the capital of the Empire to the East, to a city called Byzantium (re-named Constantinople). This power shift may have led to the downfall of the West.

Q: Did Constantine moving the capital contribute to the fall of the W. Roman Empire? How?

Key Points:



Decline + Fall... Continued

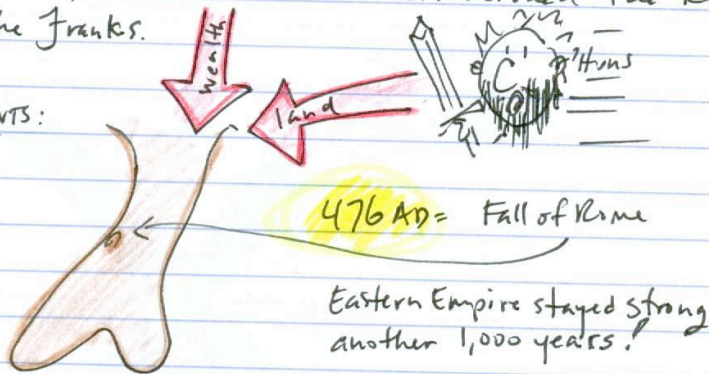
③ FALL OF THE ROMAN EMPIRE

Summary: During the late 300's AD foreign groups began invading Rome's borders. They invaded to get land, wealth, and to escape the Huns. In 476 AD Rome was conquered and this is the date given for the fall of the W. Roman Empire. A dude named Clovis tried to reunite Gaul and he established the Kingdom of the Franks.

Q: What year do historians use for the fall of the Western Roman Empire?

Q: Why were other barbarian tribes more afraid of the Huns than the Romans?

KEY POINTS:



SUM

There were several internal and external factors that led to the fall of the Western Roman Empire in 476 AD. Lots of the internal factors were related in some way or another to military expansion. Conquering others increased slavery, wh. ~~displey~~ displaced poor farmers, which led to unemployment, agricultural issues, and breakdowns loyalty in politics, the army, and the population of the Empire. Several powerful emperors tried to strengthen Rome but eventually the Empire was so weakened that it could no longer resist or fend off the waves of Germanic invaders crossing Rome's massive borders. In 476 the city of Rome was sacked and that was the end of the W. Roman Empire.

The Geography of Italy

EQ: Defend the statement -- "Rome was in a good place and Rome was a good place"

How are Americans and Romans alike related?

- Latin** we are fascinated by the Romans and repelled by the - they inspire awe, wonder + interest
- | | |
|---|--|
| <p><u>We are like them</u></p> <ul style="list-style-type: none"> A. Roman Calendar B. Roman alphabet C. ♥ huge sporting events <u>ann</u> D. Romance languages (Spanish) E. Republican form of gov't. | <p><u>We are not like them</u></p> <ul style="list-style-type: none"> A. Leaders did <u>REALISM</u> stuff B. lots of bloodshed C. EXCESS (vomitorium) D. Really hierarchical |
|---|--|

Where in Rome located?
What body of H₂O does the Ital. Pen stick out in?

2 Geography = where in the world is Rome?



o a city in Italy, on Italian Peninsula, in Europe, sticking out into Mediterranean Sea.

3 "Rome was IN a good place and Rome was a good place."

Why was Rome "a good place"?



- | | |
|---|---|
| <ul style="list-style-type: none"> 1. central location -> business/trade 2. protected from invasion by Alps + water 3. \$ from taxes, tolls, "hotels," and piracy 4. Tiber river + 7 hills | <ul style="list-style-type: none"> 1. Great weather 2. Natural resources (grapes, olives, cereal grain) |
|---|---|

The Geography of Italy (Continued...)



4 Rome's Neighbors \Rightarrow neighbors affect/influence our culture.

Who had a bigger impact on Roman history, the Greeks or Etruscans?

Etruscan Influence

1. Arch 
2. Sporting events (gladiators)
3. Metalworking 
4. Realistic Sculpture
5. Engineering (aqueducts)

Greek Influence

1. Monumental buildings
2. gods
3. philosophy/education $2+2=5?$
4. Writing
5. Sculpture (lots of copies)
6. Drama/Theater.  

5 Roman Values \rightarrow what was important to them?

What was really important to the early Romans?

1. Hardworking
2. Respect Tradition (Mos maiorum)
3. Obedient service to gov. + military
4. Dedicated to good of Rome
5. Hierarchical outlook
6. Role of pater / father.

"Rome was in a good place and it was a good place." The city of Rome was founded on the Italian peninsula, on the Tiber River. The Ital. Pen. sticks out in the Mediterranean Sea, perfectly situated for travel, trade, and governing an Empire. It is like the hub of the Med. wheel. Italy has great weather and cereal grains, olives, and grapes grow well there. Cereal grains + olive oil helped increase the calories in the Roman diet. Rome's neighbors also had a huge influence \rightarrow they adopted the Greek gods and fighting style. They jacked the arch, metal working, a spectacle sports from the Etruscans.



2/27 (6)

REUNIFYING CHINA

CH 7, LESSON 1 Pg 213

EQ: What was going on in China after the fall of the Han Dynasty? ^{new dyn} and how did emperors unify China?

Double entry journal
Toolbox Pg. 12

Fall of Han Dynasty
Q: How are post-Han and Rome similar?

Q: How did the Chinese gov. use belief systems to unify its people?

Q: How much taxes is too much?

PASSAGE/QUOTE/Text
① "... political struggles, social problems, + a widening gap between rich + poor weakened the Han Dynasty." 213

② "In the south, good harvests and growing trade helped people to prosper." 213

③ "Confucianism affected many aspects of Chinese gov. and society... helped produce an efficient, well-trained set of government officials." 214

④ "Buddhism became widely practiced after the Han Dynasty fell... helped people endure the suffering that followed the dynasty's collapse." 215

⑤ "... Wendi did many things to make the Chinese feel more unified... red doors, red sash... public works projects..." 217

⑥ "Tang emperors expanded the network of roads + canals to bring the country together... fully adopted the Confucian ideas of how government should be run." 218

RESPONSE

① These are the same problems that weakened the Roman Empire and Muslim Empire!! America has the same issues today.



③ Confucius stressed ed., virtue, + respect → these were (and continue to be) the backbone of Chinese culture.

④ Buddhism promised hope to those who had no hope. How did it blend with the religions already in place? Christianity did this in Euro. in N.A.

⑤ What traditions do American presidents use to endear themselves to the public? What are our "red doors"?

⑥ Just like the Romans → conquer, connect, make everyone wealthy. Roads + canals were the veins of China.

sum

China was chaotic after the fall of China. Many turned to a new religion called Buddhism to ease their suffering. New Dynasties such as the Sui + Tang tried to bring stability by reinstating Confucian ideals of government and expanding trade. The size of China made it difficult to unify and govern.

Academic Language Script for Note-taking¹



Directions: During Steps 2 and 3 of the note-taking process (while you are taking notes and reviewing/revising those notes), use the following academic language script with your content area teachers and classmates to assist in better communicating and better note-taking. It is important that you learn to talk in academic environments. The questions below will help you do this.





| | |
|---------------------------------|--|
| Asking for Clarification | <ul style="list-style-type: none">• Could you repeat that?• Could you give me an example of that?• I have a question about that.• Could you please explain what _____ means?• Would you mind repeating that?• I'm not sure I understood that. Could you please give us another example?• Would you mind going over the instructions for us again?• So, do you mean....? |
| Requesting Assistance | <ul style="list-style-type: none">• Could you please help me understand...?• I'm having trouble with this. Would you mind helping me...?• Could you please show me how to do this /write this/draw this/pronounce this/solve this? |
| Interrupting | <ul style="list-style-type: none">• Excuse me, but I don't understand the part about...• Sorry for interrupting, but I missed what you said about...• May I interrupt for a moment? I have a question about...• May I add something here? |
| Expressing an Opinion | <ul style="list-style-type: none">• I think/believe/predict/can imagine that...• In my opinion...• It seems to me that...• Not everyone will agree with me, but... |
| Responding | <ul style="list-style-type: none">• I agree/disagree with what _____ said because...• You're right about that.• That's an interesting idea.• I thought about that also.• What you said reminds me of...• I hadn't thought of that before. |

¹ From AVID Tutorial Guide

Cornell Note-Taking Repetition/Revision Checklist¹



Background: Remember, there is a positive relationship between repetitions in your notes and remembering of information. The more you do to/with your Cornell Notes, the more you'll remember and the better you will understand the material.

| Ways to Interact/Review and Revise/Get Repetitions With Your Cornell Notes | Tips | Evidence You Have Done This/What It Looks Like |
|--|--|--|
| <p>1. Identify and circle key terms.</p>  | <p>When circling key terms, use a different writing utensil than what you used for note-taking. Don't go crazy with circling...only circle words that are essential to understanding the lesson. You should use your circled terms in your summary.</p> | <p>More than one color of writing utensil will be evident.</p>  |
| <p>2. Highlight or underline main ideas/essential information.</p> | <p>Highlighting should be used sparingly. You may want to consider underlining key information in pencil.</p> | <p>Information will be highlighted or <u>underlined</u>.</p> |
| <p>3. Chunk sections of notes.</p>  | <p>Draw chunking lines through your left-hand margin line (apprx. 1 inch long) to visually separate different main ideas/topics in your notes. I think it looks better when your line doesn't go all the way across the page.</p> | <p>Lines will be drawn through your notes to separate information.</p>  |
| <p>4. Create visuals (pictures, charts, graphs, etc.) to represent important information to be remembered.</p> | <p>Draw pictures/charts/graphs in your notes to help explain/process the information you wrote during the lesson.</p> | <p>Drawings/charts/graphs will be evident in notes.</p> |
| <p>5. Identify points of confusion by placing a question mark (?) or "POC" next to information you need clarified or explained more.</p> | <p>Re-read your notes. As you read, ask yourself, "Do I really understand the information that I wrote in my notes?"</p> | <p style="text-align: center;">? POC</p> |
| <p>6. Write at least one question in the left-hand margin for each chunk of notes/main idea.</p> <p style="text-align: center;"><i>Q?</i></p> | <p>Questions include: <i>a) study/quiz questions:</i> these can be answered by the information in your notes <i>b) clarify questions:</i> about info. you don't understand in your notes <i>c) go deeper questions:</i> about things you want to know more about, are curious about, or want to go deeper on</p> | <p>Q: Compare and contrast..... Q: What is meant by..... Q: Create an analogy to describe Modi</p> |
| <p>7. Identify potential test/quiz questions.</p> | <p>Place an asterisk or star next to information you think/know will end up on the test.</p> | <p style="text-align: center;">*</p> |
| <p>8. Exchange notes with a friend.</p> | <p>Add new information to your notes in a different color than originally used.</p> | <p>Some writing will be in a different color.</p> |
| <p>9. Write a summary at the end of your notes that answers the Essential Question or demonstrates mastery of the Learning Goal. (DLIQ)</p> | <p>Do Learn Interesting Question</p> <p>Summaries should be 5-7 sentences long and should answer the essential question.</p> | <p>There will be a clearly marked summary at the end of the set of notes.</p> |

¹ Modified from AVID Tutorial Guide

History Tutorial/Costa's Levels of Thinking and Questioning



Directions: Use this handout to help you write left-side questions for your Cornell Notes. For seminar discussions, write Level 2-3 questions that you want more information about and would like to discuss with your classmates.

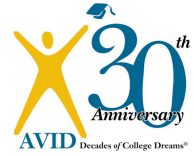
| | |
|----------------|---|
| Level 1 | <p>Describe in your own words what ____ means. Give an example of Explain the concept of What is/were Name the What does _____ mean? List the When did Draw a diagram of Illustrate the part of the historical event that Who, What, When, Where, Why, How? Make a map of ... What events led to Locate in the text/story where</p> |
| Level 2 | <p>What would happen to you if Would you have done the same as Explain the steps used to How are ____ and ____ related? What occurs when What does ____ suggest about the character, _____? Does it make sense to Why or why not? Compare and contrast _____ to _____ How are ____ and ____ similar/different? What other ways are there to interpret Given what you know about ____, what else is probably true about the time period? Summarize What was the main idea/message in this piece of writing? What is the author trying to prove? What evidence is presented? Why did the author choose to Create an analogy or metaphor to explain What things would you have used to</p> |
| Level 3 | <p>Create and design a situation where Design a ____ to show Predict what would have happened if was changed. Create your own What would happen to ____ if ____ were changed. Why? Imagine you are (character).... What would you think about.... What would it have been like if What evidence Is ____ ethical? Why or why not? What do you think will happen if Why was it significant when (character) did ____ Did ____ do the right thing when they ____ If you were ____, what would you have done differently? What bias might affect the author's testimony/narrative?</p> |

Define: give the meaning of a word
Describe: state detailed info. about an idea or concept
Identify/Name: give the name of something, label specific information
List: state a series of names, ideas, or events
Recite: repeat or say from memory
Explain: show you understand an idea, event, or concept
"Reporter Questions": Who, What, When, Where, Why (when there is a definite answer), How?

Analyze: look carefully at the specific parts in order to understand the whole thing
Compare: show similarities between 2 or more things
Contrast: show differences between 2 or more things
Group: put things together based on shared characteristics
Infer: provide a logical conclusion using evidence or information
Sequence: put info in the proper order
Synthesize: make ore create by putting 2 or more elements together
Illustrate: present an example or explanation in pictures or words
Summarize: paraphrase or include the most important points
Explain why or how: when answer is not obvious

Apply: use a principle or rule on a new issue
Evaluate: give reasons to show something is right or wrong, good or bad
Hypothesize: speculate, form a possible explanation or result
Imagine: put yourself in another's shoes
Judge/Critique: form an opinion after careful consideration
Predict: use known information to say what will happen next
Create/Design: make up a new example
Recommend: give advice to a historical figure
What If: show possible effects of changes
Significance: explain the big picture importance

Writing Effective Cornell Notes Summaries



Directions: Follow these steps to help write a complete summary for your Cornell Notes.

| Steps for Writing a Complete Summary | |
|---|---|
| Step 1 | <u>Read</u> the Essential Question/Learning Objective at the top of your Cornell Notes. |
| Step 2 | <u>Respond</u> to the Essential Question/Learning Objective in one sentence – this is the introductory sentence to the summary. Use your own words in your summary. |
| Step 3 | <u>Reread/Review</u> the first chunk of your notes and the Left-Side Question you wrote for it. |
| Step 4 | <u>Write</u> a 1-2 sentence response to this question, incorporating any content-area vocabulary or key terms in this chunk of notes. |
| Step 5 | <u>Repeat</u> this process until all of your Left-Side Questions are and chunks of notes are incorporated into your summary – accounting for all of the main ideas of your notes. |
| Step 6 | <u>Reread</u> your summary for clarity and accuracy. In other words, does your summary make sense and does it account for the essential information from this set of notes? |

Summary Paragraph Template

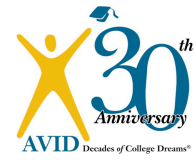
Essential Question/Learning Objective introductory sentence:

Response to the question for the 1st chunk of notes:

Response to the question for the 2nd chunk of notes:

Response to the questions for all additional chunks of notes:

Writing DLIQ Summaries



Directions: Follow these steps to help write a complete summary for your Cornell Notes.

| Steps for Writing a DLIQ Summary | |
|---|---|
| Step 1 | Read the Essential Question/Learning Objective at the top of your Cornell Notes. |
| Step 2 | Reread/Review the notes you have taken on the Right-Hand Side. Be sure to circle key terms (4-6) that you will want to use in your summary. |
| Step 3: <i>D</i> | <u>Did:</u> Write one sentence describing what you DID in this lesson. What activities were you engaged in? |
| Step 4: <i>L</i> | <u>Learned:</u> What did you learn in this lesson? Use your own words to respond to the Essential Question/Learning Objective. Write 2-4 sentences, incorporating any content-area vocabulary or key terms into your summary. If a math summary, explain the steps used to solve that type of problem. |
| Step 5: <i>I</i> | <u>Interesting:</u> Write 1-2 sentences to explain what was interesting to you in the lesson. What stood out to you about what you learned? |
| Step 6: <i>Q</i> | <u>Question:</u> What are you still wondering about from the information in your notes? What is your point of confusion (POC)? What would you like to know more about? What needs to be clarified? |

DLIQ Summary Paragraph Template

DO: What did you do in class today? What activities were you engaged in?

LEARNED: What specifically did you learn? Be sure to answer the essential question.

INTERESTING: What stood out to you in the lesson? What was the most interesting to you?

QUESTION: What lingering question do you need clarified? What are you wondering/curious about?

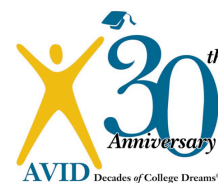
Summarizing the Main Ideas



Title of the Text: _____

| List the Main Ideas | Summarize the Main Ideas |
|--|--|
| <p><i>In this box, list the main ideas in the paragraph or section:</i></p> <ul style="list-style-type: none">••••••• <p style="text-align: right;">Section/Pg.# _____</p> | <p><i>Combine the main ideas on the left into 2-3 sentences that capture and summarize the main ideas.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p><i>In this box, list the main ideas in the paragraph or section:</i></p> <ul style="list-style-type: none">••••••• <p style="text-align: right;">Section/Pg.# _____</p> | <p><i>Combine the main ideas on the left into 2-3 sentences that capture and summarize the main ideas.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p><i>In this box, list the main ideas in the paragraph or section:</i></p> <ul style="list-style-type: none">••••••• <p style="text-align: right;">Section/Pg.# _____</p> | <p><i>Combine the main ideas on the left into 2-3 sentences that capture and summarize the main ideas.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

Template for Writing Learning Logs 1



Directions: Use this template to help you reflect on and keep track of the learning you experienced in class today.

Today we/In this lesson we _____
(What did you do in class today? What were the activities you were engaged in?)

in order to _____
(Starting with a verb, restate the purpose of the lesson, i.e. the Learning Goal) OR (write "answer the question" – then write the

_____ *Essential Q)*

I learned _____
(Write 2-4 sentences that explain in detail what you learned....not just what you learned about, but specific

_____ *information about your learning. Your writing should demonstrate your mastery of the stated learning objective or answer the Essential Q)*

This new learning (**circle one:** *connects to/was important because/was significant because/made me think about/was interesting because/helped me to better understand or clarify*)

_____ *(fully explain/finish the thought begun by the choice you circled above)*

I (**circle one:** *don't understand/am wondering about/am still unsure about/am curious about/would like to know more about/would like to deepen my understanding about*) _____

_____ *(what do you want to know more about, or what is your point of*

_____ *confusion from this lesson?)*

and can find out more information by _____

Example of Learning Log

Learning Log

10/13



Today we took notes from a power point in order to understand and explain the role of the Roman Catholic Church in Medieval Europe. I learned that the Church was involved in lots of areas of life besides people just "going to church on Sunday." For example, church bells marked the beginning + end of the work day. It sponsored the first universities and made HUGE contributions to architecture (cathedrals) and the arts. Finally, it marked "Holy Days" that gave people a break from the toils of daily work. This new learning connects to what we have been discussing about what happened in Europe after the fall of the W. Roman Empire in 476 A.D. The Church filled in for the now crumbling Roman government, performing roles it may not have been naturally suited to do. It was the glue that held society together. I don't get why more people didn't get an education during the Middle Ages... only the clergy did... but I am going to write a tutorial question about to see what some of my AVID classmates think.

Engaging & Interacting With Texts, Notes, & New Knowledge “Interactions”

Directions: These interactions should be used to interact with the various texts you read in class and with your class notes.

