

Interactive Notebooks



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So, what is an Interactive Notebook?

1. How many of you have heard of an Interactive Notebook?
2. Have you used an Interactive Notebook?

Agenda:

- Introduction to the interactive notebook
- How to introduce the notebook to students
- Research
- Goals of the interactive notebook
- Organization of interactive notebook
- Examples of student “interactions”
- Variations of the notebook
- Disclaimers
- Grading the notebook
- Value of using the notebook
- Questions

Part 1

*Let's begin with
an experiment...*

HANDOUT 9-3

Please rate the sentences I will read aloud on how easily you can pronounce them. Repeat the sentences silently to yourself. Use the following scale.

	1	2	3	4	5
	very difficult to pronounce			very easy to pronounce	
1.		6.	11.		16.
2.		7.	12.		17.
3.		8.	13.		18.
4.		9.	14.		19.
5.		10.	15.		20.

Source: Reprinted by permission from Memory Demonstration Kits by Donald B. Irwin and Janet A. Simons.

PART 2

*The Research/
Nuts and Bolts*

What Research Says...

Encoding (get info into our brain)

Visual (Pictures)

Semantic (Meaning)

Acoustic (Sound)

Why Color?

Color is a most powerful stimulus for the brain.

The brain sees and remembers color first!

Color opens the mathematical process and scientific process

Color is a frequency that can connect and create a neuropathway

Connector to all the types of intelligences we have

What are the goals of the Interactive Notebook?

1. To create personal meaning with information that has been covered in class or the textbook
2. To give a built-in opportunity to organize and review materials as we go along
3. To have everything from one chapter/unit in one spot, so all your study materials are in one place
4. To teach you study techniques that can be implemented in other classes

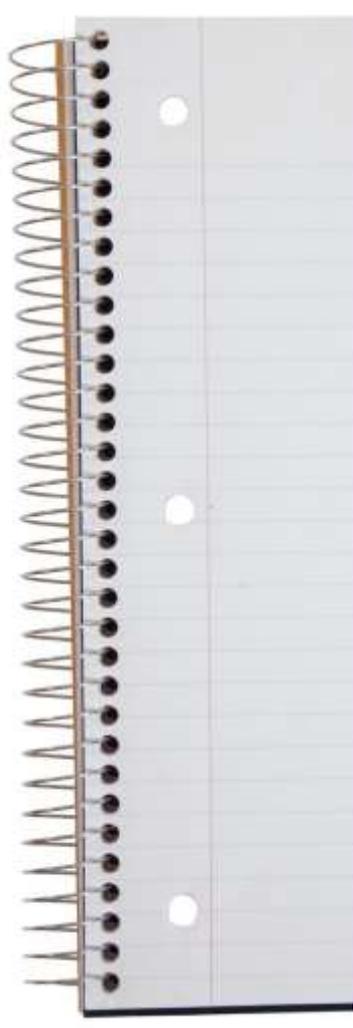
Right Side

Date

Title

The right side basics:

- Where the teacher organizes a common set of information that all students must know.
- Gives students the “essentials”



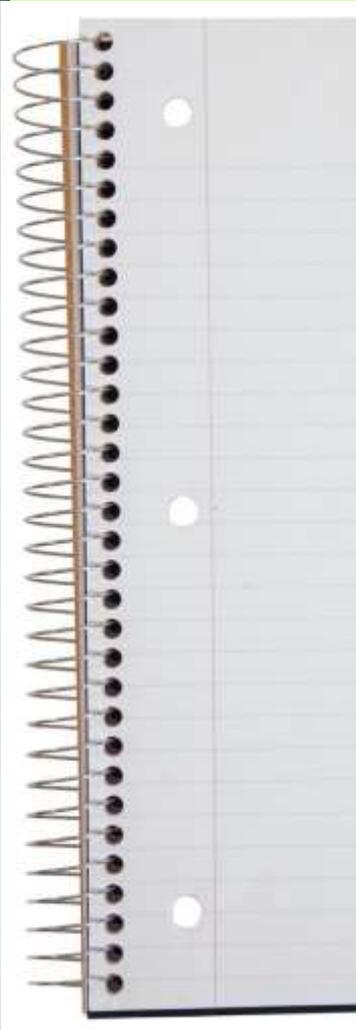
Right Side

Date

Title

THE “INPUT” SIDE

- used for recording notes
- typically, all “testable” information is found here
- place for illustrated outlines, flow charts, annotated slides, T-charts, and other graphic organizers
- handouts with new information also go on the right side



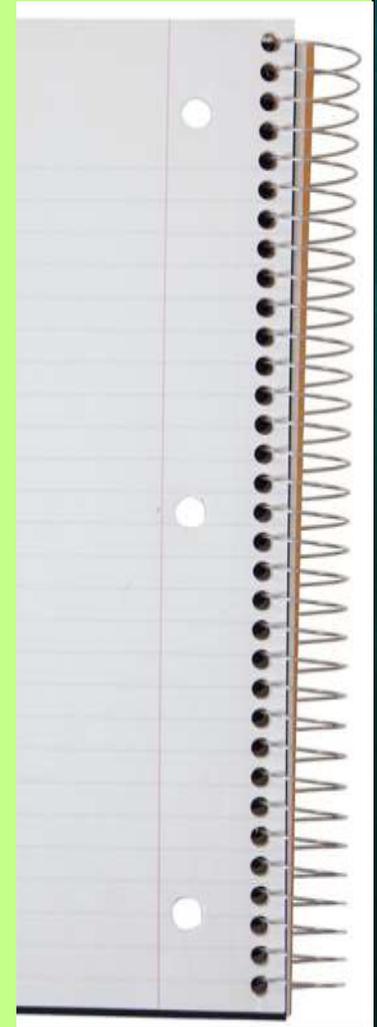
Left Side

Date

Title

The left side of the notebook:

- Clearly indicates which ideas are the teacher's and which ideas belong to the student.
- Stresses that writing down lecture notes does not mean students learned the information. Students must actively do something with the information before they internalize it.
- Provides permission to question, to be playful, and to experiment because students know the left side is their page and will not be interfering with class notes.
- Allows students to use various learning styles to process information.



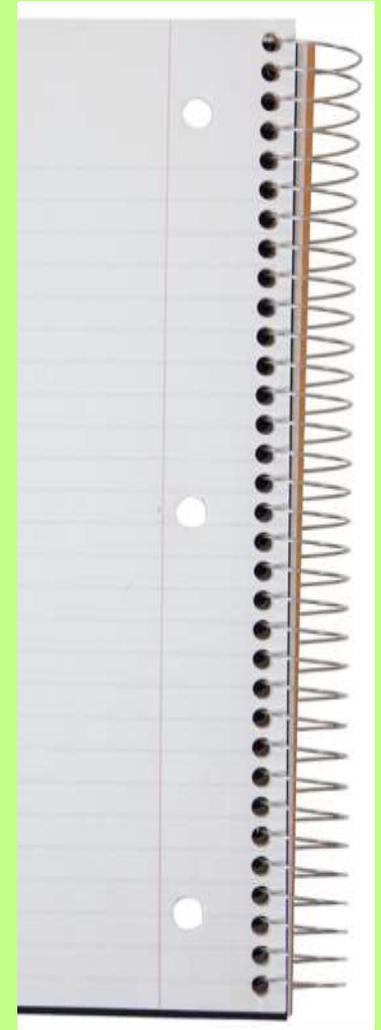
Left Side

Date

Title

THE "OUTPUT" SIDE

- primarily used for processing new ideas
- illustrations, diagrams, flow charts, poetry, colors, matrices, cartoons, etc...
- explore opinions and clarify values on controversial issues
- wonder about "what if" hypothetical situations, and ask questions about new ideas
- record feelings and reactions to activities that tap into intrapersonal learning
- review what students learned and preview what they will learn in the future
- see how individual lessons fit into the larger context of a unit



Organization

Keeping a table of contents in the front of the classroom is very helpful!

1	Table of Contents				Table of Contents
2	Intro to Development	2/17	3/5	Article Analysis ^(with 2nd month)	INTRO PPT Notes
3	Textbook	2/26	2/28	ANY* (Diff for ch 9)	Ch 9 KI # 1
4	Textbook	3/1	3/5	ANY*	Ch 9 KI # 2
5	Vocab	2/27	3/7	*A, *M, OA* OD	# 9 Development
6	Vocab	3/6	3/14	*A, *M, OA* LD	# 10 Industry
7	Industry	3/7	3/7	MDC vs LDC Chart	Industry PPT Notes
8	Textbook	3/6	3/8	ANY*	Ch 9 KI # 3
9	Textbook	3/9	3/12	ANY*	Ch 9 KI # 4
10	Industry	3/8		Photo Friday 3/8	
11	Transportation	3/11	3/11	Question/Exit Slip	Transportation Activity
12	Textbook	3/11	2/13	ANY* (4 diff for ch 11)	Ch 11 KI # 1
13	Textbook	3/12	3/14	ANY*	Ch 11 KI # 2
14	Textbook	3/13	3/15	ANY*	Ch 11 KI # 3
15	Textbook	3/14	3/16	ANY*	Ch 11 KI # 4
16	Deindustrialization	3/12	3/14		Deindustrialization PPT
17	Location Theory	3/13	2/13	Headlines (3) / Location Paper	Loc. Theory/Models PPT