- 1. Timeline:** Create a timeline of the most important events in the lesson and include an illustration and written explanation of their significance/importance.
- 2. Make an inference:** Explain what a fact or detail suggests *may also be true* about the time period, event, or idea.
- 3. Make a connection** to a similar event or idea from your study of history, your life, literature, the media, or the wider world of pop culture (This reminds me of....This is like....This makes me think about....).
- 4. Create and explain an analogy, simile, or metaphor** to describe an idea, event, or person. Be sure to follow through with a written analysis that explains the similarity or comparison.
- 5. Create an illustration/picture/drawing/symbol/graphic/map/chart:** Create a visual representation of something from your notes or the reading.
- 6. Comparison:** Point out similarities and differences between two people, events, cultures, or civilizations.
- 7. Poetry:** Use your poetry templates (pgs. ____) to creatively express an idea, concept, detail, term, etc. from your reading or notes.
- 8. Reaction/Response:** React or respond to interesting ideas/details/author’s claims in your notes or in the text. What do you think about that detail or idea? Your responses can be personal or analytical in nature.
- 9. Examine a picture, graph, map, or table from the reading:** Explain the image and ask a question of a character in the picture or to the creator of the graph, map, or table. Finally, explain how the image is related to the text around it.
- 10. Complete a graphic organizer from “Frequently Used Graphic Organizers.”** Create a graphic organizer to organize and interact with information from the reading or notes. Examples include a “Problem-Ideas-Solution Journal,” “Flowchart/Storyboard,” and “Double-Entry Journal.”

11. If Only I Knew: Write 2-3 questions about the information in your text, notes, or video that is not answered by your reading or notes, but having the answer would clarify some point of confusion you have or would push your thinking deeper about a topic.

12. Diffusion: Diffusion means to spread or transmit--for our purposes, to spread from one culture to another either on accident or on purpose (ex. people, disease, technology, ideas, etc.). Cite and explain an example of diffusion in the text/lesson.

13. Common Phenomena: Describe the natural or historical events and developments that two or more societies share. Examples could be climate, disease, natural disasters, invasions, technologies, social systems, belief systems, etc. The question is, "What is shared?"

14. Explain the significance/importance of a particular piece of information. Explain why it is important in helping to shape the time period, event, or idea. What is this event or idea going to have a big impact/effect on? What did it change, influence, cause, or effect?

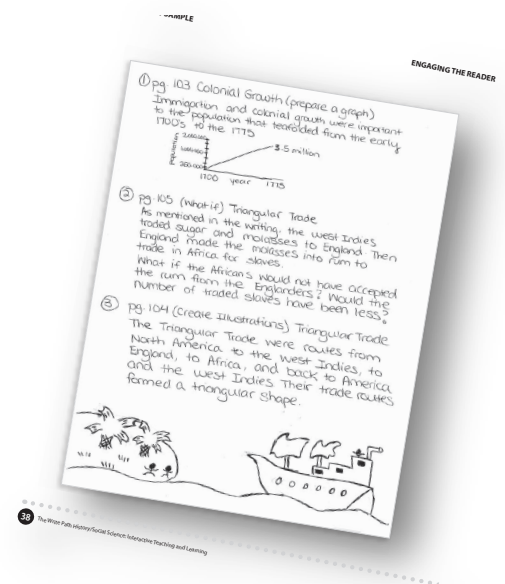
15. Icons of Depth and Complexity: Choose an Icon of Depth and Complexity to explore. You might pick a *Big Idea*, make a *Connection*, apply a concept *Across Disciplines*, indicate a *Trend* you recognize, etc.

16. "Writing in the Margins": Create a graphic organizer like the one included in your toolbox and provide an example of each type of interaction (visual, summary, connection, analysis, higher-level question, response/reaction).

17. Choose Your Own Activities (CYOA) Options: Use the activities listed at the end of your toolbox for choices and directions.

18. Develop Questions From the Reading: Using Costa's Levels of Thinking and Questioning, write higher level questions about information found in your notes or the text.

19. Create New Titles and Subtitles: Rewrite the titles and subtitles from the section of reading and explain why your new title is appropriate. Create a T-chart with the old titles/subtitles on the left and your new ones with the explanation on the right.



④ pg. 107 (illustration) Tobacco and Rice

In the south, tobacco prices fell because of its abundance. Eventually rice became more popular for farming because they were sold for higher prices.



⑤ pg. 105 & 108-109 (Develop questions from the reading)

In the trade, Africans were sold to work as slaves in North America and the West Indies. At the farms/plantations they were treated badly. Why did it have to be the Africans? Why were the slaves not from another country? (South America, Asia)

⑥ pg. 107 (create new title) Southern Colonies

out of all the colonies, the southern colony was the one with the most farms. Their main crop was tobacco and rice. My new title would be The Farming Colonies

⑦ pg. 108+103 (what if?) Slavery / life

In the time of slavery there was more than 500,000 Europeans and just 300,000 African Americans. What if there had been more black people, would there have been a revolution?

- A lot of slaves
- Some had schools
- few slaves
- more than the tidewater farms

⑩ pg. 103 (prepare a graph) Colonial Growth



middle Passage
part of the
Passage
by shipped
West Indies
e Slavery passage
ewater/backcountry
ntry farmers

"A Nation Divided"

Summary of Chapter - This chapter is about how the Vietnam War sharply divided the country. As the war dragged on there was a growing antiwar movement in America.

1. Title of Section

A Working-Class War (Page 735)

2. Summary of Section

Many upper and middle class American youth were able to avoid military service because they could attend college or manipulate the system. Nearly 80% of American soldiers were from lower economic levels.

3. "What If" Strategy

"What If" the draft policies favored the poor instead of the privileged American youth would the general public have been more outraged and put a stop to the war?

1. Title of Section

From Protest to Resistance (Page 718)

2. Summary of Section

Draft resistance intensified as the antiwar movement grew in the late 1960's. The United States government accused more than 200,000 men of draft offenses and imprisoned 4,000 draft resisters.

3. Questions

Why did the United States government imprison 4,000 out of the 200,000 men accused of draft offenses?

What made their offenses worth a prison sentence?

What were the lives like for the 10,000 Americans that fled the country?

How many of the 10,000 came back to America after the war?

THE NEW ORDER & THE HOLOCAUST

Summary: The Japanese exerted control over Asia through extreme military occupations. However, the New Order of Germany took political control over Europe one step further with the Final Solution, forcibly asserting the superiority of the Aryan race.

Question: How was Hitler able to persuade an entire race to brutally exterminate their fellow humans?

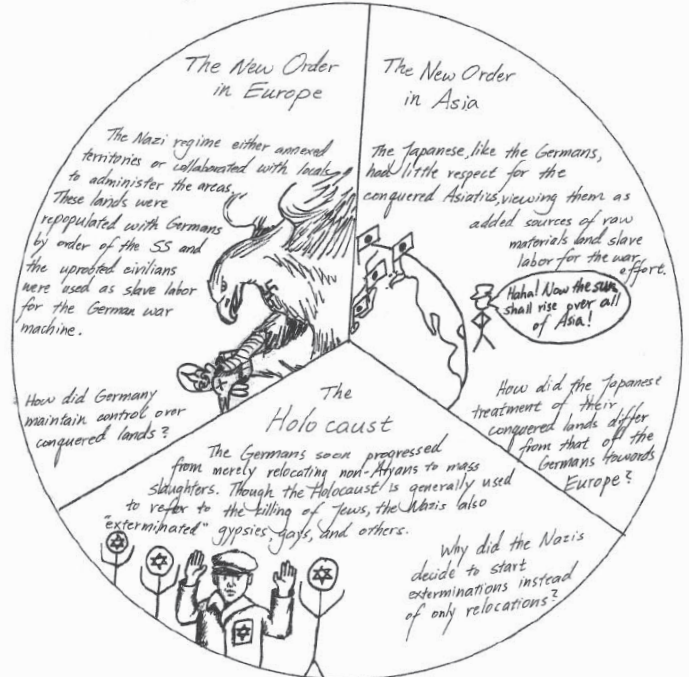
Analogy: The Holocaust and its extreme racial discrimination are quite similar to the tragedies of apartheid.

Alternate Title: Political Manicuring of the New Order (in Europe and Asia)



What if?: Recent plots toy with the idea of what may have happened had assassination attempts against Hitler succeeded. Might millions of lives have been saved? Might extreme political leanings be more socially acceptable?

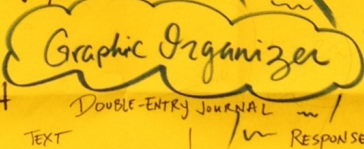
The New Order and the Holocaust



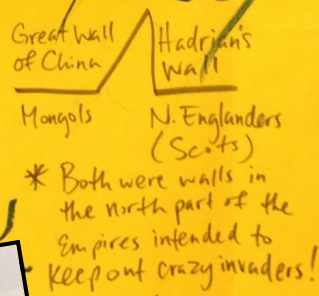
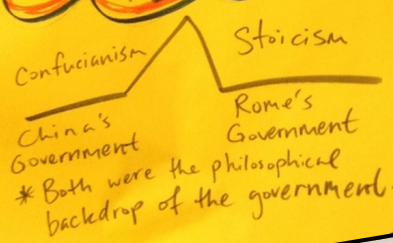
Examples of Interaction Posters

The Sui + Tang Dynasties Reunify CHINA

Summary After 300 years of disorder, war, and chaos following the fall of the Han Dynasty, strong leaders like Wendi (Sui Dynasty) and Taizong (Tang Dynasty) took steps to defeat their rivals and reunify China. Wendi brought back traditions like red doors and allowed people freedom of worship. He also rebuilt portions of the Great Wall and connected N and S China with a huge waterway called the GRAND CANAL. The Tang Dynasty built roads and waterways + used a highly organized bureaucracy to stabilize the country.



Interaction #1



Interaction #2

Red doors were used by WENDI to make people feel like the "good ole' days"

Everyone has a chance of working for the government... IF you can pass the difficult civil service exam.

Unifying China was difficult because it was so large and lots of people wanted to be emperor.

Now that China is reunified, let's use Confucianism to rule.

For all 2 get you can

"Life in the New Land"

Immigrants came to America thru 2 ports: Ellis Island & Angel Island; They were inspected for disease, felonies, documents. Many called themselves "hyphenated" Americans b/c they were committed to their ~~old~~ culture while growing w/ their new ids.

Ellis Island / Angel Island

European / Asian

hyphenated

4. "Every one stood alike, like a project"

5. What if only 1 ethnic group was allowed in? What would have happened to the U.S. population?

Response: Overwhelmed - too much to take in - Bored people & signs - then faced anxiety.

Through the Golden Door

Summary: The US was a great place for people from other nations to expand their opportunities. They came for various reasons to better their lives.

Graphic Organizer

Why immigrate?

- land shortage
- religious persecution
- political persecution
- job opportunities
- family life

Text Response

| Passage | Response |
|--|-------------------------|
| "Bonds of passage": Immigrate temporarily to earn money & then return home | Do they ever stay? why? |

Engaging the Learner

What if you lived in Europe at this time (17th + 20th centuries) and there was no land available to support your family, what would you do? Would you stay or go? Why?

Frequently Used Graphic Organizers

1 Dialectical/Double-Entry Journal

Directions: Divide your paper in half, then copy an important or interesting passage, chart, map or photo on the left side. On the right side, respond to the text by:

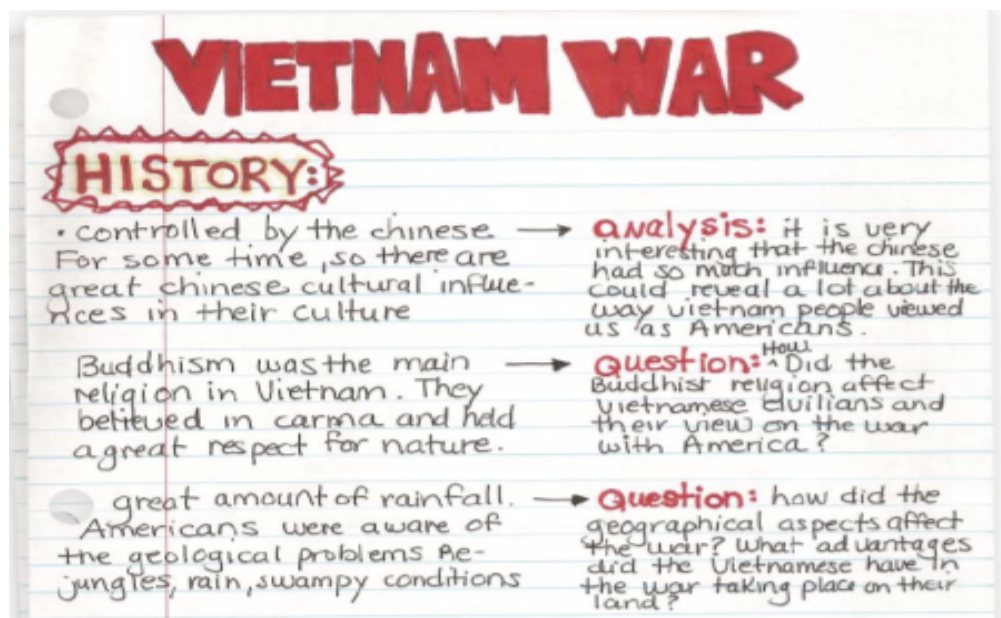
- Asking a question
- Making a connection (personal, historical, cultural – movie, TV, literature)
- Interpreting (explaining the meaning or significance)
- Creating a drawing or illustration
- Reacting (what does it make you think or feel?)
- Predicting the effect
- Responding (what do you think about the excerpted text or visual?)

Example 1

Topic: Chapter 2, Lesson 1 – The Rise of the Roman Republic

| Passage, Quotation, or Information from the Text | Student Response (Connection, Visual, Reaction, Question) |
|---|--|
| 1. "One thing that Roman leaders could not contain was the spread of a new religion known as Christianity." (pg.50) | 1. How did the Romans try to contain the spread of Christianity? Why did they see it as a threat? (Question) |
| 2. "Instead, they decided to base their government largely on the will of the people." (pg.48) | 2. This is like America today. Citizens elect government officials to represent their interests. (Connection) |
| 3. "Tied together by more than 50,000 miles of roads, the empire extended from Spain in the west to Mesopotamia in the east." (pg.51) | 3. Is this the same Mesopotamia I learned about in 6 th grade? That's present-day Iraq, right? It's weird to think of Iraq as being a part of the Roman Empire. (Reaction) |

Example 2



Storyboard

Directions: This strategy requires you to sequence a series of events or concepts by writing summaries, creating illustrations, and posing questions. After completing a section of reading...

1. Divide your paper into the number of sections corresponding to the number of sections within the selected chapter or reading.
2. After reading each section, create a title, write a short summary that captures the author's main argument/idea/claim, create an illustration, and write a question that is not directly answered in the text.

Chapter Title

| | | |
|--|--|--|
| Title of Box Summary Picture/Graphic Question | Title of Box Summary Picture/Graphic Question | Title of Box Summary Picture/Graphic Question |
| Title of Box Summary Picture/Graphic Question | Title of Box Summary Picture/Graphic Question | Title of Box Summary Picture/Graphic Question |

Example 1

Through the Golden Door

Millions of immigrants entered the United States during the late 19th and early 20th century. The West Coast was a refuge for Asian immigrants, whereas the East was for Europeans. Immigrants came for many reasons, but ultimately because America was promising.



IMMIGRATION RESTRICTIONS.

Nativism became a large public sentiment of the American people in response to the migration surge. White Europeans were accepted, but people looked down upon Chinese, Slav, and Latin races. Eventually laws were passed to limit and ban the migration of certain racial groups.



Did the immigration era heavily influence our cultural society in today's America?

Why was Nativism so widely accepted?

Life in the New Land.

Most of the immigrants either passed through Ellis Island in the East or Angel Island in the West. All were given thorough inspection before being admitted into the United States. Eventually immigrants worked their way into American culture although many Americans don't like immigrants.

Once past inspection, how did the immigrants submerge into American culture?

Example 2

Although there was a lot of excitement at the beginning of the war, it turned out that life on the battlefield was harsh and unpleasant.



How old were most of the soldiers?

Women did their share in the war too, by picking up the slack in the labor force and also nursing wounded troops.



Were women allowed in the military after the civil war?

There was a massive opposition to the war, and the passing of the draft made the opposition grow larger. It was tough for both sides to maintain a steady army.



In the long run, is the draft worth it?

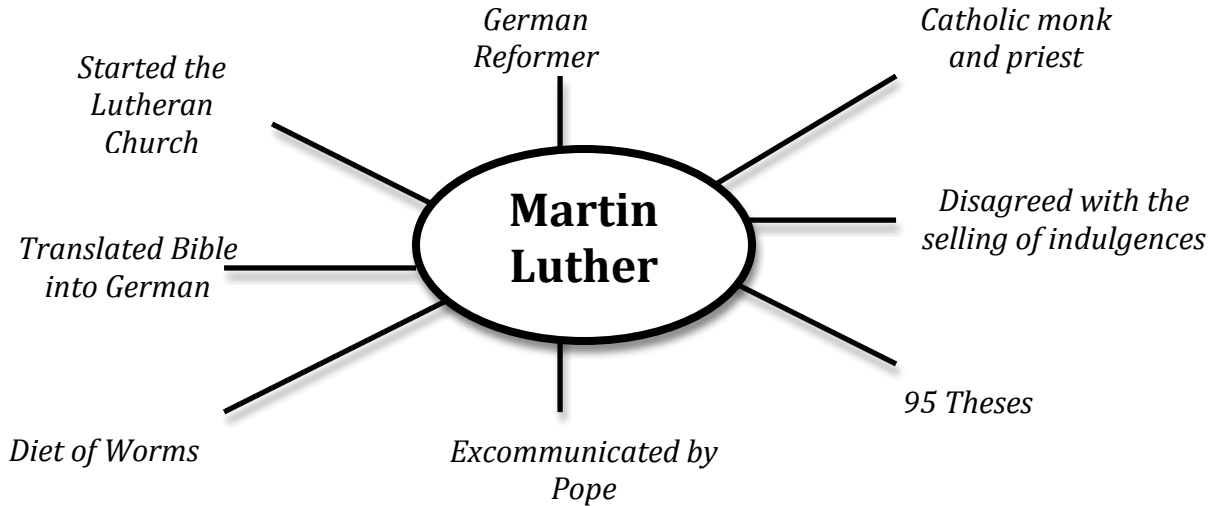
The war was extremely costly for both sides, but the South suffered the worst, while the North's economy increased.



Is the condition of the South today a result of the war?

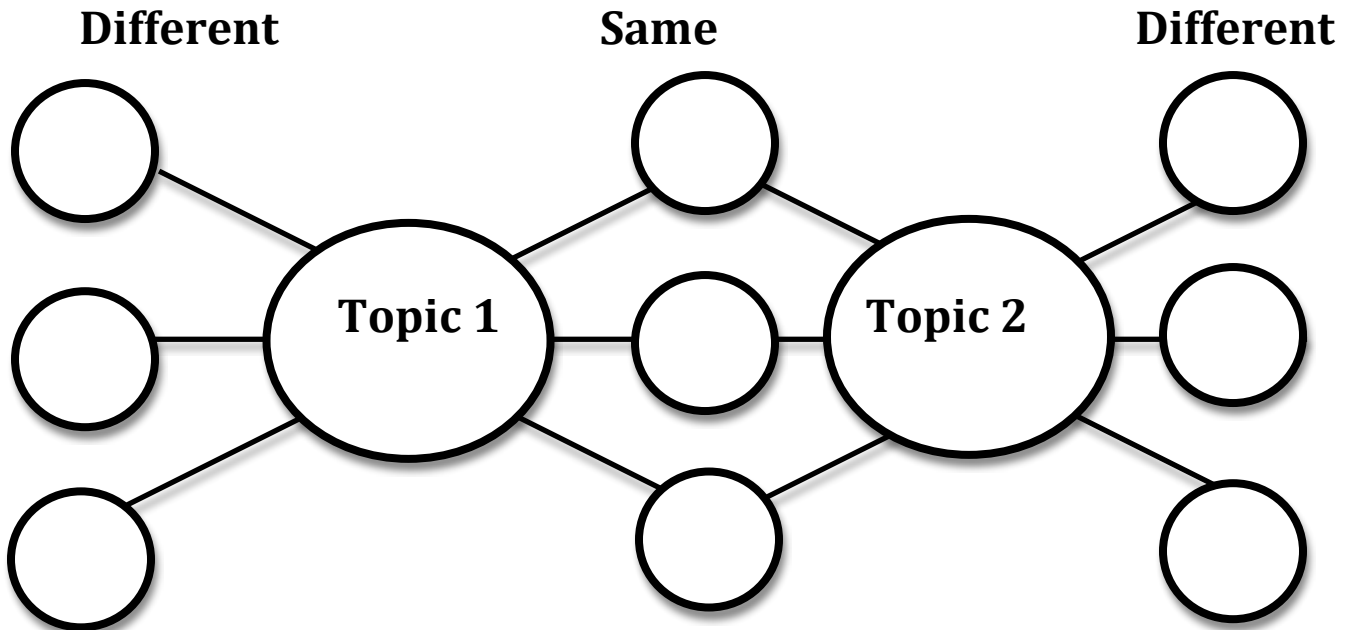
3 Descriptive Bubble/Web

Directions: A descriptive bubble is used to describe an event, topic, or person. Write the main idea in the center circle. Then write words and phrases that describe the main idea in the outer circles. You can even web-off these outer characteristics/details.