Use a Google Doc so students & parents can access at home

APHG Interactive Notebook

TABLE OF CONTENTS

UNIT TITLE: LANGUAGE

LEFT PAGE	DATE DUE	RIGHT PAGE	DATE GIVEN
TABLE OF CONTENTS		KBAT 1	10/20
2 <input type="checkbox"/> C	10/24	Ch. 5 Key Issue #1 Study Guide 3	10/20
4 <input type="checkbox"/> F	10/23	Numbers 1-10: Language Families 5	10/21
6 [student choice]	10/23	Ch. 5 Key Issue #2-PART A Study Guide 7	10/21
8 <input type="checkbox"/> J or <input type="checkbox"/> H	10/24	Which does not belong? 9	10/22
10 <input type="checkbox"/> E	10/24	Ch. 5 Key Issue #2-PART B Study Guide 11	10/22
12 Pro/Con Chart	10/28	An Official Language 13	10/23
14 <input type="checkbox"/> C	10/29	Ch. 5 Key Issue #3 Study Guide 15	10/23
16 [FREE SPACE]		British vs. American English 17	10/24
18 [student choice]	10/29	Ch. 5 Key Issue #4 -PART A Study Guide 19	10/24
20 <input type="checkbox"/> M or <input type="checkbox"/> F	10/30	Why preserve a language? Notes 21	10/27

Organization

Student rubrics

Have students self-grade before submitting

Interactive Notebook Rubric

Unit 5: Agriculture and Rural Land Use

TITLE	DATE GIVEN	DATE DUE	LEFT PAGE	LEFT PAGE POINTS	RIGHT PAGE	RIGHT PAGE POINTS
1. Unit 5 Stuff			Unit 5 TOC	/1	Unit 5 Title Page	/1
2. Extra Papers			Photo Friday Q's		Interactions Chart	
3. Intro to Agriculture	1/23	1/25	Exit Slip	/2	Intro PPT Notes	/2
4. Textbook	1/22	1/24	Any ("Def. for each section)	/2	Ch. 10 KI #1	/5
5. Textbook	1/24	1/29	Any"	/2	Ch. 10 KI #2	/5
6. American Agriculture	1/25	1/29	Concept Map (15 items)		Article - Annotated	/2
7. Vocab	1/25	1/31	★A, ★K, ● A or ▲B	/2	Vocab #9 - Agriculture	/1
8. Agriculture Rev.'s	1/28	1/29	Headline/Notes	/4	Geog. Issues PPT Notes	/2
9. Modern Agriculture	1/29	1/31	Class Q's	/5	Practice FRQ Outline	/3
10. Future of Agriculture	1/31	2/1	Photo Thursday/ Summary	/2	Practice FRQ Analysis	/3
11. Textbook	1/31	2/5	Any"	/2	Ch. 10 KI #3	/5
12. Textbook	2/4	2/8	Any"	/2	Ch. 10 KI #4	/5
13. Nuts/Coffee	2/6	2/11	"The Luckiest Nut" (4 th Period Only)		"From Mocha to Java"	/20
14. International Farming	2/7	2/7	Photo Thursday	/2	"Small Farms/Big Cities" Video Notes	/2
15. GMO's	2/8	2/22	Class Notes	/3	Debate Instructions	/1
16. Agricultural Locations	2/8	2/11	Group Sheet (2 Sided Sheet)	/4	5 Items (Individual Sheet)	/5
17. Ag Unit Wrap-Up	2/8	2/14	★A, ● C, or ■ D	/2	Unit Wrap-up PPT Notes	/2
18. Sudan	2/12	2/13	Guest Speaker Reaction	/5	Sudan Case Study	/2
19. Unit Wrap-up	2/14	2/15	Feb. 14 Class Instructions/ Annotated Article	/2	Feb. 15 Class Instructions/ Annotated Articles	/2
NEATNESS						/5
EFFORT						/5
TOTAL POINTS				/42		/78
TOTAL POINTS						/120

Organization

Student Rubric

APHG Interactive Notebook

TABLE OF CONTENTS

UNIT TITLE: AGRICULTURE

Every "Student Choice" must be different

LEFT PAGE	DATE DUE	RIGHT PAGE	DATE GIVEN
TABLE OF CONTENTS	/5	KBAT 1	/1
2 □ I	/5	Ch. 10 Key Issue #1 Study Guide 3	/2
4 △ E	/3	Corn's Conquest 5	/1
6 △ F	/2	Food Inc. 7	/2
8 △ F	/2	Corn Farmer's Say Food Inc. Shouldn't Win 9	/1
10 <i>STUDENT CHOICE</i>	/5	Ch. 10 Key Issue #2 Study Guide 11	/1
12 □ C	/5	Ch. 10 Key Issue #3 Intro 13	/1
14 <i>STUDENT CHOICE</i>	/5	Key Issue # 3 - Developing Countries 15	/3
16 <i>STUDENT CHOICE</i>	/5	Key Issue #3 - Developed Countries 17	/3

Ideas for setting up your classroom



List of Interactions

Table of Contents

Extra Copies

New Handout for today

Grading – 2 ways

First way: Grading frequently

Students have 48 hours from the time the right page is given in class to “interact” with it on the left page

Spot checks can be done in class for completion or accuracy

Points awarded at teacher discretion

Grading – 2 ways

Second way: End of chapter/unit grading (everything is graded)

-There will be a running rubric on the board with the necessary right and left page requirements and point values

-Turned in the day of the test

APHG Interactive Notebook		TABLE OF CONTENTS	
UNIT TITLE: AGRICULTURE			
<i>*Every "Student Choice" must be different*</i>			
LEFT PAGE	DATE DUE	RIGHT PAGE	DATE GIVEN
TABLE OF CONTENTS	/5	KBAT 1	/1
2 <input type="checkbox"/> I	/5	Ch. 10 Key Issue #1 Study Guide 3	/2
4 <input type="checkbox"/> E	/3	Corn's Conquest 5	/1
6 <input type="checkbox"/> F	/2	Food Inc. 7	/2
8 <input type="checkbox"/> F	/2	Corn Farmer's Say Food Inc. Shouldn't Win 9	/1
10 <i>STUDENT CHOICE</i>	/5	Ch. 10 Key Issue #2 Study Guide 11	/1
12 <input type="checkbox"/> C	/5	Ch. 10 Key Issue #3 Intro 13	/1
14 <i>STUDENT CHOICE</i>	/5	Key Issue # 3 - Developing Countries 15	/3
16 <i>STUDENT CHOICE</i>	/5	Key Issue #3 - Developed Countries 17	/3

Variations on the use of the Interactive Notebook

1. Model the use of the Interactive Notebook by going over the syllabus
2. Use of the pockets



Values of using the Interactive Notebook

1. Formative assessment
2. Opportunity for one-on-one interaction
3. Great opportunity for modeling
4. Differentiation



Direction Handouts on the

ISN Website

Interactions

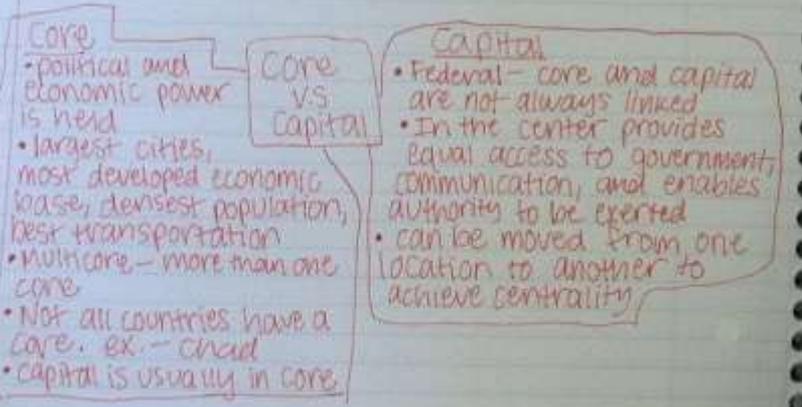
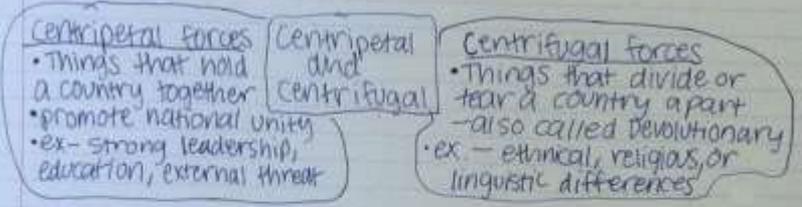
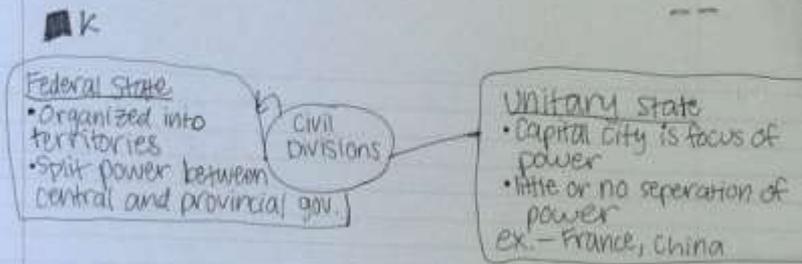
So, what are “interactions”?