4 Compare and Contrast Bubble

Directions: A compare and contrast bubble is used for showing how two people, ideas, topics, or events are similar and different. In the two large center bubbles, write the two items you wish to compare and contrast. In the smaller, connected middle bubbles, write the qualities these two things have in common. Use the outer, detached bubbles to record important differences.



5 Problem-Ideas-Solution

Directions: Divide your paper into 3 columns; left, middle, and right. On the left side, list the problem(s) described in the reading/notes. The middle column is for brainstorming possible solutions. The right column is for the solution actually chosen or the one you think should have been chosen.

Topic: *The Jungle* by Upton Sinclair

| | Problems | Ideas | Solution |
|---|--|--|---|
| 1 | <i>Unsanitary working conditions in the slaughterhouses.</i> | <i>Create standards for slaughterhouse sanitation and enforce.</i> | <i>Health inspections on a regular basis, overseen by federal government.</i> |
| 2 | <i>No regulations on the shelf life of meat.</i> | <i>Conduct study of how long butchered meat will stay fresh.</i> | <i>Started expiration dates on products.</i> |
| 3 | <i>No worker compensation for injuries.</i> | <i>Create a fund to help injured workers.</i> | <i>Started worker's compensation.</i> |

6 Reflective Journal....**DLIQS**

Directions: Divide your paper using the graphic organizer shown below. Fill in the boxes to help you reflect on your learning.

| | |
|--|---|
| D <u>What I Did in Class Today</u> | L <u>What I Learned (Specifically)</u> |
| I <u>What Surprised or Interested Me?</u> | Q <u>What Questions Do I Have?</u> |
| S <u>My Overall Summary or Response to Today's Lesson</u> | |

7

Prediction Journal

Directions: This activity encourages you to participate and record your thinking on topics investigated. Draw this organizer in your notes and fill it in using what you have heard and your analysis of this information.

Topic: The Roman Catholic Church in the Middle Ages

| | What Happened (Event) | What Might/Should Happen as a Result of This? |
|---|---|--|
| 1 | <i>The Roman Catholic Church was one of the only institutions left standing after the fall of the Western Roman Empire in 476 AD.</i> | <i>Maybe the Church will be able to grow even more, since it is the only thing familiar to the unsettled population of Europe.</i> |
| 2 | <i>Most education happened in Cathedral Schools – primary purpose was to prepare clergy.</i> | <i>Certain types of intellectual pursuits will be lost because the curriculum is not broad enough to include them.</i> |

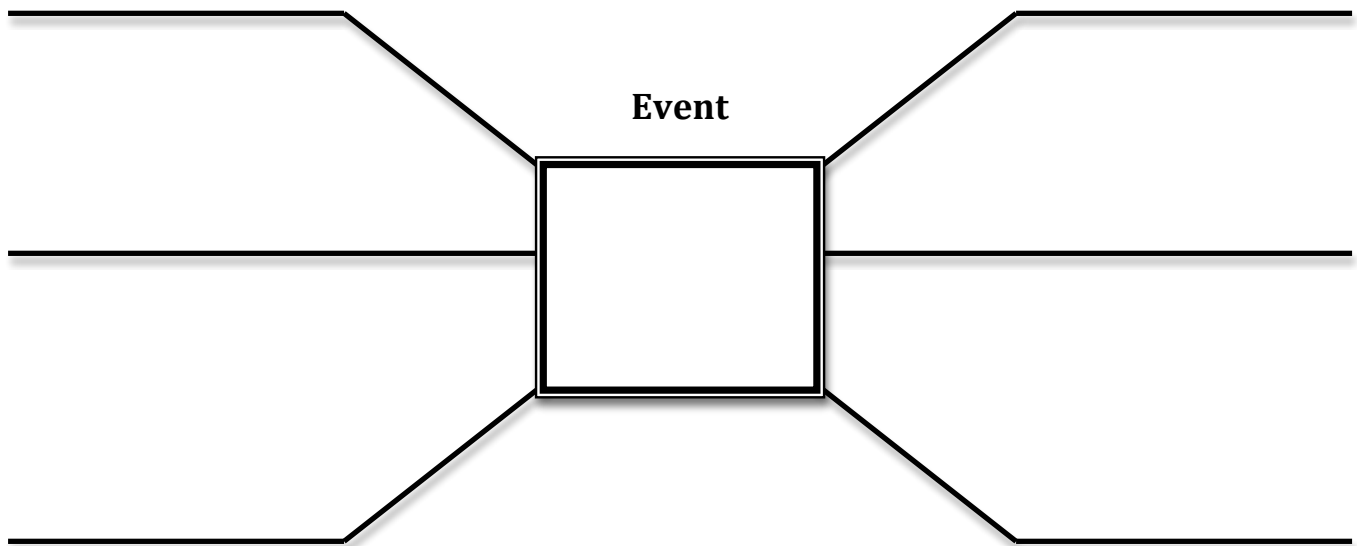
8

Cause and Effect Chart

Directions: In the center box, write the central event you are trying to understand. On the left side, write the causes of the event. On the right side, write the results/effects of the event.

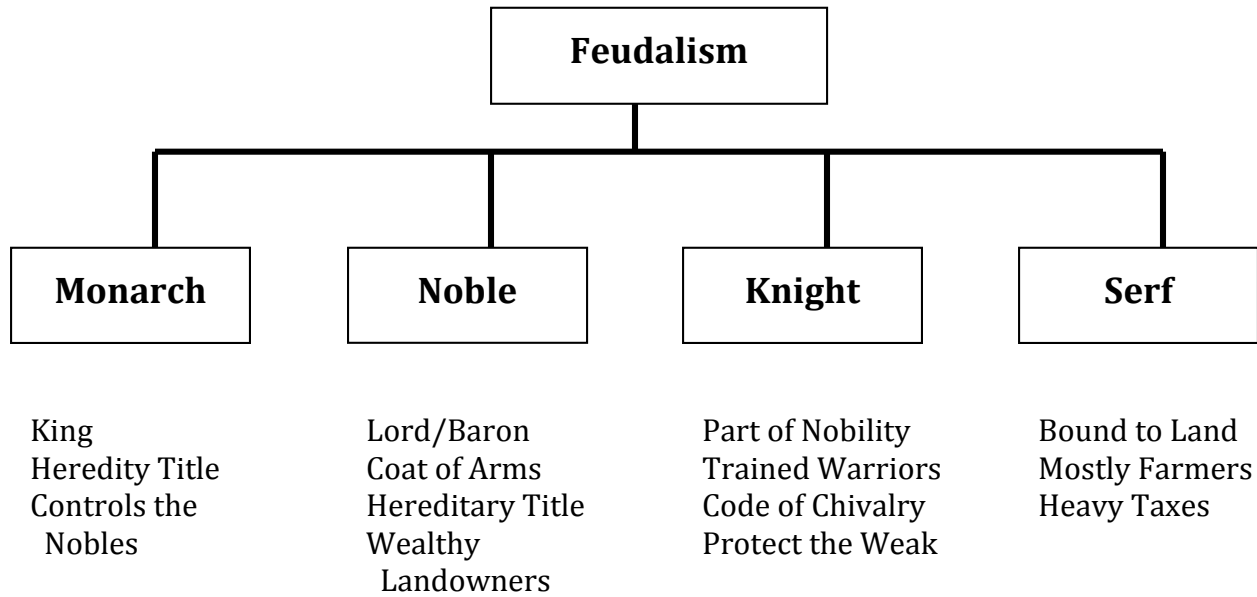
Causes

Effects



9 Classification Chart

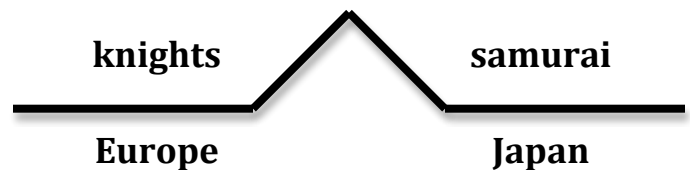
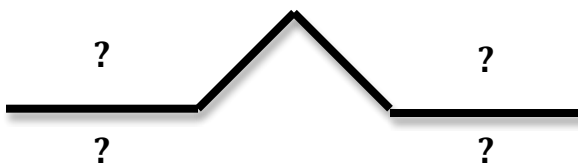
Directions: Write the general topic at the top of the map. On the next level, write the sub-groups. On the third level, write the specific ideas or details about each sub-group.



10 Analogy Chart

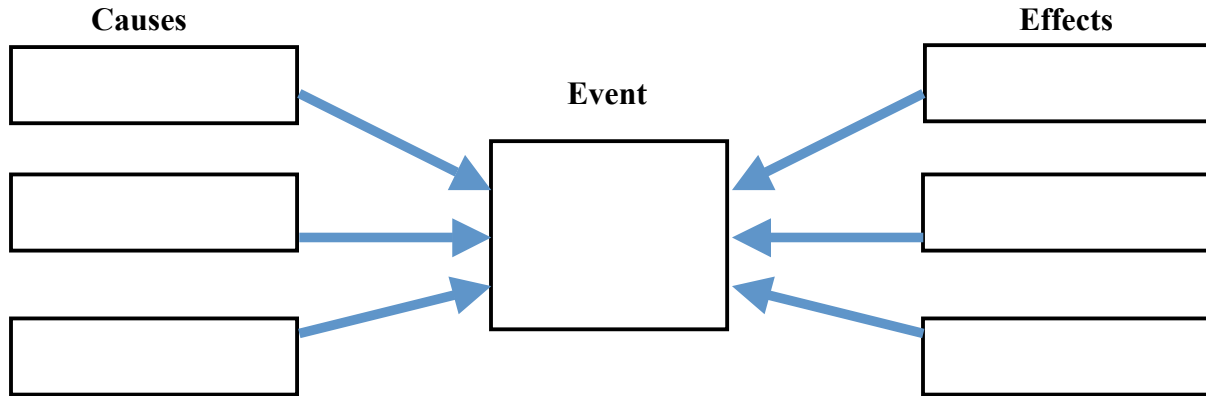
Directions: Analogy charts are used to recognize similarities between two relationships. Choose two events, people, or ideas that are related in some way. Place them on the left side of the analogy chart and then choose two others that share a similar relationship. Then answer the following questions.

- What is the common relationship (relating factor) between these two relationships?
- Is the relationship exactly the same for both pairs of things?
- What other pairs of relationships can be seen?



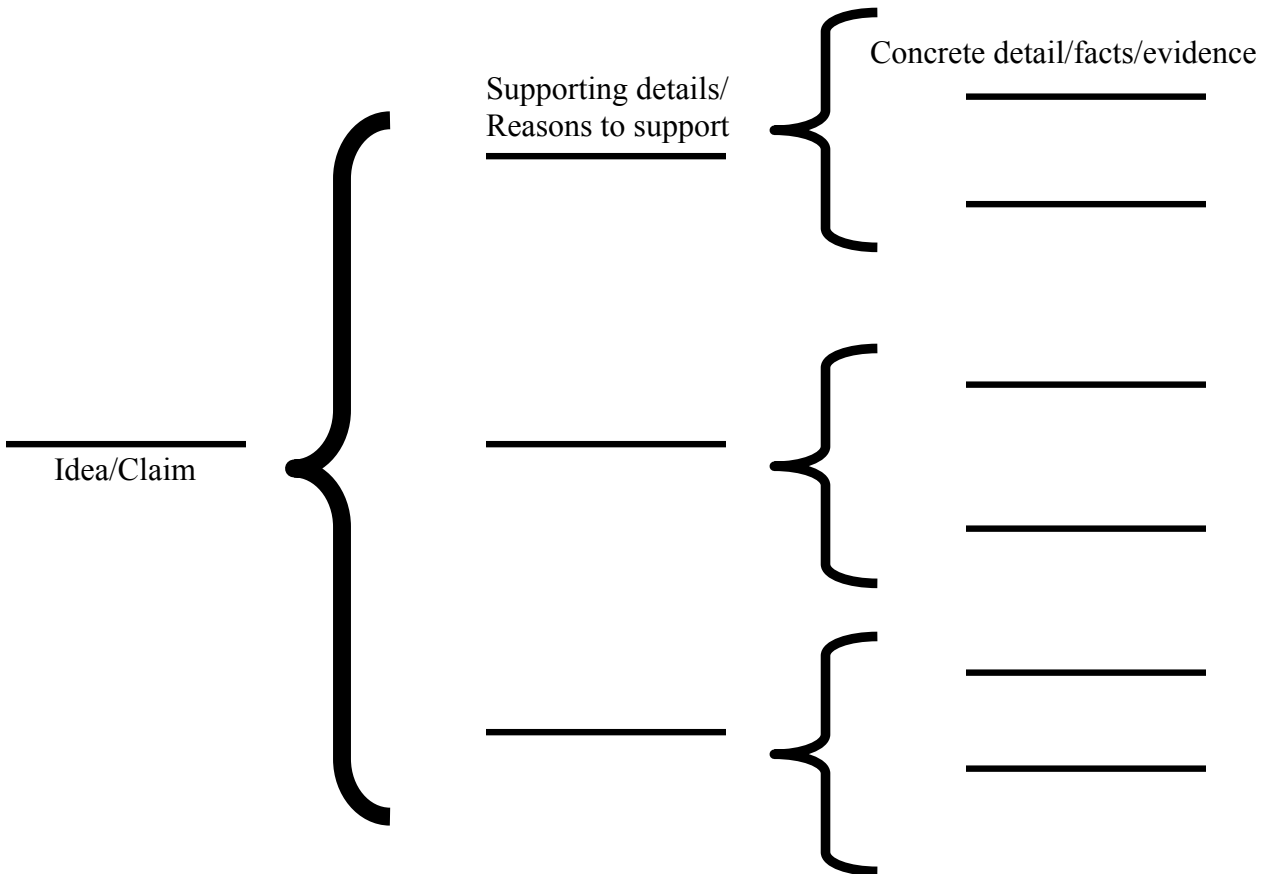
11 Cause and Effect Chart

Directions: In the center box, write in the event that you are trying to understand. On the left side, write in the causes of the event. On the right side, write in the results of the event.



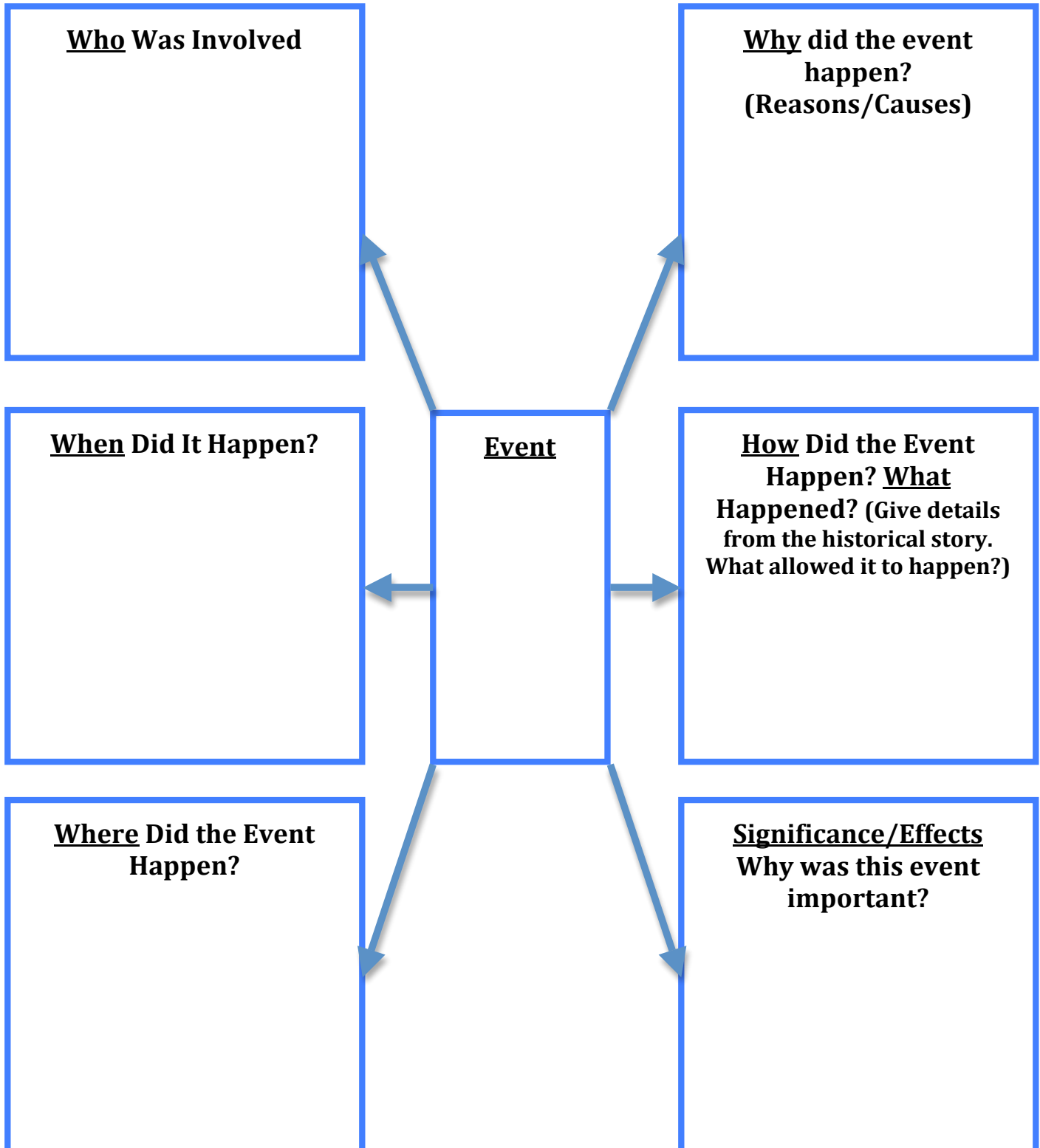
12 Supporting Ideas Chart

Directions: This chart represents the mental process of becoming aware of the relationship between a whole and its parts. It is like an outline with the main idea or claim, supporting details or reasons, and concrete details or evidence that help validate your reasons and claim. This chart is especially helpful when preparing for a class discussion like philosophical chairs or debate.



13 Describing a Historical Event (DAHE)

Directions: Describing a historical event requires the inclusion of key factual information as well as an explanation of the event's significance. The significance of an event is often determined by its effect or the critical idea that it represents. Set up your notes or poster with this graphic organizer (draw the boxes or just set it up in chunks visually). In the boxes, write specific details describing the event. The graphic organizer should include **visuals, writing, and COLOR**. You may even use direct quotes from the text (use quotation marks and the page number.)



Student Example
Describing an Historical Event

IMMIGRANTS: "Who": These people who came through the Island. European & Caribbean people who wanted a better life... German, and British, Ireland, Scandinavian, later from Italy, Greece, Poland & Russia. Some were poor, some wealthy.

REASONS: "Why": Most immigrants left their native countries for very important reasons. Some left for escape of religious persecution, bad economy, etc. Some left just to get better chances here in America.


THE WAVES: "When": The waves of immigration from Ellis Island: Northern and Western Europe mainly between 1840 and 1920... About twenty five million people immigrated to the United States.

THE TRIP: "How": The trip was a long journey that had uncomfortable conditions. Steerage was the class that many travelled in because it was inexpensive. The trip was cranked and took up to 3 months.

LOCATION: "WHERE": Ellis Island is located in New York Harbor. It was built in 1892 from a building known as Castle Garden - an old military structure. For many, it was like the stroke of liberty that was their first glimpse of America. Many immigrants went to major industrial areas to find jobs in cheap labor.

RECORDS SIGNIFICANCE: "40%!!": This event changed the U.S. immensely! Most current Americans have a friend or acquaintance who's an immigrant. 40% of Americans own trace their families to Ellis Island. It has eased our culture, melting pot of America & shape our diverse nation.

POP! BOOM! 1892-1954 42 yrs.




DESCRIBING A HISTORICAL EVENT

Japanese American Internment

SYMBOLS:

- Wahkiakum Island: 1000 Japanese-Americans living on the west coast! Both Issei and Nisei
- Issei - 1st Generation Japanese to America
- Nisei - Born in the U.S. American citizens
- Warren: Japanese-Americans were put in Internment camps located in the desert.
- Democracy Under Pressure
- Significance: "After you will be in a camp" - Executive Order 9066 signed by FDR
- Notes: Japanese descent were put into internment camps
- Why? The government thought that they were dangerous and spies for the Japanese government - some risk national security, was a scare.
- Significance: "It spread news that the U.S. government was insecure" because it had locked into the enemy, then they are the enemy.
- "It also showed the racism displayed in the West coast." even though Japanese were American citizens.



STUDENT SAMPLE

WHY: Women were looked at as a "not important" member to the wall figure. Rights were limited, fair + treated.

WHO:

- Betty Friedan
- Eleanor Roosevelt
- Gloria Steinman
- Phyllis Schlafly
- Shirley Chisholm
- Author of the Feminine Mystique
- the vote for suffrage
- justified to include women being when women into the cabinet (govt)
- wrote feminist articles
- help fund the NWP
- is African American activist
- in congress

WHEN: The 1950's

WHAT:

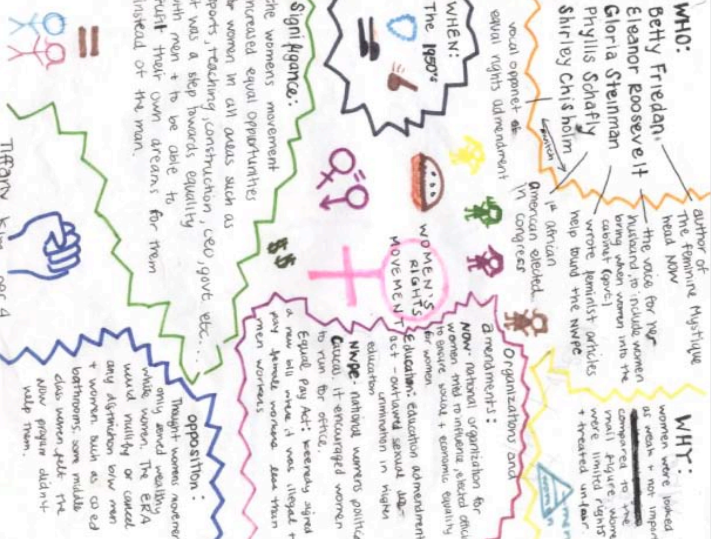
- equal rights amendment
- several organizations
- Organizations and NOW: national organization for women
- aimed to influence, elected official for women
- education, education advancement
- education, social + economic equality
- NWP: national women political council. It encouraged women to run for office.
- Equal Pay Act: women signed a new bill while it was litigated by men
- new women laws than men

Significance:

- the women's movement increased equal opportunities
- for women in all areas such as sports, teaching, construction, CEO, govt etc...
- It was a step towards equality
- to fulfill their own dreams for them
- instead of the man.

Opposition: Thought women shouldn't work. The ERA would nullify or cancel any legislation ever made + women such as CO ED + bathrooms, some middle class women felt the new rights didn't help them.

Tiffany Kim per 4



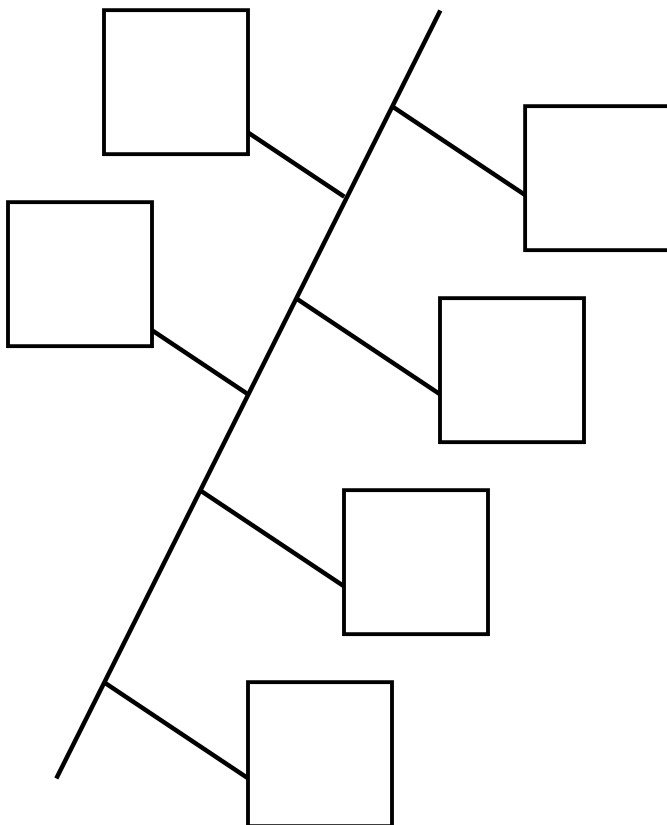
14 Annotated Timeline

An annotated timeline is like a timeline with notes of explanation as well as dates from a period of time studied. Like all timelines, the annotated timeline features dates but adds creative ideas, including illustrations, quotes, analysis, biographical sketches, maps, charts, drawings, concepts, etc. Design your timeline around some unifying illustration or theme. For example, the entire timeline might be presented on Hadrian's

Wall, a knight's lance, a samurai sword, or a map of the Mediterranean world.

Instructions

1. Choose 5-10 events from a reading or time period that were significant. You may choose from the following list of ideas to be included on your timeline:
 - a. Important dates, people, and events with short explanations
 - b. Quotes and the explanation of its importance
 - c. Create and explain maps, charts, drawings, or illustrations
2. Create a timeline and give it a title.
3. Plot and label each event on a time line. (ex. 800AD, Charlemagne)
4. For each event, you will
 - a. Explain the importance or significance of the event. (Why was this a big deal? What does it help us to understand about the time period being examined?)
 - b. Draw and color a graphic or picture that contributes to the understanding of the event.



NEWS

Title of Article: _____

Date of Publication: _____

Author's Qualifications: _____

| | |
|--|---|
| <p>Noteworthy</p> | <p><i>What stood out to you from the article? What were the main ideas? What was the author trying to communicate? What is the author's central claim?</i></p> |
| <p>Evidence</p> | <p><i>What type(s) of evidence was used by the author in this text? How effective or persuasive was this evidence? What evidence supports the author's central claim?</i></p> |
| <p>What does this have to do with me?</p> | <p><i>What do YOU think about the topic being addressed in the article? What are your thoughts/beliefs/opinions on the matter? How does the issue affect or impact your life?</i></p> |
| <p>Social Studies Connection</p> | <p><i>How does the information in this article connect to other things I know about history/have learned about history?</i></p> |

Summary of Article:

R&R: Read and Recall

Number the paragraphs or chunks of a text, pausing to connect after each paragraph/chunk to determine the Costa's Level 1 and 2 Questions that the author answered in each paragraph/chunk. Write the questions in the "Read" column. On the "Recall" side, make a bulleted list of the ideas/information from the text that are important to answer each question. More rows can be added as needed. Write a summary of the information in the text. You can use this organizer as a study tool by asking yourself the questions in the "Read" column and verifying your responses with the answers in the "Recall" column.

| Paragraph/ Chunk # or Range | Read (Questions) | Recall (Ideas/Information/Details) |
|-----------------------------------|---------------------|---------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Summary of Reading:

Concept Map



Concept: _____

| | |
|----------------------|-------------------------|
| Define: | Characteristics: |
| Visual: | |
| Non-Examples: | Examples: |

Visual Vocabulary

Visual Vocabulary will help you to better understand vocabulary by explaining the meaning of the term in your own words and creating visual images that represent the word. Adding an illustration or drawing will help you to clarify your explanation and understanding of the vocabulary word.

Instructions

1. You will be assigned several key terms from each chapter/unit that are critical to your understanding of the historical time period.
2. Examine the definition of the words by reading them in the context of the lesson they are included in (read the entire paragraph the word is in, and more if the concept is continued in the section). You may also look in the glossary and/or dictionary. **Write the meaning of the key term in your own words.**
3. Think about what visual or symbol best represents the word. **Create a visual to represent the definition or example of the word.** Also include a sentence/caption that describes the visual.
4. Write an **example** of the word (republic—America and Rome), use the word in a **sentence** that helps to clarify or explain its use or meaning, or **explain the importance/significance** of the word in the context of what you are learning in history.

Example:

Word – Abolitionist

Definition – A person who wants to get rid or stop something.

Our example – Slavery was opposed by Abolitionists

Visual – (Stick figure slave with a red slash across)

Example:

Federalism
Philosophy that describes gov. system created by Framers; Power of National gov. vs. States.
* Mother and Father in family have power over different things while some powers overlap.
* America/US is example of Federalism

10th Amendment
* Powers not delegated to Federal gov. are reserved to the states or people
ex. States have power to decide about Gay Marriage right
"education system" is managed by States

Supremacy Clause
* (Article VI) National law is supreme to all other laws of states or subdivisions of gov.
ex. McCulloch vs. Maryland (state does not have power to the Federal bank)

Full Faith & Credit
* (Article VI) Each state is required to recognize official documents and laws of other states.
ex. Now Gay couples married in States that recognize gay marriage should be recognized if they move to another state.

Example:

Shia

Def: Muslims who believe the caliph HAS to be a blood relative of Prophet Muhammed.

Ex: Iraq has a lot of Shia Muslims

ONLY MUHAMMAD'S RELATIVES CAN LEAD US!

BUREAUCRACY

Def: a system of gov't that uses departments and agencies to carry out its work.

Ex: Imperial China's gov't was a bureaucracy. So is America's.

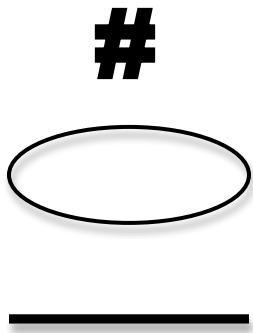
American Government

- Dept. of Veterans Affairs
- Army
- Navy
- CIA
- FBI
- Dept. of Education
- Dept. of Agriculture
- FDA

Marking the Text¹

“**Marking the Text**” is an active reading strategy that asks students to think critically about their reading. It helps students determine the essential information in a reading passage, isolating it visually from the rest of the surrounding text. While reading the text, students analyze ideas, evaluate ideas, and circle and underline essential information relevant to one’s reading purpose. With pencil in hand, students focus on what is being said in the text, leading to increases in comprehension and retention of textual material. **Marking the Text** can be used with textbook readings, articles, primary source materials, or classroom Cornell Notes.

How Should Students Mark the Text?



There are three basic marks you should use when using the “**Marking the Text**” reading strategy. The first is to number (#) the paragraphs. Numbering the paragraphs (or, if it is a very long text, numbering chunks of text) allows a reader to refer quickly to specific areas of the text during class discussions. You should then complete a “clean read,” or one in which your pencil is down and you are reading to build familiarity with the structure and ideas of the text.

Then, you should reread all or parts of the text, marking essential information as you reread. Specifically, you should circle key terms/phrases and underline information relevant to the stated reading purpose. In other words, the information you mark will be determined by the purpose of the reading. Depending on the type of text being read, key terms might include key concepts, content-based vocabulary, lesson-based vocabulary, names of people/places/dates, formulas, repeated words, literary devices, or other terms related to the reading purpose. Examples of the types of information you will underline includes author’s claims, evidence, facts about a person, place, thing, or idea, descriptions, cause-and-effect relationships.....it just depends on the reading purpose.

When Should Students Mark the Text?

Since “**Marking the Text**” is a fundamental skill, it ought to be used whenever you are asked to read. When you are reading copies of articles, newspapers, source documents, or other consumables, you should automatically mark the text. Numbering paragraphs, circling words and phrases, underlining key information...this should become second nature to you as you practice and get into the habit. But what about when you are reading textbooks or other materials that you should not write directly on? Do you just not mark those types of texts? Of course you should; you just need to get a little creative. Suggestions for marking texts you are not allowed to write on include using sticky notes, overhead transparencies laid on top of the text, or a t-chart in your Cornell Notes where you keep track of circled key terms and underlined information (this last one is my personal favorite).

¹ Modified from AVID Critical Reading Path Book Strategy Description

Why Should Students Mark the Text?

Students need to focus on the texts they read and they need tools to help them understand the complex ideas on the page, not to mention a way to stay engaged and focused while they read (Have you ever read a page of text, gotten all the way to the bottom, and realized that you zoned out the entire time and didn't remember anything you just read?). **Marking the Text** gives students a way to isolate essential information that can be referenced (or found) easily during a writing task or class discussion. Students might also use their markings

- to assist in summary writing,
- to connect sections of the text,
- to investigate claims or evidence,
- to engage in other types of analysis
- to interact with their Cornell Notes because numbering paragraphs/chunks/main ideas, circling key terms, and underlining essential information is an important part of Note-making (or step R—Review and Revise Your Notes)

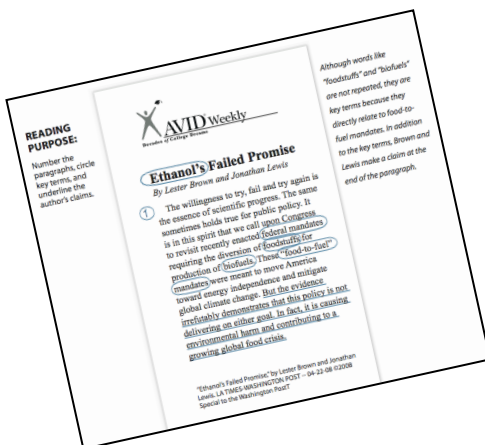
Numbering paragraphs is also essential for class discussions. Once paragraphs are numbered, students can easily direct others to those places where they have found relevant information. **Marking the Text** is a fundamental strategy that students must learn to do well.

Key Questions to Consider:

Ultimately, Critical Reading strategies are meant to help you become a better reader, helping you to increase your level of college readiness so you can do well now and also prepare for life in the University after high school. This is not just busy work....**Marking the Text** is one type of strategy good readers turn into a habit so that they can construct meaning from the texts they read. Someday you won't be reading "like" a college student....you will be reading "as" a college student.

Ask the following questions to help you reflect on the use of **Marking the Text**:

- How did this strategy improve your understanding of the text?
- What stood out to you that you would have missed otherwise?
- What did using Marking the Text do to your level of interest, engagement, and/or understanding while you read?
- Why would readers want to use this strategy?
- When would you want to use a strategy like Marking the Text? How would you mark a text in your other classes?
- What types of texts would it be useful on? What types would you want to steer-clear of using it on?



Marking the Text

This strategy has three distinct marks:

1. Number the Paragraphs.



- 1 Before you read, take a moment to number the paragraphs in the section you are planning to read. Start with the number one and keep going until you reach the end of the text or reading assignment.
- 2 As with page numbers, paragraph numbers will act as a reference so you can easily refer to it later.

2. Circle key terms, cited authors, and other essential words or numbers.



You might circle...

- Key concepts
- Lesson-based vocabulary
- Names of people, places, dates
- Names of historical events
- Numbers
- Repeated words
- Anything relevant to the reading purpose

3. Underline the author's claims*, evidence, and other information relevant to the reading purpose.



While reading informational texts (i.e. textbooks, journals, articles, or primary source documents), read carefully to identify information that is relevant to your reading purpose. Relevant information might include...

- Central claims
- Evidence
- Facts about a person, place, thing, or idea
- Description of a person, place, thing, or idea
- Cause-and-effect relationships
- Repeated words
- Anything relevant to the reading purpose

* A claim is an arguable statement or assertion made by the author that not everyone would agree with.* Data, facts, or other backing is used by an author to support his/her claims.

*Ultimately, what you circle and underline will depend on your reading purpose. You need to crystal-clear before you read something as to **WHY** (or for what reason/purpose) you are reading it. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence or descriptions.*

Example of Marking the Text

the Paragraphs \hookrightarrow key Terms _____ essential information

① In addition to their government, the Romans prided themselves on their powerful and well-organized army. And they used that army to expand their territory. The Romans eventually conquered all of what is modern-day Italy as well as other nearby lands. During a series of wars between 264 and 146 B.C., Roman forces defeated a powerful North African civilization known as Carthage. (These wars were known as the Punic Wars.) The victory gave the Romans control over much of the Mediterranean Sea.

② **Decline of the Republic** As the Roman Republic grew larger and more populated, the task of maintaining order and stability became increasingly difficult. In addition, tensions arose between the different classes in Roman society. Eventually, Rome fell into a civil war, which is a conflict between different groups within a country.

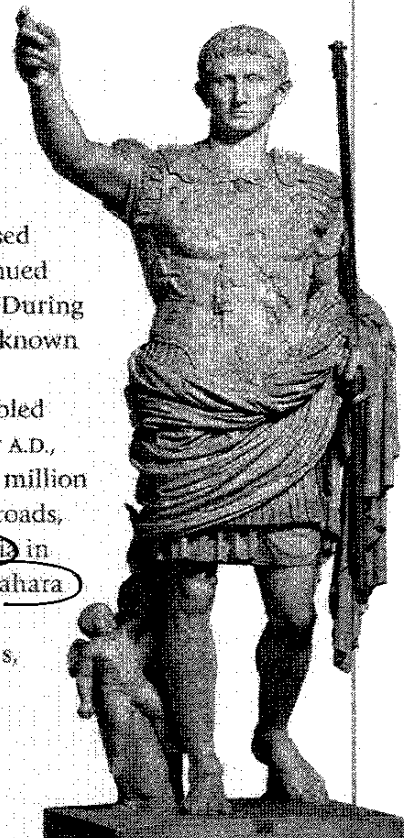
③ In 45 B.C., a powerful Roman general named Julius Caesar brought order to Rome and named himself sole ruler. This brought an end to the Roman Republic. In 44 B.C., political opponents of Caesar killed him. A bloody power struggle followed. Caesar's adopted son Octavian emerged as the winner and unchallenged ruler of Rome. He took the title Augustus (aw•GUHS•tuhs), or "divine one." His rule began an era of great growth for Rome as the empire reached the greatest extent of its size and influence.

Augustus Under the leadership of Augustus, Rome became a mighty empire. ▼

④ **Rome Becomes an Empire** Under Augustus, Rome became an empire. An empire is a group of different cultures or territories led by a single all-powerful ruler. The ruler of an empire is known as the emperor. Augustus was a careful and brilliant leader. He used his power to create a strong government. The Senate continued to represent citizens' interests, but it now had little power. During his rule, a long period of peace and prosperity began. It is known as the Pax Romana, or "Roman Peace."

⑤ Augustus died in A.D. 14, but the policies he began enabled Rome to grow and become stronger. By the second century A.D., the Roman Empire reached its largest size. It ruled over two million square miles. Tied together by more than 50,000 miles of roads, the empire extended from Spain in the west to Mesopotamia in the east. It took in lands from Britain in the north to the Sahara in the south. Approximately 60 million people lived under Roman rule. They included Celts, Germans, North Africans, Greeks, Syrians, Jews, and Egyptians.

REVIEW How did Rome build such a powerful empire?