Interactions Chart for your Interactive Notebook

<p style="text-align: center;">Star (Creative, Artsy)</p> 	<p style="text-align: center;">Circle (Big picture, connections, review)</p> 	<p style="text-align: center;">Square (Charts and Tables)</p> 	<p style="text-align: center;">Triangle (Analysis, Synthesis)</p> 
A. Pictures with descriptions	A. Connections to outside world	A. Create a Map	A. Textbook Examples
B. Collage	B. Connections to your own life	B. Analyze Map	B. List of Review Questions
C. Book Cover	C. Connections to Vocab	C. Label Map	C. Article Analysis
D. CD Cover	D. Reflections	D. Concept Map	D. Paraphrase notes
E. Illustrated Definitions	E. Connection to current events	E. Flow Chart	E. Additional Examples
F. <u>"Pictowords"</u>	F. Examples of _____	F. Annotated Map	F. Perspective Piece
G. Postcard	G. Review worksheet	G. Timeline	G. Corrections
H. Comic Strip	H. "What if?" Statements	H. Graphic Organizer	H. Brainstorming
I. Political Cartoon		I. Venn Diagram	
J. Propaganda Piece		J. Compare Maps	
K. Song Lyrics		K. Spoke Diagrams	
L. Mnemonics		L. Spectrums	
M. Facebook Statuses			
N. Tweets			