Writing in the Margins¹

Good readers will think about texts in very specific ways as they read. “**Writing in the Margins**” is an active reading strategy that identifies and defines six common ways highly proficient readers think about the texts they read. We know that comprehension of a text improves when readers **visualize** ideas, **summarize** ideas, **clarify** information, make **connections**, **respond/react** to ideas, and ask **questions**. Where is this work to be done? Readers will use the margins of their texts to record their thoughts while they read. “**Writing in the Margins**” can be used with textbook readings, articles, primary source materials, or classroom Cornell Notes. It is simply a way of interacting with written material to process the information.

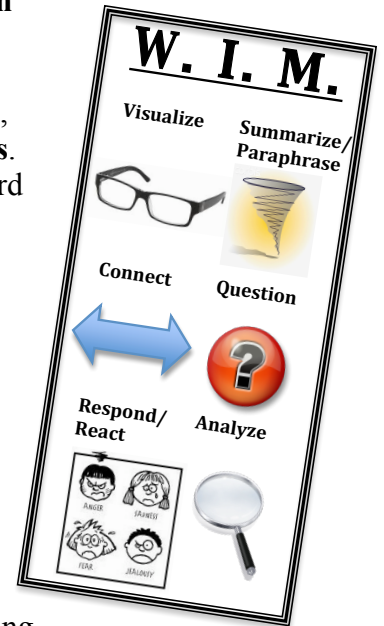
How Should Students Write in the Margins?

As you read the various types of texts assigned, make comments in the margins of the texts. Most likely, you will be responding to information you have circled or underlined during the “Marking the Text” phase of reading. Use the handout provided to assist you as you read the text and write in the margins. When you have interacted with your text using “**Writing in the Margins**” successfully, you will see various types of margin notes on the sides of your paper.

What if you can’t write on the text you are reading? No problem. Just make a chart in your Cornell Notes that has the paragraph #, a brief copied excerpt of the text, and your interaction from the “**Writing in the Margins**” strategy guide. It kind of resembles a Dialectical Journal when you do it this way.

When Should Students Write in the Margins?

Your teacher might limit the number of choices you have when starting to learn the strategy, but ultimately we want you to have a list of ways you can interact with texts floating around in your mind. We also want you to get so good at using “**Writing in the Margins**” that you know which ones to pick for a particular reading or type of thinking called for by any given text. Once you learn this skill inside and out, you will begin to use it instinctively—you won’t even need your teacher to tell you to do it! You’ll be asking **questions** in the margin of your text, drawing **pictures**, writing personal **responses**, and making **connections** to other things something in the text reminds you of. You should get used to using this strategy whenever you are having a hard time following the meaning or ideas of a text because it will slow you down a little and force you to interact and think about what the author is saying and doing. You may also use it when you find that your mind is filling up with ideas, pictures, and connections while you’re reading.



¹ Modified from AVID Critical Reading Path Book Strategy Description

One last piece of advice about when to use **Writing in the Margins**—you can even use this strategy to interact with your Cornell Notes! As you review/study your notes, you can write little summaries, personal responses, connections, clarifying statements, analysis statements, and draw pictures in the margins and empty spaces of your notes to help yourself process and engage with the information you are learning in class. Trust me, it makes your notes way more interesting and will help you to process the information.

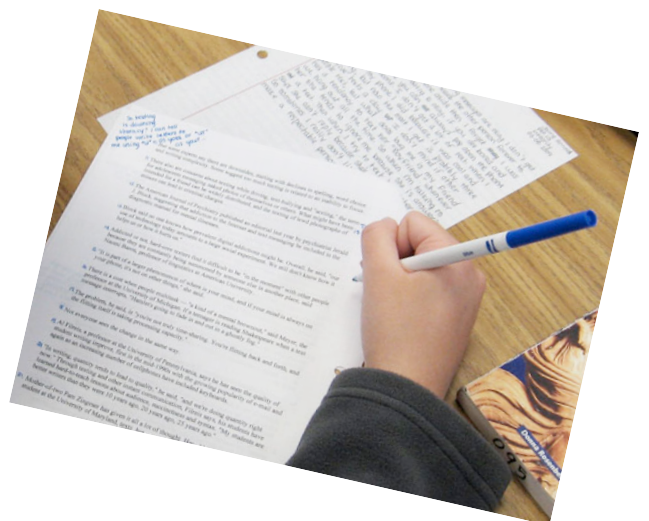
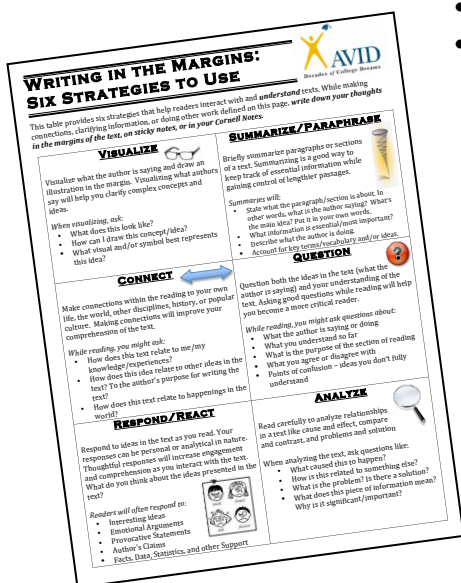
Why Should Students Write in the Margins?

When you write in the margins of your texts, you become actively engaged in what the text is saying. You’re not just reading to try and finish what the teacher told you to do....you are actually interacting with the ideas of the author, almost as if you were in a conversation with the text. Clarifying, summarizing, questioning, as well as other strategies provided will increase your comprehension of textual material, make the reading experience more interesting and personal, and providing ways for you to make your own meaning.

Key Questions to Consider:

Ultimately, Critical Reading strategies are meant to help you become a better reader, helping you to increase your level of college readiness so you can do well now and also prepare for life in the University after high school. This is not just busy work....**Writing in the Margins** is a type of strategy good readers turn into a habit so they can easily use it to construct meaning from the texts they read. Someday you won’t be reading “like” a college student....you will be reading “as” a college student. Ask the following questions to reflect on the use of **Writing in the Margins**:





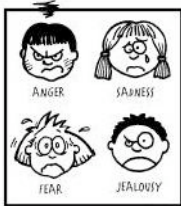

- How did this strategy improve your understanding of the text?
- What did using Writing in the Margins do to your level of interest, engagement, and/or understanding while you read?
- Why would readers want to use this strategy?
- When would you want to use a strategy like Writing in the Margins?
- What types of texts would it be useful on? What types would you want to steer-clear of using it on?



WRITING IN THE MARGINS: SIX STRATEGIES TO USE



This table provides six strategies that help readers interact with and *understand* texts. While making connections, clarifying information, or doing other work defined on this page, **write down your thoughts in the margins of the text, on sticky notes, or in your Cornell Notes.**

| | |
|--|---|
| <p style="text-align: center;"><u>VISUALIZE</u></p> <p style="text-align: right;"></p> <p>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</p> <p><i>When visualizing, ask:</i></p> <ul style="list-style-type: none"> • What does this look like? • How can I draw this concept/idea? • What visual and/or symbol best represents this idea? | <p style="text-align: center;"><u>SUMMARIZE/PARAPHRASE</u></p> <p>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</p> <p style="text-align: right;"></p> <p><i>Summaries will:</i></p> <ul style="list-style-type: none"> • State what the paragraph/section is about. In other words, what is the author saying? What's the main idea? Put it in your own words. • What information is essential/most important? • Describe what the author is doing. • Account for key terms/vocabulary and/or ideas. |
| <p style="text-align: center;"><u>CONNECT</u></p> <p style="text-align: center;"></p> <p>Make connections within the reading to your own life, the world, other disciplines, history, or popular culture. Making connections will improve your comprehension of the text.</p> <p><i>While reading, you might ask:</i></p> <ul style="list-style-type: none"> • How does this text relate to me/my knowledge/experiences? • How does this idea relate to other ideas in the text? To the author's purpose for writing the text? • How does this text relate to happenings in the world? | <p style="text-align: center;"><u>QUESTION</u></p> <p style="text-align: right;"></p> <p>Question both the ideas in the text (what the author is saying) and your understanding of the text. Asking good questions while reading will help you become a more critical reader.</p> <p><i>While reading, you might ask questions about:</i></p> <ul style="list-style-type: none"> • What the author is saying or doing • What you understand so far • What is the purpose of the section of reading • What you agree or disagree with • Points of confusion – ideas you don't fully understand |
| <p style="text-align: center;"><u>RESPOND/REACT</u></p> <p>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension as you interact with the text. What do you think about the ideas presented in the text?</p> <p><i>Readers will often respond to:</i></p> <ul style="list-style-type: none"> • Interesting ideas • Emotional Arguments • Provocative Statements • Author's Claims • Facts, Data, Statistics, and other Support <p style="text-align: right;"></p> | <p style="text-align: center;"><u>ANALYZE</u></p> <p style="text-align: right;"></p> <p>Read carefully to analyze relationships in a text like cause and effect, compare and contrast, and problems and solution</p> <p>When analyzing the text, ask questions like:</p> <ul style="list-style-type: none"> • What caused this to happen? • How is this related to something else? • What is the problem? Is there a solution? • What does this piece of information mean? Why is it significant/important? |

Example of Writing in the Margins

① **Decline in Agriculture** A decline in agriculture also weakened the empire. Throughout Italy and western Europe the soil had become difficult to farm due to constant warfare and overuse. As a result, harvests grew increasingly weak.

② The use of slave labor added to the problem. Like other societies throughout history, the Romans practiced slavery. The slaves were mainly war captives who were forced to work in the fields. The use of slave labor discouraged improvements in technology that might have improved farming. As Roman agriculture suffered, disease and hunger spread and the population declined.

③ **Military and Political Problems** Meanwhile, Rome's once powerful military began showing signs of trouble. Over time, Roman soldiers in general became less disciplined and loyal. They pledged their allegiance not to Rome, but to individual military leaders.

④ Feelings of loyalty eventually declined among average citizens as well. In the past, Romans eagerly engaged in civic duties and public affairs. Roman politics, however, grew increasingly corrupt. Politicians became more interested in financial gain than in public service. As a result, many citizens lost their sense of pride in the government. They no longer showed a willingness to sacrifice for the good of Rome.

REVIEW How did military and political problems weaken the empire?

Rome Divides into East and West

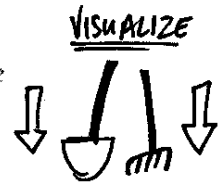
② **ESSENTIAL QUESTION** What changes did Rome undergo?

⑤ Despite all its difficulties, the Roman Empire continued on for another 200 years. This was due in part to the strong leadership of two emperors: Diocletian (Dy•uh•KLEE•shuhn) and Constantine.

⑥ **Power Shifts East** Diocletian became the leader of Rome in A.D. 284. He restored order to the empire by ruling with an iron fist and tolerating little opposition. In addition, he took the bold step of dividing the empire into east and west as a way of making Rome's immense territory easier to govern.

⑦ **Constantine** succeeded Diocletian as emperor and took two steps of great significance. The first occurred in A.D. 313, when he declared an end to all attacks on Christians. By allowing Christians to worship freely, he played a key role in Christianity's growth.

Constantine's second significant action came in A.D. 330. He moved the capital of the empire from Rome to the Greek city of



AG = $\begin{matrix} \uparrow \\ \text{DISEASE} \\ + \\ \text{HUNGER} \end{matrix}$

CONNECT

This is like American politics today. Many people accuse the gov. of being corrupt.

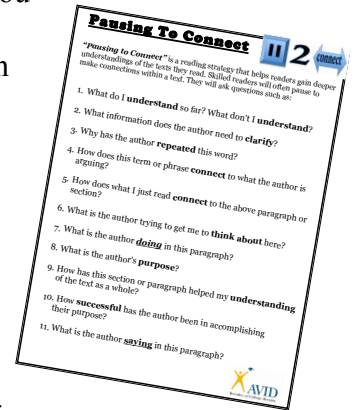
QUESTION

What other solutions was Diocletian considering?

How did embracing christianity affect the Roman Empire?

Pausing to Connect¹

Have you ever been asked to read something in class or for homework, but when you get to the end of the text you realize you don't have a clue what it said? You read the words but it made no sense to you because you just tried to breeze right through it instead of wrestling to understand it's meaning. **"Pausing to Connect"** is an active reading strategy that asks students to pause at different times throughout the reading and think critically about the relationship between language and meaning. It asks you to connect ideas within the text, seeking to understand what the author says and how s/he says it. Highly proficient readers read top to bottom, from left to right, but also bottom to top and right to left; they stop mid-sentence to reread important ideas, consult reading aids like dictionaries and thesauruses while working through a difficult passage, find connections among words, and consider various other textual details with reading. Whew! Sounds like a lot of work, right. Well, it is, but you have to keep in mind that the texts you will be asked to read as you progress through secondary school and into college are going to get progressively harder and you have to develop the skills to meet those challenges.



How Should Students Pause to Connect?

Pausing to Connect involves stopping periodically while completing a reading, taking a moment to connect ideas within the text. You might stop to

- **reflect** on what you just read ("What was the author saying in that piece of text? What was that section about? What do/don't I understand so far?"),
- **synthesize** ideas from one or more paragraphs ("How does what I just read connect to the preceding paragraphs? Why is the author repeating this word?"),
- **connect** to reading aids presented in the text ("How do the visuals help me to understand what the author is saying or doing?"), or
- **relate** ideas that have been circled or underlined to the surrounding information.

Use the **"Pausing to Connect Bookmark"** you have received as a guide for the types of questions you may want to ask yourself as you move through a text. Once you have made connections you should write them in the margins of your text or in your notes.

When Should Students Pause to Connect?

Your teacher might limit the number of choices you have when starting to learn the strategy, but ultimately we want you to have a list of ways you can pause to connect with texts floating around in your mind. We also want you to get so good at using **"Pausing to Connect"** that you know which questions to pick for a particular reading or type of thinking called for by any given text. Once you learn this skill inside and out, you will begin to

¹ Modified from AVID Critical Reading Path Book Strategy Description

use it instinctively—you won't even need your teacher to tell you to do it! You'll be asking questions while you read, going back to different parts of the text to reread it, make connecting lines between paragraphs, chunking paragraphs that have things in common, and all sorts of other things.

You should get used to using this strategy whenever you are having a hard time following the meaning or ideas of a text because it will slow you down a little and force you to interact and think about what the author is saying and doing. In other words, if you are reading something for school and you find yourself thinking or saying, “What????? or HUUUUHHH?????”, it might be time to pull out your “**Pausing to Connect Bookmark**” so you can attack that text with re-enforcements.

Why Should Students Pause to Connect?

A good reader will often pause to make connections to what he or she is reading. Mature readers will pause to clarify ideas (“What is the author saying here?”), question the meaning of an idea, or investigate the relationship between words, paragraphs, or ideas. Doing this helps you dig deep into a text, thinking about what an author is saying and even what they are doing—the choices they made and how those choices impacted the meaning. When you **Pause to Connect**, you become invested in actually understanding the text. You're not just reading to try and finish what the teacher told you to do...you are actually seeking to understand. The texts you will be asked to read and understand in school will continue to get more sophisticated and challenging. **Pausing to Connect** helps you remain up to the challenge.

Key Questions to Consider:

Ultimately, Critical Reading strategies are meant to help you become a better reader, helping you to increase your level of college readiness so you can do well now and also prepare for life in the University after high school. This is not just busy work...**Pausing to Connect** is a type of strategy good readers turn in to a habit so they can easily use it to construct meaning from the texts they read. Someday you won't be reading “like” a college student...you will be reading “as” a college student.

Ask the following questions to reflect on the use of **Pausing to Connect**:

- How did this strategy improve your understanding of the text?
- What did using Pausing to Connect do to your level of interest, engagement, and/or understanding while you read?
- Why would readers want to use this strategy?
- When would you want to use a strategy like Pausing to Connect?
- What types of texts would it be useful on? What types would you want to steer-clear of using it on?

Pausing To Connect



“*Pausing to Connect*” is a reading strategy that helps readers gain deeper understandings of the texts they read. Skilled readers will often pause to make connections within a text. They will ask questions such as:

1. What do I **understand** so far? What don't I **understand**?
2. What information does the author need to **clarify**?
3. What is the author **saying** in this paragraph/section of text?
4. What is the author **doing** in this paragraph/section of text?
5. What **words** or **phrases** are important? How do these terms or phrases **connect** to what the author is arguing?
6. How does what I just read **connect** to the above paragraph or section?
7. What is the author trying to get me to **think about** here?
8. Why has the author **repeated** this word?
9. What is the author's **purpose**?
10. How **successful** has the author been in accomplishing their purpose?
11. How has this section or paragraph helped my **understanding** of the text as a whole?
12. **Summarize** what you have read.
13. What does the reading remind you of? What **connections** can you make?
14. What **questions** does the text raise for you? Speculate about the answers.



Analyzing Sources of Historical Information

*Thinking Like a
Historian*



Different Types of Primary Sources

| | | | |
|--|--|---|--|
| Material Cultural Artifacts Tools and Machines, Toys and Games, Clothing, Coins, Decorations, Utensils, Money, Furniture, Containers | | | |
| Print Documents | | | |
| Government <ul style="list-style-type: none"> • Charters and Constitutions • Edicts and Laws • Minutes and Reports • Programs and Publications • Records and Statistics • Reports and Proceedings | Formal Personal <ul style="list-style-type: none"> • Certificates and Licenses • Court Records • Contracts and Agreements • Family Trees • Receipts • Wills | Publications <ul style="list-style-type: none"> • Autobiographies • Histories • Literature • Newspapers • Periodicals • Travel Accounts • Treatises | Informal Personal Records <ul style="list-style-type: none"> • Diaries and Memoirs • Family and Household Records • Financial Statements • Letters, Memoranda and Notes |
| Electronic Media Film, Video, Entertainment Information, Multimedia | | | |
| Graphic Arts Photography, Maps, Cartoons, Illustrations | | | |
| Fine Arts Paintings, Sculptures, Prints, Textiles, Decorative Arts, Ceramics, Metal Works, Furniture | | | |
| Folklore, Folkways, and Mythology | | | |
| Folklore and Folkways | | Myth | |
| Oral Literature: <ul style="list-style-type: none"> • Tales • Proverbs • Epic Stories | Material Culture: <ul style="list-style-type: none"> • Crafts • Clothes • Quilting • Home Building | <ul style="list-style-type: none"> • Creation • Death • Life • Destiny | <ul style="list-style-type: none"> • Magic • Religion • Purpose • Values |
| Customs: <ul style="list-style-type: none"> • Rituals • Ceremonies • Food Ways • Family Traditions | Performance Arts: <ul style="list-style-type: none"> • Dance • Music • Games | | |

Analysis Using Author, Context, Audience, Purpose, and Significance

ACAPS guides you through the process of “ways of thinking” when analyzing primary sources. This means considering how the background of the author, the context of the time, the audience being addressed and the purpose of the source all affect its meaning and significance. This process of thinking can be used for all types of primary sources.

Instructions: Analyze the primary source you have been assigned by answering the following questions.

Author

1. **Who** created the source? What do you know about this person or his/her point of view? How might this affect the source’s meaning?

Context

2. **When** and **where** was the source created? What do you know about this time and place? How might this affect its meaning?

Audience

3. For what **audience** was this source created? How might this affect its meaning?

Purpose

4. For what reason (**WHY**) was this source created? How might this affect its meaning?

Significance

5. What can be **learned** or **inferred** from this source (What does the existence of this source suggest might be true about the time period being studied?) What is the **main idea** of the source? Why is it **important**?

Analyzing Pictures/Visuals

Instructions: Use the questions below to help analyze the picture.



A. *Identify* the Picture

1. **Who** created the picture and **when**?
2. **Who** is the intended **audience**? In other words, who was the picture created for?
3. **Why** do you think the picture was **created**?

B. *Examine* the Picture

1. **Describe** the action or subject of the picture. What is this picture about?
2. Divide the picture into several parts and **make a list** of the objects shown. Focus on the background, individuals, groups, objects, etc.
3. What **details** in the picture yield the most information? Explain why.

C. *Evaluate* the Picture

1. How is the picture useful in making **inferences, deductions** or **generalizations** about its subject? Based on what can be seen in the picture, what is likely to be true?
2. Is the picture a **valid historical representation**? Do the objects, people, and background all fit? In what ways might this picture be misleading?
3. Explain the **impact** this picture may have had on viewers in the past.
4. What **questions** do you have about this picture?

Analyzing Print Documents

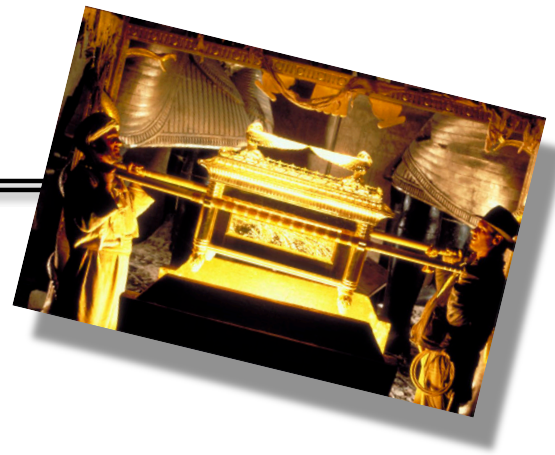


Instructions: Use the questions below to help analyze your print document. Note: You may not be able to answer every question for each document you analyze. These questions are meant to guide your thinking about the document and the historical time period during which it was created.

(Name of Document)

1. Identify the title, date, and type of document.
2. Who wrote/produced the document? What is his/her point of view? Were they free to create the document as s/he pleased or did they HAVE to write it the way they did?
3. What audience was the document written for? In other words, who did the author intend to read it?
4. Why do you think the document was created? What is its purpose?
5. Describe the context. What events led up to the document? What else was happening at this time?
6. Summarize the document. Explain the main ideas expressed and 2-3 significant facts/details.
7. Describe any unique, unusual, or interesting qualities of this source. What was surprising to you about this document?
8. Copy an interesting quotation or sentence. Tell why you selected this statement.
9. What impact did this document have at the time it was created?
10. Write a question or two you would like to ask about this source. Your question may be about/to the author or about an event or person in the source.
11. Write your reaction/response to this document. What is your opinion of it?
12. What can be learned from this source?

Analyzing Artifacts

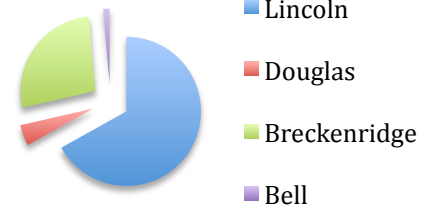


Instructions: Do an analysis of your artifact by answering the following questions. You may have to make educated guesses about some of the answers.

1. What type of artifact is it? Describe it. What is it made of? Draw a quick sketch of the artifact.
2. Who created the artifact? When was it created?
3. For what purpose (why) was it created? If you're not sure, make a guess about what it might have been used for.
4. Are there any unique, unusual, or special qualities (weight, size, color, shape, inscriptions) and what do they suggest about the time it was created?
5. What can we infer is true about the object or the life and times of the people who made and/or used it?
6. What questions do you have for the creator of the artifact or about the time it was created?

Interpreting and Analyzing Tables, Charts and Graphs

Election 1860



Instructions: Data is often presented in the form of table and charts, and it is therefore important to learn to analyze this data to reach conclusions.

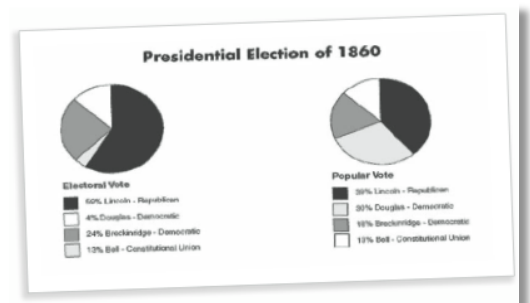
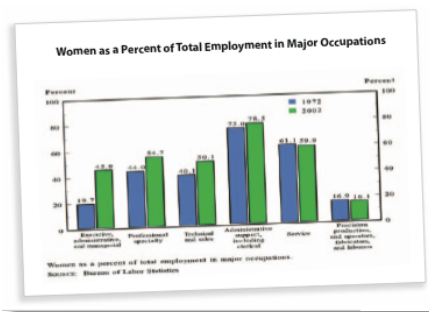
1. Choose the appropriate questions for the chart or graph that is being analyzed.
2. What is the title? This usually indicates what to look for in the table, chart, or graph and, if two subjects are shown, a relationship exists.
3. What is the source of the information in the table, chart, or graph? What does the source of the information suggest about its reliability?

For Tables and Charts

4. What do the vertical and horizontal axis show? What is being compared?
5. What can be learned by comparing different columns?
6. Summarize what you have learned from the table or chart.
7. What inferences can be made based on the data from this table or chart?
8. What questions do you have about the table or chart?

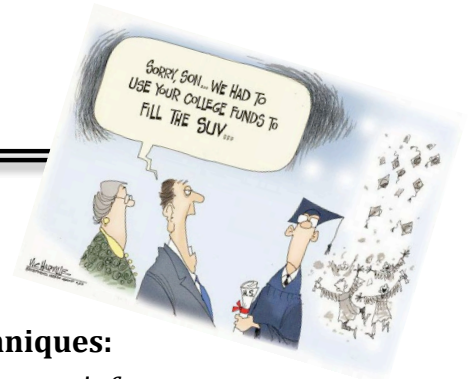
For Circle and Line Graphs

4. Examine the legend and/or any vertical and horizontal axis information given. What is being shown in the graph?
5. What can be learned by comparing the size of segments in the graph?
6. **For Line & Bar Graphs:** What comparisons, trends, or patterns do you see or predict over time?
7. Summarize what you have learned from the graph.
8. What inferences can be made from the data in the graph? In other words, what is likely to be true, based on the information presented?
9. What questions do you have about the graph?



Analyzing Editorial Cartoons

Instructions: Study the editorial cartoon techniques listed below and then answer the questions to help you analyze the cartoon.



Editorial cartoons generally use one or more of the following techniques:

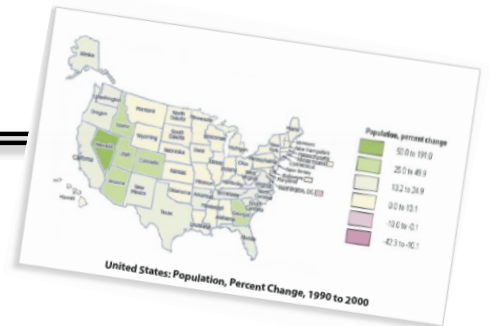
- Caricature..... *Exaggerating or distorting a character's features*
- Exaggeration/Distortion..... *Distorting an object in shape or appearance*
- Humor..... *Using irony, sarcasm, or exaggeration*
- Stereotyping..... *Generalizing about an entire group by a single characteristic*
- Symbolism..... *Using objects or symbols to stand for ideas or concepts*
- Labeling..... *Labels are used to make clear what objects stand for*
- Analogy..... *A comparison between two unlike things, one complex and the other more familiar*

1. What do you see? Briefly **describe** the cartoon.
2. What is the general **subject** of the cartoon (What is it about?)
3. Who are the **characters**, and what do they **represent**?
4. What **symbols** are used, and what do they **represent**?
5. What **outside information** do you know about this topic/subject matter?
6. What is the cartoonist's **message**? What is s/he trying to say?
7. What **technique(s)** did the cartoonist use? (See list provided above.)



Reading and Interpreting Maps

Instructions: Data is sometimes presented using maps and it is therefore important to learn how to analyze this data in order to reach conclusions. Choose the appropriate questions from the list below to help you analyze the map.



1. What is the map's **title**?
2. What **date** was the map **created**? What **dates** are **given** on the map?
3. What **type** of map is it? (Topographic, Political, Military, Weather/Vegetation, Thematic, etc.)
4. What is the **source** of the map's data? What does this suggest about the map's **reliability**?
5. Is there a map **scale**? If so, what does it indicate? What is the size/scale?
6. What can be learned from the map's **legend**?
7. How can lines of **latitude and longitude** and/or the **compass rose** help you understand the map?
8. **List** 3 pieces of information in this map you think are important? Why?
9. **Summarize** what you have learned from this map.
10. What **inferences** can be made using this map?
11. What **question** is not answered that would assist your understanding of the topic?

Modified Documents-Based Question

Student Handout

Collaborative Group Instructions (2-3 students)

1. Choose a group leader.
2. Read the question and discuss key words to help determine what is being asked. Write the question using a marker on the top of your poster paper.
3. Create a chart or graphic organizer on your poster paper to brainstorm information group members already know about the topic. Use any graphic organizer(s) you find helpful.
4. Read the first document together, highlighting any information that may provide evidence to support an answer to the question.
5. Cut out the document and glue it to your poster.
6. Write a summary statement about the source that **a)** describes what type of source it (primary or secondary source, quote, document, statue, song lyrics, building, etc., **b)** tells **who** produced it and **when**, and **c)** a brief statement describing the **main idea** of the source. (ex. Primary source quote by Martin Luther in 1524. In this quote he is attacking the Catholic Church practice of selling indulgences.)
7. Write an analysis of the document that explains how this source helps to answer the question.

This analysis should/may include: (one or more of the following)

- Evaluating the reliability, validity, and accuracy of the source.

Question: *Is this source accurate and does it tell the truth?*

- Identifying the point of view of the source, as well as bias.

Question: *What is the author's point of view about this issue? What do they believe?*

- Comparing and contrasting different interpretations of key events. In other words, is there another way of looking at the same facts.

Question: *Is there another way of looking at these facts? Or would everyone generally agree with the source's point of view?*

- Constructing support for a position by choosing accurate evidence.

Question: *What evidence in the source can be used to back up our answer to the question? What is this source saying? What does it mean?*

- Creating inferences about sources.

Question: *What can we guess is also true about the topic based upon the source's information?*

**Simply put; how does this source help us answer that question?
What does it "say" about the question?**

8. Repeat steps 4-7 for each document.
9. Based on the evidence, write your group's thesis statement to answer the question.

1) Question

Assess the validity...
Compare and contrast...
Analyze the effects...
Describe the change(s)...

To what extent...?
In what way(s)...?
Explain why...

2) Outside Knowledge

Chart or graphic organizer to record what you know about the question.

3) Documents

DOCUMENT 1

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

DOCUMENT 3

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

DOCUMENT 5

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

DOCUMENT 2

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

DOCUMENT 4

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

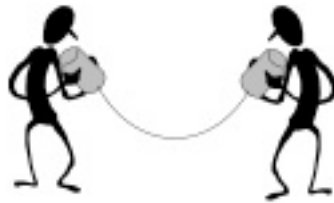
DOCUMENT 6

Highlight key ideas in the document that relate to the question

Write a **summary** of what is learned from the source. Who produced it and when? What is the main idea of the source?

Analysis: How does this source help us answer that question? What does it “say” about the question?

4) Thesis Statement: Write your group’s thesis statement.






Talking About History

Structured Discussions

Social Studies Should Be
SOCIAL



Discussion Norms

| | |
|---|---|
|  | <p>Pair-Share</p> <ul style="list-style-type: none"> ➤ Think carefully about your own response before sharing. ➤ Address your partner by name. ➤ Listen carefully to each other ➤ Paraphrase or clarify what your partner has said. ➤ Ask open-ended questions that allow your partner to elaborate on their thoughts or experiences. ➤ Maintain eye contact and open body language. ➤ Build on what each other says. ➤ Be courteous – no put-downs or sarcasm. ➤ Be ready to share out to the whole class. |
|  | <p>Whole Table/Small Group</p> <ul style="list-style-type: none"> ➤ Everything you do for Pair-Share, + ➤ Every group member should contribute and have a voice in the discussion....no “wall flowers.” ➤ Stay on-topic and on-task. Avoid side conversations and “bird walking.” ➤ Be ready to share out to the whole class. |
|  | <p>Whole Class</p> <ul style="list-style-type: none"> ➤ Same as above, + ➤ Listen carefully to the student who is speaking. ➤ Turn to face the student who is speaking. ➤ Do not hold your hand in the air while someone is speaking. ➤ No table talk or side conversations. |

STUDENT HANDOUT



Structured Discussion Rubric for Individual Participants

Name: _____ Text: _____

Exemplary

- reads closely, takes notes, and develops high-level questions before the seminar
- uses prepared text, notes, and questions to contribute to the dialogue
- moves the conversation forward
- asks for clarification when needed
- asks probing questions for higher level thinking
- speaks to all participants and is heard clearly
- thinks before answering
- refers directly to the text
- makes connections to other speakers
- builds on others' comments
- considers all opinions
- writes down thoughts and questions
- listens actively
- demonstrates patience and respect toward others' opinions/ideas

Competent

- comes prepared with marked text, notes, and questions
- contributes to the dialogue
- responds to questions
- refers to text
- offers interesting ideas
- asks questions
- takes notes
- pays attention
- is respectful of others' ideas

Developing

- comes with some text preparation
- emphasizes own ideas; may lean toward debate rather than dialogue
- ideas not always connected
- refers to text
- repeats some ideas
- asks a few questions and/or questions are lower level
- takes some notes
- loses track of conversation
- judges others' ideas

Needs Improvement

- does not participate or participation is inappropriate
- repeats same ideas
- few or no notes taken
- no questions asked
- seems lost/overwhelmed with the seminar

GROUPS

- G** = Give Encouragement
- R** = Respect Others
- O** = On Task
- U** = Use Quiet Voices
- P** = Participate
- S** = Stay in Groups



Total Physical Response Vocabulary

Total Physical Response Vocabulary explains and demonstrates for an audience a word or concept.



Instructions

1. Each group is assigned a different vocabulary term or concept.
2. Students discuss and define the meaning of the term or concept to present with their performance. The definition should be accurate but easy to remember.
3. Students work together to create a physical demonstration or acting out of the term or concept that may include an example.
4. Each group explains their definition of the word and presents their physical demonstration of the term or concept.



Tableau

A Tableau is the recreation of a moment in time featuring a number of characters, and may also include inanimate objects. Students draw upon historical evidence and recreate a scene that displays some insight into the minds of the characters. The Tableau consists of a group of “actors” frozen like statues, each one in turn, coming to life, and expressing the thoughts and feelings of that character or object.



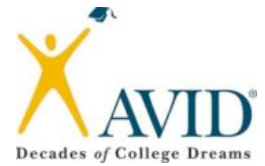
Preparation

1. Choose a scene from the past. This may be a recreation of a picture in your textbook or one that they imagine based on the facts from the time being studied. Discuss the possible actions of each character in the scene assigned and then determine who will enact which role.
2. Write a dialogue for each of your characters. The dialogue should include the thoughts and feelings the character might be likely to experience based on the facts of the situation.
3. Narration is written to give the audience the context of the scene and to introduce the characters.

Performance

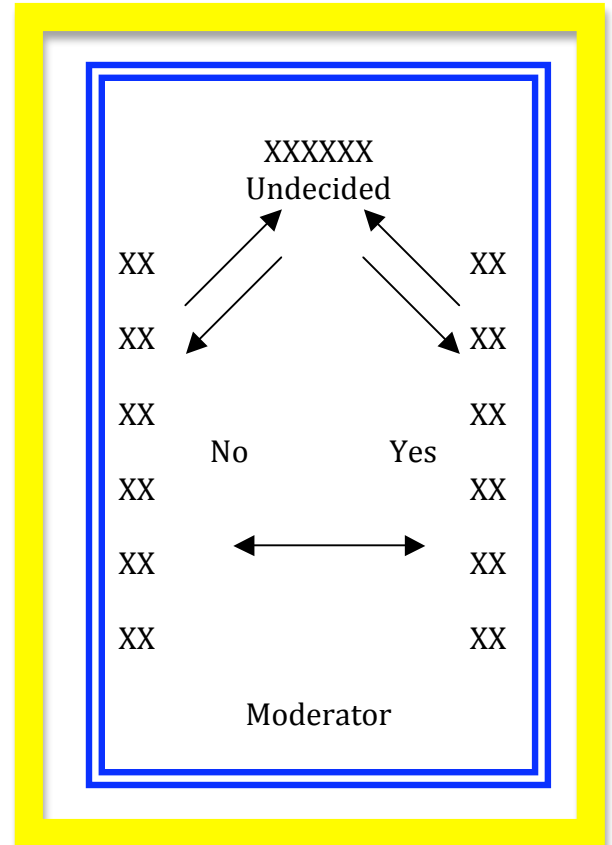
4. The performance begins with each actor “frozen” holding a pose and unable to speak.
5. The narrator then introduces the scene and characters.
6. Each character, in predetermined order, “comes alive,” and speaks the thoughts and feelings of the character being enacted. They “freeze” once again before the next character comes to life.
7. Props may be used to enhance the scene.

Philosophical Chairs



Rules of Engagement

1. Be sure you understand the central statement or question before the discussion begins. Decide which section you will sit in.
2. Listen carefully when others speak and seek to understand their arguments even if you don't agree.
3. Wait for the moderator to recognize you before you speak; only one person speaks at a time.
4. You must first briefly summarize the previous speaker's argument before you make your response. Your response can then either address what the person before you said or open a new line of commentary.
5. Be sure that when you speak, you address the ideas, not the person stating them.
6. Keep an open mind, and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed. Don't be afraid to move during the discussion. Changing your mind is not an act of weakness; it is evidence of thought.
7. Support the mediator by maintaining order and helping the discussion to progress.



A graphic organizer like the one shown to the right will be helpful as you formulate your ideas on the topic and the reasons/evidence that support them.

12 Supporting Ideas Chart

Directions: This chart represents the mental process of becoming aware of the relationship between a whole and its parts. It is like an outline with the main idea or claim, supporting details or reasons, and concrete details or evidence that help validate your reasons and claim. This chart is especially helpful when preparing for a class discussion like philosophical chairs or debate.

| | | | | |
|------------|---|---|-------|--------------------------------|
| _____ | { | Supporting details/ Reasons to support | { | Concrete detail/facts/evidence |
| | | | | _____ |
| | | | | _____ |
| | | | | _____ |
| Idea/Claim | | | _____ | _____ |

Socratic Seminar



PURPOSE

The purpose of a Socratic Seminar is to:

- **Develop and enlarge** the understanding of a text, one's ideas, and values.
- **Study and discuss** a specific topic thoroughly.
- **Listen to and explore** the insights expressed by others
- **Confront** difficult questions.
- **Develop** students' capacity for reading, speaking, and thinking critically.

PARTICIPANT'S GUIDELINES

BEFORE

- Read carefully and mark the text in a way consistent with the reading purpose.
- Listen to the facilitator's directions.
- Write down two or three questions you might wish to discuss in the seminar.



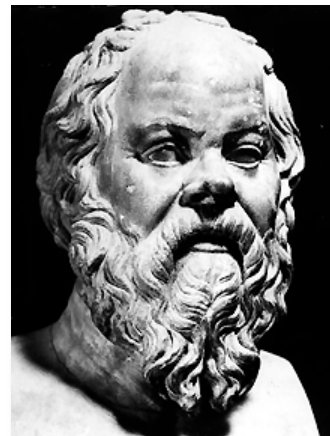
DURING

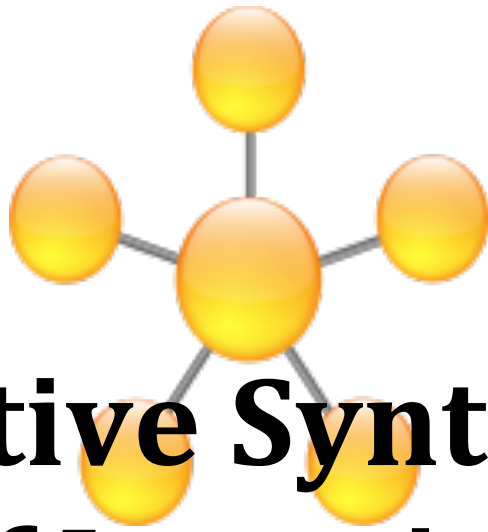
- Listen carefully and take notes as others speak.
- Direct your remarks to the entire circle rather than to a specific individual, including the teacher/leader. Speak loud and clear enough for all participants to hear you.
- Listen to what others say and do not interrupt. No side conversations.
- Use specific examples. Refer to the text when needed during the discussion.
- Ask questions about content in the text or comments from participants that you do not understand.
- Don't raise your hand. Look for opportunities and take turn speaking.