*AP HUMAN
GEOGRAPHY
EXAMPLES*

Comparisons



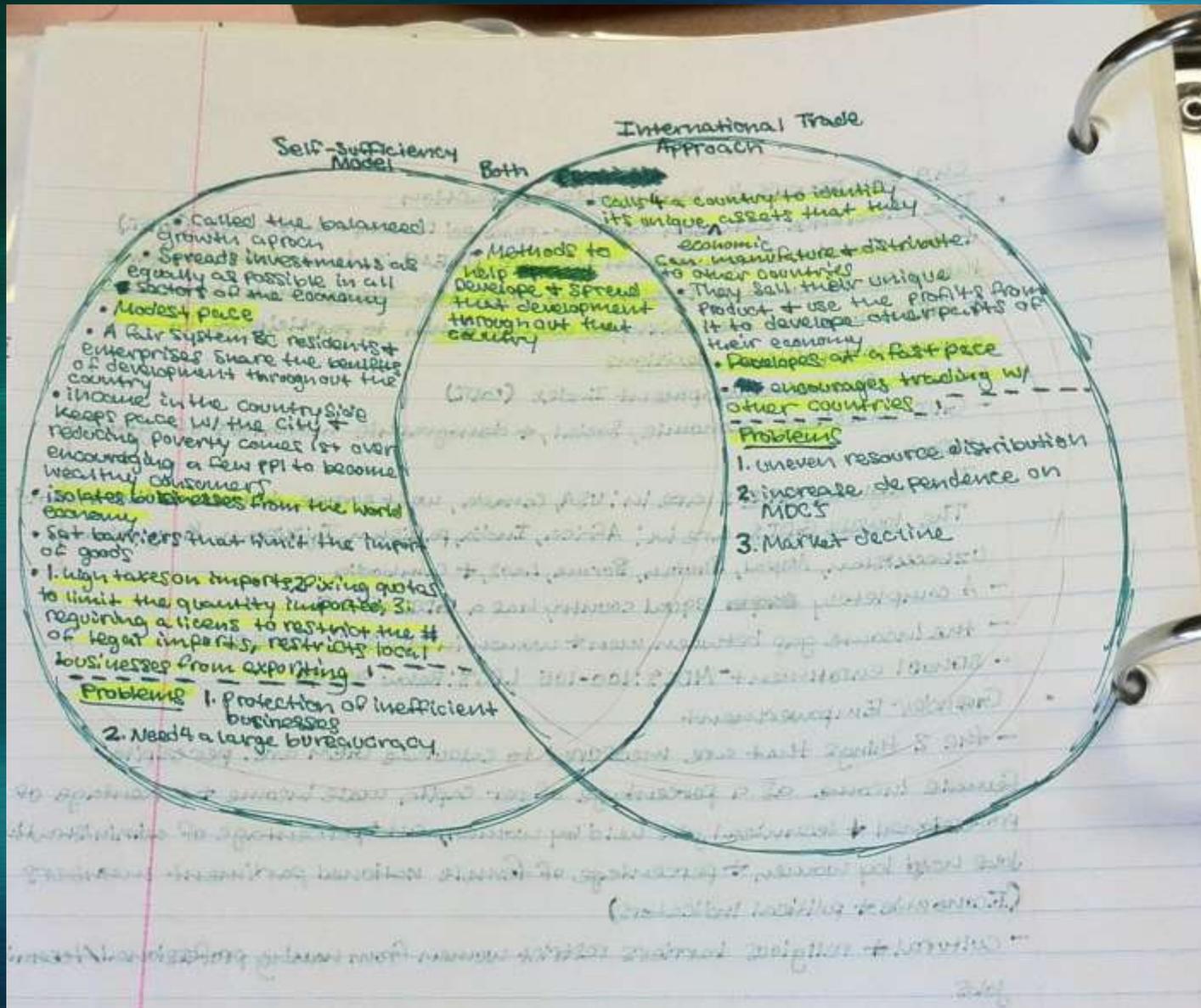
POWERPOINT NOTES

DECEMBER 5, 2013

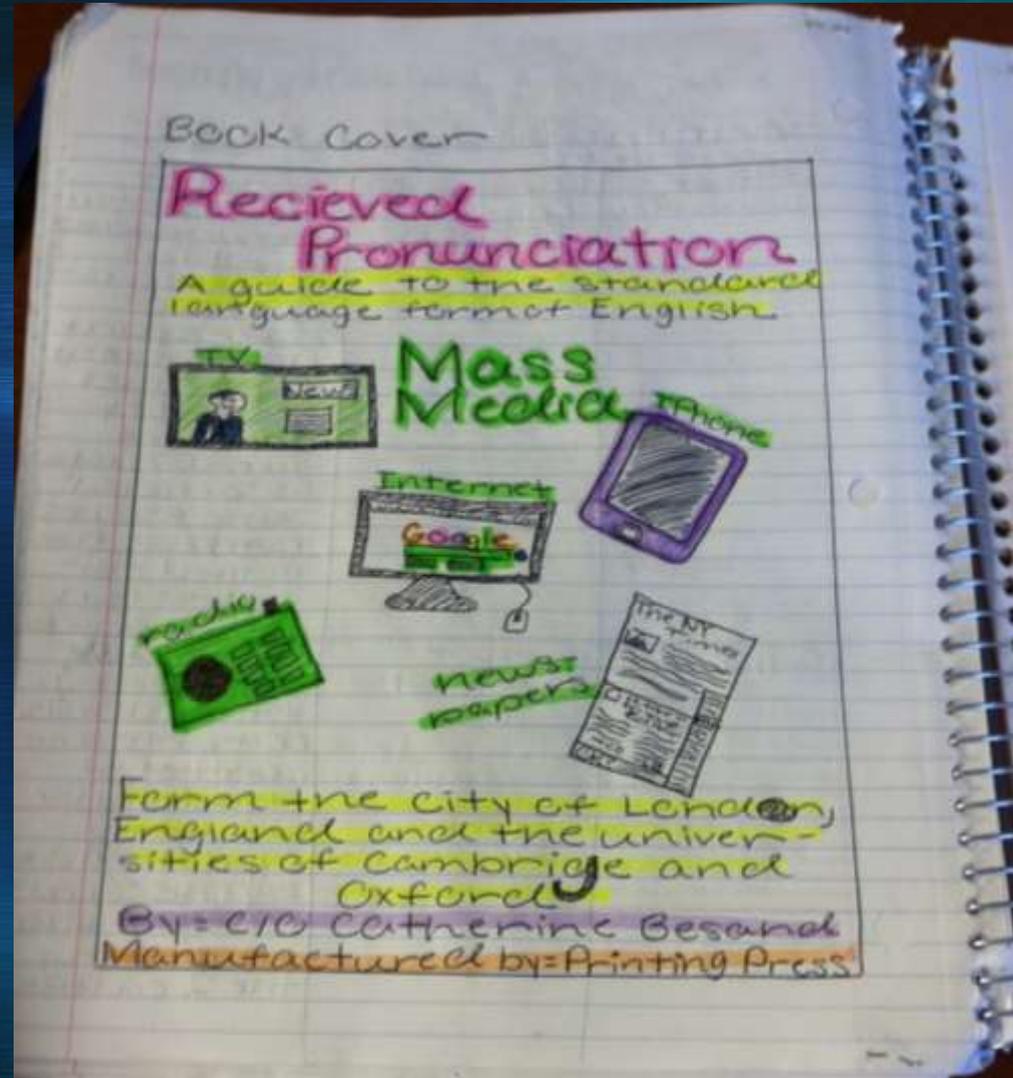
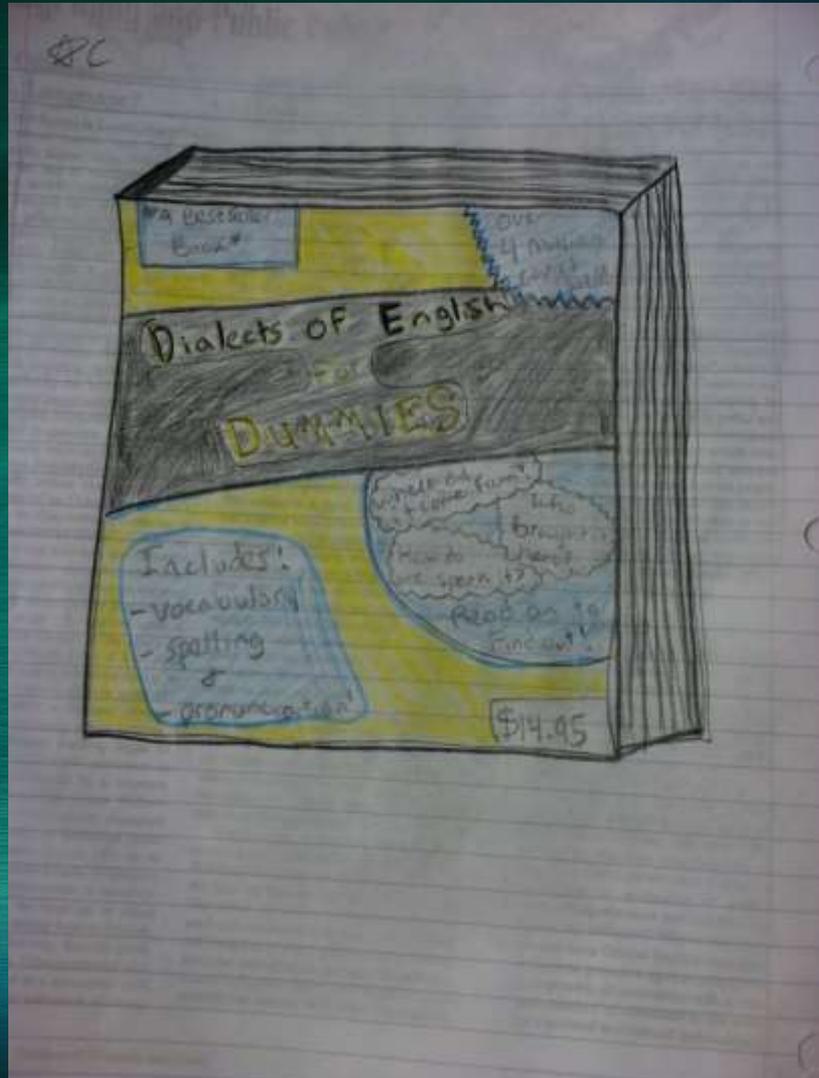
- I. **Civil Divisions - boundaries** inside states
- A. **Unitary state** highly centralized government where the capital city serves as a focus of power
1. A country where the capital is associated with the core and all power is concentrated in a single place, the capital.
 2. Centralized governments, relatively few internal contrasts and a strong sense of national identity. little provincial power.
 3. example: France, newly independent states,
 4. example: China, former colonies
- B. **Federal State** a government where the state is organized into territories which have control over government policies and funds.
1. Power is shared between a central government and the governments of provinces.
 2. Acknowledges and gives some powers to its constituent parts, have strong regional government responsibilities.
 3. One result of federalism is to lessen public support for something so radical as secession (as in Canada).
 4. example: U.S
 5. example: Canada
 6. example: Australia