AFTER

- On the Cornell note paper, write a brief summary/reflection of the Socratic Seminar discussion.





Creative Synthesis of Learning

Writing With Original Thought

History in review

- Lure of Trade and Exploration
Portuguese short trade
Lay foundation for future
Spices, gold and Slaves
- English Colonies
The English
Gold and tobacco hungry
Settle Virginia
- Independence
English tyranny
Time to take action for rights
Independence now!
- Thomas Jefferson's Document
Life, liberty and
The pursuit of happiness
Beautiful rights
- Forming a Government
Freedom rings in law
Chance for a new way of life
Our Constitution
- Constitution
Balance of Power
Bill of Rights applies to all
More Perfect Union
- Louisiana Purchase
Louisiana
Best Deal in History
Fifteen million
- Civil War Conflict
Union versus South
Generals plan field tactics
Bloodshed of brothers
- Reconstruction
North, South: divided
Reconstructing the future
Building together
- Age of Invention
Innovation fuels
Societal advances
Oil, steel, railroads
- The new Immigration
Immigrants from all
Corners of the world flood
To the melting pot
- Tweed Ring
Tweed ring continues
Embezzlement and kidnap
Pictures reveal all
- Progressives
Reform! Attention
To danger, labor and men
Morality seen
- U.S goes to War
Road to war lined with
Hesitation and anger...
A deadly combo
- Influenza
Silent killer strikes
Like the plague, no one is safe
Flu claims families
times
- Boom
Exploring realms of
Morality and culture
Changing way of life

*How do I
know what
I think
until I see
what I
have
written?*

Journal/Quickwrite Responses



1. Summarize what you have learned about (reading, event, person, geographic place).
2. Examine the homework reading and develop questions for a class discussion.
3. Create and explain an illustration, symbol, chart, or drawing about a primary or secondary source.
4. Write a dialectical journal entry, listing a fact/quote/piece of text on the left side and responding on the right side of the paper with a reaction/response, connection, comments, or questions.
5. Examine the graph, picture, or timeline on page ___ in the textbook and write summary and analysis statements. The summary statement should capture the meaning/message of the visual and your analysis should explain the importance/significance of the information or comment on what else might also be true about the time period based on the information given.
6. Develop “What if” statements from the reading, picture, or data AND speculate about possible responses/answers.
7. What questions would you like to ask a character in the text or reading?
8. Take a position on an issue presented in the text/visual/reading/video and defend it.
9. Write a dialogue between you and a character from history that you are studying.
10. Create a political or editorial cartoon about the reading.
11. Write 3 things you found out, 2 interesting ideas, and 1 question you still have.
12. Create a thesis statement from the reading or video.
13. If this were to happen today, what would be the result?
14. How do you feel about (a controversial social issue)...why?
15. Write your reaction or opinion to the reading or primary source.
16. What one historical event from the lesson or unit would you have liked to witness? Why? What would being there help you to clarify that you are wondering about?
17. What person from the unit of study would you like to invite to dinner? What would you serve and what would you ask them?
18. In your opinion, what is the most important discovery or development in the unit of study? Why?
19. Examine a picture in the textbook and explain the perspective of one of the characters. What would they smell, taste, touch, think, hear, and feel about life or the situation they are in?
20. Argue for or against _____.
21. Describe (a given historical event) from the point of view of _____. What would they say about it?
22. Describe an event from the reading using your sensory details—sight, smell, taste, touch, hear.
23. What does _____ taste like/smell like?
24. What candy bar does _____ remind you of? Explain the similarity.
25. If you could give _____ a _____ present, what would it be and why?

Forms of Poetry

1. Acrostic Poem

This style of poetry can be used to express ideas about concepts, people, or primary source materials.

Instructions: Analyze and interpret a social studies topic by printing the title of the topic vertically, letter by letter, along the left-hand margin of the page. Each letter then becomes the starting point for a word, phrase, or sentence that describes the topic.

Example: ROMAN EMPIRE

Romulus became the 1st king of Rome after killing his brother Remus.

Once Romulus became king, his city and influence began to grow.

Monarchs were gone forever once Tarquin and his family were run out of town.

A new system of government was created called a “republic” and it was more democratic.

Now the Senate made laws, under the direction of two consuls.

Empire was on the mind of Augustus when he took over control of the Roman government.

Much territory was added to the empire under the reign of the Caesars.

People would go to the Colosseum to watch gladiatorial competitions....gruesome.

Immoral emperors like Nero and Caligula did more harm than good for the empire.

Roads connected the empire, allowing traders and soldiers to move quickly.

Eventually the empire was conquered by barbarian invaders in 476 A.D.

2. Concept Poem

To create a concept poem, select a topic and then describe the topic by completing each line in the format shown below.

Concept: _____

Believes In: _____

Needs: _____

Gives: _____

Takes/Fears: _____

Would Like to See: _____

Is Similar To: _____

Example: Monarchy

Concept: Monarchy

Believes In: The right for one man to rule the rest.

Needs: Soldiers to protect his throne....and his neck.

Gives: Leadership and laws to the people.

Fears: What happens when regular people have power?.....democracy—yuck!

Would Like to See: A son born so his family will continue to rule when he dies.

Is Similar To: An Emperor.

3. I AM Poem

An I AM poem is about a person, group of people, place or object. Take a character in a story or time in history. Complete the following line prompts (or others of your own creation, if you wish) by imagining what that character may be experiencing.

Sentence Stems

I am...

I wonder...

I hear...

I see...

I am...

I pretend...

I feel...

I touch...

I cry...

I am...

I understand...

I say...

I dream...

I try...

I hope...

I am...

Example: Roman Chariot Racer

I am a Roman chariot racer.

I wonder if I will win the race today, or even live through it!

I hear my opponent sputtering curses at his team of horses.

I see the white flag fall from the hand of the race official.

I am off and racing!

I pretend to have no fear while eluding other's glancing blows.

I feel certain this race will be marked by death.

I touch the bridle, shaking it to make the horse run faster.

I cry out to my team of horses..."Heeeyah!" urging them forward.

I am in second place.

I understand the risk involved in my dangerous career.

I say to the gods, "Bring me fortune!"

I dream of receiving the laurel of victory from Caesar.

I try to catch us as I round the final turn, passing on the inside.

I hope to hold on to the my hard-fought lead.

I am the winner!

4. Biographic Poetry

Use the stems below to help analyze a character being studied. Next to the stem, write the information asked for to complete the poem.

Name:

3 Traits:

Related To:

Who Cares Deeply About:

Who Feels:

Who Needs:

Who Gives:

Who Fears:

Who Would Like to See:

Resident Of:

Example: Martin Luther King, Jr.

Name: Martin Luther King, Jr.

3 Traits: Proud, Leader, Reformer

Related To: Alberta Williams King

Who Cares Deeply About: Fairness and freedom for his race

Who Feels: Racism is not ethically correct

Who Needs: People to see beyond color, into their character

Who Gives: Leadership to all people, black AND white

Who Fears: Segregation and discrimination won't end

Who Would Like to See: Blacks and whites treated equally

Resident Of: Atlanta, Georgia

5. Descriptive Poem

This type of poem asks you to summarize the most important ideas in just a few lines. This writing structure defines an idea, theme, topic, or concept in three lines. The first line **"Defines"** the topic. The second line starts with **"Which,"** and the third line starts with **"When."**

Example 1

Reformation

Protest against the Church (def.)
Which changed Christianity forever
When Protestants started their own churches

Example 2

War

Two rival nations (def.)
Which fight for a cause
When diplomacy won't work

6. Haiku Poem

Haiku is a structured form of poetry that focuses on the very essence of a topic.

Instructions: Create a three-lined haiku poem using the structure below.

Line 1: 5 Syllables

Line 2: 7 Syllables

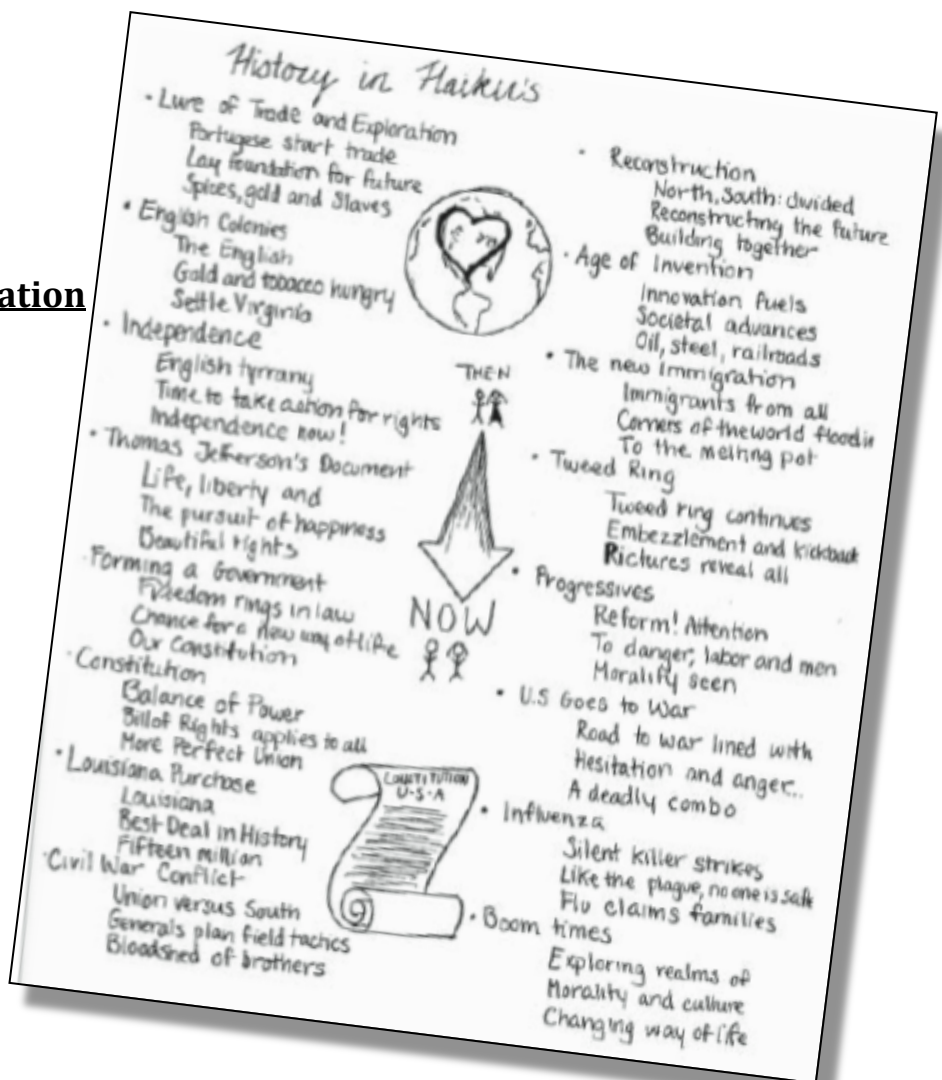
Line 3: 5 Syllables

Example 1: Trade and Exploration

Portuguese start trade
Lay foundation for future
Spices, gold, and slaves

Example 2: Islam

Allah is the One
Praise to him all will cry
Islam is our life.



7. Who-What-Where-When-Why Poem

This short type of poetry may be easily added to notes or visual displays. You may want to include illustrations, symbols, or pictures. Most importantly, you must think critically about the importance (the "Why" part) of the event or person.

Who:

What:

Where:

When:

Why:

Example 1: Augustus Caesar

Who: *Augustus Caesar, first emperor of Rome*

What: *Changed Rome from a republic into an empire*

Where: *On the Italian Peninsula, and beyond*

When: *In AD14, after killing his rival, Marc Antony*

Why: *To avenge his father's murder and become Rome's top man*

Example 2: Martin Luther

Who: *Martin Luther, Catholic priest-turned-Church reformer*

What: *Raised challenges against Catholic Church leadership*

Where: *In Wittenberg, Germany*

When: *When he nailed his 95 Theses onto a church door*

Why: *To challenge Church leaders to a debate about abuses in the Christian religion*

8. How To Think Like A _____ Poem

This type of poem can be used to identify multiple perspectives. In other words, it helps you put yourself in the shoes of an individual or type of person being studied. Copy and finish the following sentence stems.

How To Think Like A _____

Believe...

Think About...

Chase...

Read...

Discover...

Challenge...

Jump...

Learn...

Hope...

How To Think Like A Humanist

Believe in unlimited human potential

Think About how Greeks and Romans saw the world

Chase down rare copies of Greek and Roman texts

Read Aristotle's *Ethics* for advice on how to live

Discover your full potential like Leonardo da Vinci

Challenge traditional views of the universe

Jump into new experiences and ideas

Learn to read Greek and Latin

Hope be considered a "Renaissance Man"

9. Found Poem

A found poem is composed of significant/important words or phrases from a piece of literature or primary source.

Instructions: Select and arrange your significant words or phrases into a found poem that focuses on the essence of the work being studied. Write your ideas and/or rough draft on a separate sheet of paper, then write your final copy.

Example:

“The Confessions,” by St. Augustine

What is time?

I try to explain it....and do not know.

No future

Only present

No past

We would have an everlasting present and that is what we mean by eternity.

What is time?

If the future and past exist, I want to know where they are.

What is time?

Neither the future nor the past exist.

The only place where I can find them is in our own minds.

What is time?

We do not often use language correctly...though we understand each other.

10. Cinquain Poetry

This type of poetry invites students to analyze a character, topic, theme, concept, or controversial issue. It can be used to help you process primary and secondary sources of information.

Name:

2 Adjectives:

3 Verbs:

Simile (like a...as a...)

Synonym For The First Line:

Example 1

Marco Polo

Curious, Adventurous

Respected, Well-Traveled, Learned

As knowledgeable as a sage

Traveler

Example 2

History

Ancient, Contemporary

Discovering, Debating, Evaluating

History is like an Energizer Battery, it keeps going and going, and going...

Life

11. Limerick

A limerick is a humorous poem with a special rhyming pattern and stressed syllables.

Instructions: Use the following poem structure to create your limerick.

| | |
|-------------------------------------|---------|
| Line 1: 3 Stressed Syllables | Rhyme A |
| Line 2: 3 Stressed Syllables | Rhyme A |
| Line 3: 2 Stressed Syllables | Rhyme B |
| Line 4: 2 Stressed Syllables | Rhyme B |
| Line 5: 3 Stressed Syllables | Rhyme A |

Example 1

The Aeneid

The mighty Aeneas must go
But where? He doesn't know
When men eat their plate
Everything will be great
They found their brand-new home

Example 2

Battle of Milvian Bridge

Constantine dreams at night
God helps him win the fight
Crosses on shields
The enemy yields
The Empire is his, Alright!

12. Song or Rap About a Topic or Event

Using a rhyming pattern or free verse, create an original song or rap about a topic or event. It may be helpful to keep a beat or tune you are already familiar with in your head as you create your poem.

Example

Electoral College

People in America need more knowledge
So let us learn about the Electoral College
First and foremost it's not a real place
Some people think it is outer space
The college is the group that selects the president,
our Mr. President
The strangeness of this system is surely evident
Though the framers intended a rubber stamp
The whole idea just gives me a cramp
They vote based on public opinion
A system established by a West Virginian
Back in the day they needed more presentation
But now the necessity is in our imagination
All of the others are local delegates
But none have promised to be celebrate
A state's votes are based on population
Not all are equal in this great nation
The majority of Americans do agree
We should do away with this stupid policy
We want direct election of officials
And not something so superficial

Descriptive Writing---A Sensory Moment in Time

It is important for students of history to develop historic empathy for both ordinary and extraordinary characters. Understanding how characters felt in the context of the time in which they lived is a challenging but necessary skill for understanding history. This activity will require that you put yourself in someone else's shoes in order to understand what it would have been like for them as they experienced the time period in which they lived.

Instructions:

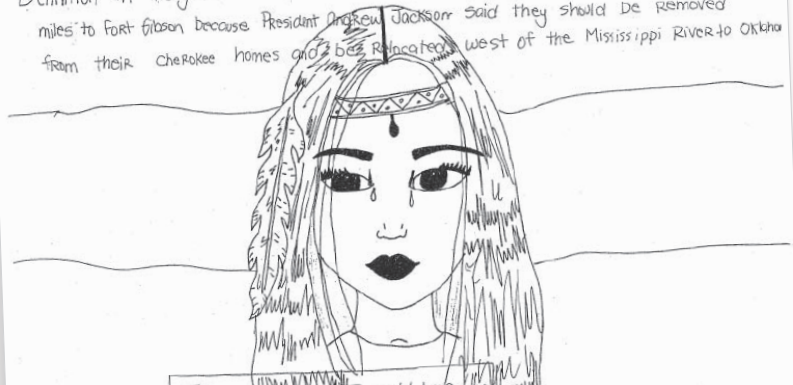
1. Read about and investigate a historical topic in-depth.
2. Create a list of the ordinary and extraordinary characters from the time period of study. For example, Julius Caesar, a senator, a shop-keeper in Rome, a gladiator, a Roman soldier, a farmer in the provinces, etc.
3. Further research the information on one of the characters.
4. Place the character in an event or moment in time. For example, you could choose a shop-keeper at Julius Caesar's funeral and reading of his will.
5. Brainstorm ideas to complete the visual chart using the senses + emotions and thoughts.
6. Complete the chart template.

DESCRIPTIVE WRITING—A SENSORY MOMENT IN TIME

STUDENT SAMPLE

a. Definition/Explanation of the Historical Event and/or Person Examined

Definition: In the years 1838-1839 over 17000 Native Americans were forced to walk over 1,000 miles to Fort Gibson because President Andrew Jackson said they should be removed from their Cherokee homes and be relocated west of the Mississippi River to Oklahoma.



b. Full-Color Illustration

| Sound () | Sight () | Taste () | FEEL () | SMELL () |
|---|---|--|---|--|
| ... Heard: ... | ... seen: ... | ... Tasted: ... | ... Felt: ... | ... SMELLED: ... |
| Crying Indians, mothers were their lost relative footsteps and singing to try and keep their faith. | Thousands of Cherokee Indians weakly walking for hundreds of miles. | The little bits of food that there was to eat. The hatred that has been building up inside of me vs Andrew Jackson & his soldiers. | The pain of carrying un-labeled, touched the shoulders of others helping lead from the right way to follow the trail. | The dirt from the trail, the sweat & dust from the Cherokee. |

c. If I were there, I would have experienced...

- d. Sounds
Sight
Taste
Feel/Touch
Smell
Felt/Emotion
Thoughts

Definition: Child labor was a cheap way for employers to get workers, during the Industrial Revolution. Since children could work the machinery just as well as grown men they took their place. These children, as early as age 7, worked 10-14 hour days 6 days a week. Mass production called for more cheap labor which resulted in more children at work. The working conditions for these children were extremely poor. Many children got their limbs cut off or even died from the machinery.

Sound
She would hear machinery, the cries of children, and her employers voice.

Sight
She would see her work for the day, her parents worn out bodies, and the terrors of the Industrial Revolution.



Taste
She would taste her small amounts of food and the pollution in the air.

Feel
She would feel her worn out hands, the stid of the machinery and her families tears.

Smell
She would smell the polluted air, the sweat from the workers and steam.

11-Sentence Commentary

1) Topic Sentence/Thesis/Claim: _____

2) Concrete Detail 1 (CD1): _____

3) Explanation/Elaboration of Detail (EX1): _____

4) Commentary (CM1): _____

5) Concrete Detail 1 (CD2): _____

6) Explanation/Elaboration of Detail (EX2): _____

7) Commentary (CM2): _____

8) Concrete Detail 1 (CD3): _____

9) Explanation/Elaboration of Detail (EX3): _____

10) Commentary (CM3): _____

11) Conclusion Sentence: _____

Concrete Details:

- Can be a fact, quote, statistic, reason, or main idea from the lesson/reading/discussion that supports your claim. Concrete details are what you use to prove/support/defend your claim.

Explanation/Elaboration:

- This further explains or elaborates your concrete detail. It provides more information about it.

Commentary:

- Makes an inference (This fact suggests that...), gives an **opinion**, gives a **reason**, gives an **effect**, **compares** or **contrasts** with something, gives examples, explains the significance/meaning/importance, provides an **illustration** for the concrete details, makes a **connection** to another event or to ideas (past or present), makes an "if...then..." statement, makes an **analogy/simile/metaphor**, etc. for/of your concrete detail. They provide your **analysis** of the concrete details and help support your central claim from line 1.

11-Sentence Commentary Example

Topic: Roman Military Expansion

(1 TS) Military expansion mostly **helped** the Roman Empire because it provided new opportunities for trade, taxes, and the spread of Roman culture. **(2 CD)** Whenever Romans conquered new territories, merchants began to **trade** products from that region with the rest of the Empire. **(3 EX)** This brought wealth and new goods to both the conquered and the conqueror, benefitting both. **(4 CM)** This meant that people living in north Africa could by and enjoy products made as far north as England! **(5 CD)** **Taxes** were paid to the Roman government by newly conquered lands. **(6 EX)** Some might argue the new tax burden was a negative, but the money helped to support the Roman army that would keep this area safe from further invasions. **(7 CM)** Taxes were a small price to pay for the Roman army's **protection**, not to mention the **roads** and **aqueducts** that would bring travelers and fresh water to the region. **(8 CD)** The Romans also brought elements of their **culture** to newly conquered lands. **(9 EX)** The Latin language and Roman laws would be brought to all conquered areas, providing a consistent system of justice to all in Europe and a common language for merchants, the military, and government institutions. **(10 CM)** Language and law would have a lasting influence on Europe's culture, long after the fall of the Empire. **(11 CS)** Although not all conquered people would see it the same way, Roman military expansion definitely helped the Empire and all those that were a part of it.

One-Page Report



Directions for the One-pager

PURPOSE: A “one-pager” is a single-page response to an assigned reading (poem, novel, chapter, or essay). It is designed to promote thoughtful appreciation and understanding of the text. It allows you to create your own representation of the text and your understanding of it. It should be creative and experimental and is a way to respond imaginatively and honestly. It connects the verbal to the visual and connects your thoughts to the text. The more creative you allow yourself to be, the more you will get out of the reading assignment. When a one-pager is completed, anyone who looks at it will gain an instant interpretation of how you understood the text.

DIRECTIONS:

1. Write the **title of the text** (use quotation marks or italics/underline, depending on the genre) and the author’s name creatively on the front of the paper. Include the publication date, if given. Don’t put your name on the front. Your name goes on the back, along with the date and your period number.
2. **Pull out two quotations/excerpts and write them on the page.** Be sure to include quotation marks. When you are required to copy passages from the text, copy them onto the paper *exactly* as they appear in the text. Use quotation marks and put the page number in parentheses at the end of the quote. The passages must be *at least two-three* sentences long. Don’t omit any part of the sentences or use ellipsis. ***Explain in one sentence each why you think those quotes are important or significant.***
3. **Draw a cluster or web** around an important thought, feeling, or image you had while reading. Create the cluster so that it artistically symbolizes whatever you choose to cluster.
4. **Make a personal statement about what you have read.** When you are required to write a paragraph of your own, it must have *at least seven (7)* meaningful, thoughtful, well-constructed sentences. Begin it with **“I believe...”** The following example below is for *The Bean Trees* by Barbara Kingsolver.

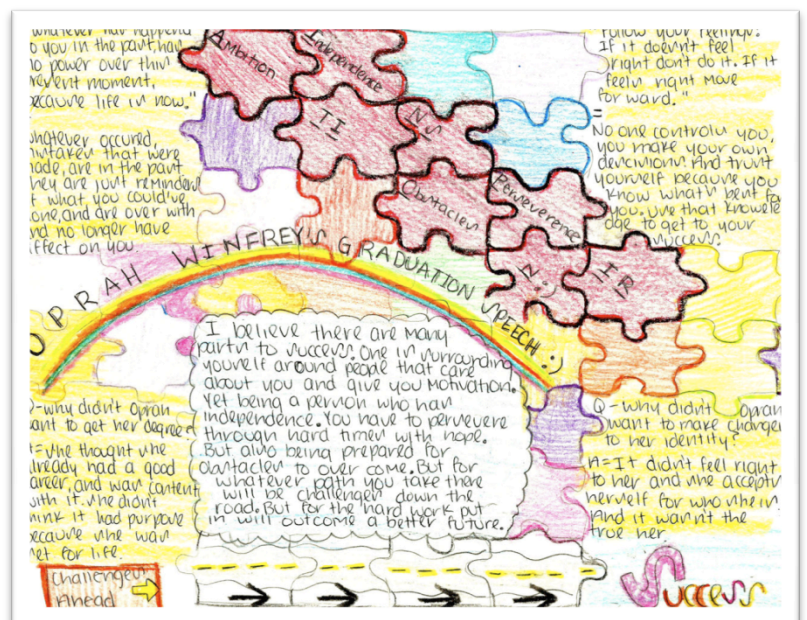
I believe that there is much more good in this world than there is evil. One place it can be found almost anytime is in young children. They do not wish to cause pain and loss. They will give you their heart and soul whether or not you love them back. They have no prejudice against you for what you do. Without children, we would not know about unconditional love. We must cherish them.
5. **Ask two meaningful questions and answer them.** Use Under-the-Surface (Higher-Level) type questions. Focus on “Why” or “How” questions.
6. Now comes the fun part! **Create visual images** that relate to the reading. You may draw them (use colored pencils and/or markers, but sketch in pencil first), cut them out of magazines, or use computer-generated images. You can add other materials as well (fabric, stickers, ribbon,

wrapping paper, etc). Use colored pencils and black or colored ink. You may use small-tipped colored markers and crayons.

7. The **pictures or symbols** that you get from other sources must become your own. In other words, you would not simply print out a picture from clip-art or cut out a picture from a magazine and end there; that is someone else's art. You would combine it in an original way *with other images* to make it your own, and, of course, relate to the reading.
8. All writing is to be done neatly in **blue or black ink or typed**.
9. The images and writing should **cover the entire page**. *Very little background area should show!* The one-pager should be colorful and neat. No scribbles to fill in the background. *Appearance counts!*





What to watch out for: Don't just summarize the text. Be sure to use unlined, blank, white 8½" x 11" paper. Don't think a half-page will do. Make it a full page, rich with writing, images, and color.








Here are some examples of one-pagers produced by some of Ms. Pamintuan's students. They are provided to help you visualize what a completed one-pager might look like and to help you get the creative juices flowing.





























Choose Your Own Assignment














Following is a list of assignments you can choose from to demonstrate mastery of the content knowledge learned in each unit of study throughout the year.










| | |
|---|---|
|  | Detective: A detective closely examines historical facts and puts them together in many forms. They work with charts to present information clearly and logically. They enjoy answering questions and finding details. |
|  | Artist: An artist focuses on pictures to learn about the past. They produce drawings to present information to others in unique ways. They enjoy creating work that shows off their skill and talent. |
|  | Profiler: A profiler is mostly interested in people and how they think. They like to imagine themselves in historical situations and write about how they would have reacted. They usually present their information through short writings. |
|  | Specialist: A specialist in history uses all three of the above skills to create projects that appeal to many people. They are interested in all aspects of history and present their ideas in complex projects. |

| Level 1 Assignments | | |
|------------------------------------|---|--|
| 1. Poetry |  | Choose 2-3 forms of poetry from the World History toolbox to complete using information from the unit being studied. |
| 2. Annotated Illustration |  | Draw a full-page, colored picture of a historical object, person, or event. Neatly write the title and year. Write a minimum of 6 annotations to describe various parts of your drawing |
| 3. Sensory Figure |  | Draw and color a person or type of person from the time period being studied. Then use what you have learned to write what they would see, hear, taste, touch, feel, and how they would feel about their life or the times they live. |
| 4. Illustrated Simile |  | Make a comparison between something you are learning about in history with something else, draw and color a picture, and write a paragraph that explains the similarities in detail. For example, "The Roman Empire was like an octopus because...." |
| 5. Be The Thing |  | Write a short explanation of life experiences as if you were a particular object from history (for example: Da Vinci's paintbrush, a Roman soldier's shield, a knight's armor, etc.) Your response must 1) be at least two complete paragraphs, 2) describe the purpose and function of the object, 3) describe how the object might feel or what it might be thinking, 4) mention the historical situation it was found/used in. |
| 6. Bumper Sticker |  | Create a bumper sticker about a specific topic. Requires high creativity. Your bumper sticker must: 1) be related to the unit, 2) be colorful, 3) include a paragraph explaining what your bumper sticker means and why you wrote it. |
| 7. Cause & Effect Chain |  | Describe two causes and two effects of a historical event. Requires any event with obvious causes and effects. |

| | | |
|------------------------------------|---|---|
| 8. Creative Line Art |  | Highly recommended assignment. Come to Mr. McGuffee with a blank sheet of paper. Using the random shapes and scribbles, create a scene depicting something we studied in the unit. Your work should be in full color. Include a paragraph explaining what you drew and a few historical facts about it. |
| 9. Day Planner |  | Write out a daily schedule for a person living in a historical civilization. This explains what a typical person in a civilization would do throughout their entire day. Start with the hour they would probably wake up. End with the hour they would probably go to sleep. Include an entry for each hour between waking and going to sleep. Each entry needs to be a complete sentence that provides detail. |
| 10. Epitaph/ Gravestone |  | Draw a headstone for the historical character or civilization On the tombstone write: Here lies..... Born..... Died..... Famous For/Remembered For..... |
| 11. Historical Ad |  | Create a print advertisement for a piece of technology from the time period studied. Look at magazine or newspaper ads for ideas about how to format your advertisement. Your ad must include 1) a full-color drawing of the item or location of the event, 2) why people would be interested, 3) a price, 4) a description of what the item does, 5) a made-up quote from someone living at the time. |
| 12. History Report Card |  | Give grades to a historical figure based on certain “subjects” assigned by your teacher. Ask Mr. M. if you would like to complete this assignment. |
| 13. Picture Analysis |  | Choose a picture from the unit and answer the “Analyzing Photographs” questions from your History Toolbox. Include the picture you are analyzing. |
| 14. Icon Frame |  | Using an Icon Frame, choose an event or person from the time period being studied to explore in more detail. Choose 4 icons of depth and complexity to draw and complete—one for each of the four sides of your icon frame. |
| 15. Postcard |  | A postcard is a photograph people often send while on vacation. It shows the people back home what they are missing and includes a brief note. Get a handout from Mr. M. to complete your postcard on. |
| 16. TXT MSG SumRE |  | Imagine you are sending a summary of a historical event to a friend via text message. Write the summary in text message language. Pretend you are directly involved in the event. Use abbreviated words when appropriate. Include all key points of the event. Be short and to the point, but still at least one paragraph. Include the regular, non-text version so an old guy like me can understand what the heck it says. |
| 17. Primary Source Analysis |  | Find and analyze a primary source from the unit being studied and use the appropriate questions from your History Toolbox to answer. Include the primary source with your analysis. |
| 18. Venn Diagram |  | Create an illustrated Venn Diagram to compare and contrast two historical figures, events, ideas, or civilizations. Your work must include at least 4 statements/details in each of the three sections of your Venn Diagram and 4 colored pictures for the assignment. |
| 19. Wanted Poster |  | Create a wanted poster for a figure in history. Your poster must include 1) a sketch of what the person probably looks like, 2) a reward amount and description of the specific crime the person did, 3) a made-up quote from a person living at the time showing what people might have said about his person, 4) the approximate date this poster would have been found, 5) be in full color. |
| 20. You Are There Letter |  | Write a letter to a historical figure giving them advice on a problem they are facing. Your letter should include any key terms of people involved with the event in some way. Address your letter properly, briefly explain the situation in one paragraph, and |

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| | | give advice on how the person should deal with the problem. |
| 21. Stuff You Should Know |  | Research something from the time period being studied that we didn't go into great detail on. Complete a write-up and give a oral presentation to the class where you teach us about the topic. Your oral presentation should be less than 5 minutes. |
| 22. What's On My iPod? |  | Create and explain a 5-7 song playlist that would be found on a historical character's iPod (not that anyone we study this year would have had one). Name the song and the singer, then provide analysis to explain why you chose that song for the historical character. |
| 23. Editorial/Political Cartoon |  | Create an editorial cartoon about a historic event, or current issue, or past or present problem. After you have completed your interpretive drawing, answer the following discussion questions about your cartoon: 1) What is the general subject of the cartoon? What is the cartoon describing? 2) What titles are or written messages are included? 3) Who are the characters and what do they represent? 4) What other symbols are used and what do they mean? 5) What is the cartoon's message? |
| 24. Twitter Battle |  | Choose 2 historical figures that wouldn't have really liked each other and create a Twitter battle between them. Each character must have at least 3 tweets in the exchange. Make your assignment look like (be formatted like) the actual Twitter site. |
| Level 2 Assignments | | |
| 25 Brain Chain |  | List 10 important people, events, concepts, etc. and then create conceptual links between them in a graphic organizer. Spread the words evenly on a piece of paper, then connect the terms with lines. Write the way the two terms are connected on the line. Every term must be connected to at least 2 other terms. |
| 26. History Jeopardy |  | Create 5 categories with 5 questions in each (increasing in difficulty) like in the show and fill in a Jeopardy board with the dollar values and questions. |
| 27. Comic Strip |  | Create a 5-panel comic strip about a specific event from the unit. Make sure you tell the whole story. Each panel should include a background to indicate where it is taking place and full-color illustrations. Each panel should have at least one text bubble. |
| 28. Invitation |  | Create an invitation to a historical event we studied about during the unit. Should be in full-color and include a picture that shows the type of event it is, who is invited, where is it, when (time, date, year), and what the invitee should bring. |
| 29. Song Rewrite |  | Rewrite the lyrics to a song to make them about the historical time period being studied. The lyrics of your song should rhyme, include many historically accurate details, and use the entire length of the original song. *20 points extra credit for performing your song in front of the class. |
| 30. Historical Diary |  | Write a series of diary entries as if you were a member of the society being studied going through a key historical event. You should have 3 diary entries—one from the day of the event, one from a day before the event, and one from a day after the event. The day before should reflect causes of the event; the day after should show some of the effects of the event. Each diary entry should be ½ page in length and include the date. |
| 31. Create A Crossword |  | On a piece of graph paper, create a list of 20 key terms from the unit. Create a clue for each, where the key term is the answer. Write the key terms in a criss-cross combination. Separate your clues into "down" and "across" categories. Give your crossword a title and show Mr. M. before starting your final version. |
| 32. A-Z History Book |  | Working with a partner, create a picture book for 26 ideas/terms/events/things you learned from this unit, each starting with a different letter of the alphabet (one letter for each page). Put it all together in a book with full color. |
| 33. History Tableau |  | This is an act-it-out performance where students begin frozen as characters or objects in a historical picture, unable to speak. The group decides on an order in which each actor comes alive. Each student may choose to speak the thoughts of |

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| | | the character or object he or she is enacting. Begin the tableau with an introduction of the characters and set the stage for the audience by providing an explanation of the background/setting/scene. |
| 34. One-Pager |  | Using a blank sheet of paper, create a full-color one page summary of the unit that includes: 1) The title of the unit/section, 2) 5 key terms with pictures and definitions, 3) 4 people/types of people and what they are known for, 4) Two questions you have about the time period, 5) 5 illustrations with captions that capture what you learned from the unit, and 6) a 7-10 sentence summary of the historical time period studied. |
| 35. Museum Curator |  | You are the curator of a museum who is creating an new exhibit about the time period being studied. Choose 5 artifacts from the culture that best represent them to display and explain. Include a picture of the artifacts and your description of the artifacts and what they tell us about the time period. Why did you include those artifacts and how do they tell the story? |
| 36. Time Machine |  | Transport yourself back in time to figure out what a person's life was like who was around the same age as you. This requires some research on your part. Write a one-page essay describing their lives and include at least one picture or graphic. |
| 37. Deadliest Warrior |  | Research information on warriors from two different civilizations that never actually would have fought each other. Find out about their weapons, armor, training, and fighting style. Compare the two warriors in each category and say who would win if they actually fought. Watch an episode of "Deadliest Warrior" on TV to get a better understanding of the assignment. You cannot choose two warriors that the TV show actually pitted against each other. |
| 38. Paper Bag Speech |  | Choose 5 modern items that represent different aspects of a civilization we are studying and use them to report on that culture. In a show-and-tell presentation, explain to the class how the modern items represent the civilization. |
| 39. Magazine Cover |  | Design a one-page magazine cover for a given culture being studied in class. Look at other magazine covers to get ideas for elements included yours. |
| Level 3 Assignments | | |
| 40. Historical Facebook |  | Choose a person or topic we studied about in this unit to make a fictional Facebook page for. |
| 41. Historical Play |  | Write and act out a 3-5 minute play about a specific historical event. You will include background for scenery (either drawn or projected) and any necessary props. Your play must include a written script and be historically accurate. |
| 42. Movie Poster |  | Use art and writing to create a movie poster advertising the unit being studied. You must cast at least 5 characters from history with modern days actors or actresses. |
| 43. History Board Game |  | Create a board game using historical information from the unit studied. Be sure to include the rules for play. |
| 44. History Web Page |  | |
| 45. Travel Brochure |  | Create a 6-panel foldout brochure that highlights the history and hot-spots/tourist attractions of the society being studied. See Mr. M. for the handout with detailed instructions. |
| 46. What If? Revisionist History |  | Change one major detail from the event described in the textbook and then speculate as to what else might change as a result. The re-write that page of your history book to reflect the changes. See Mr. M. for a photocopy of the page you are re-writing. |

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| 47. History Model |  | Build a model of a technological achievement from the historical time period being studied, a location, or historical object. Include a short report describing the technological achievement/object and its impact on the people who lived during the time period it was created and how it affects us today. |
| 48. Illustrated Timeline |  | Use the directions outlined in your History Toolbox to complete an Illustrated Timeline for the unit being studied. |
| 49. History Newscast |  | Working in a group of 3-4 students, film a short (3-5 minutes) newscast presentation about a historical event or time period. Most of the work for this project will be done outside of class. Determine what each group member will be doing. Create any costumes, props, or background you'll need for your video. Rehearse, then film. |
| 50. History Newspaper |  | Working with a group of 3-4 students create a 3 page newspaper with multiple articles and elements on a period in history. Your newspaper must include two feature stories, editorial covering a problem in the time period being studied, and two advertisements. See Mr. M. for more detailed directions. |
| 51. Slideshow Presentation |  | Create a PowerPoint or Prezi on a historical topic. Must be approved by Mr. M. ahead of time. Your presentation must have at least 6 slides and each slide must include: 1) a title, 2) 3 "bullets" of information, 3) at least one picture/clip art. Correct spelling and historically accurate information is required. |
| 52. I/We Search Paper |  | This assignment will help you develop your research abilities. Pick a topic of interest from the time period being studied to do more research on. Please see Mr. M. for the full instructions if you want to complete an I/We Search Paper. |
| 53. Historical Children's Book |  | Write and illustrate a children's book about the civilization we are studying. Your book should have at least 6 pages, each dealing with a different topic. Each page should have a title, full-color illustration, 4 or more sentences describing that aspect of the civilization, and include a front and back cover. |
| 54. Illustrated Map |  | Draw and color a map of the region being studied and add 5+ pictures and captions to bring the map to life. |
| 55. Super Chart |  | Use big butcher paper to create a 8-10 foot long chart that includes 1) an annotated timeline with 8-10 events, 2) an annotated map, 3) images and written explanation of elements you learned about the civilization being studied, 4) 4 graphic organizers.....See Mr. M. for the full instructions. |