- II. **Centripetal and Centrifugal Forces**
- A. Richard Hartshorne, a leading political geographer described centripetal forces as things that bind or hold a nation together & promote national unity
1. strong leadership - charismatic leader
 2. external threat
 3. education
 4. ideology - fascism, communism, or democracy
 5. movement or circulation
- B. **centrifugal forces** are things that divide or tear a state apart (also called Devolutionary forces)
1. ethnic or cultural differences
 2. religious differences
 3. linguistic diversity
 4. economic disparity
 5. movement or circulation
 6. physical geographical differences

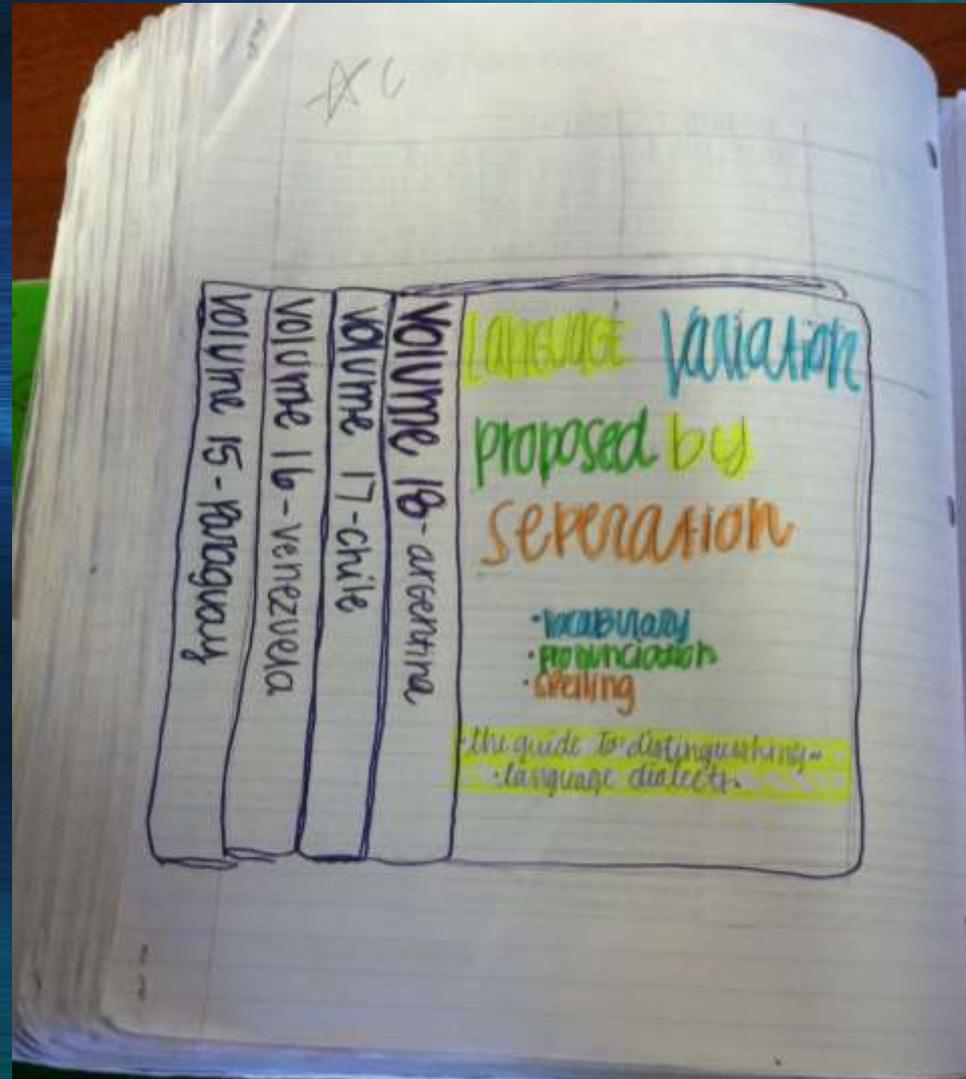
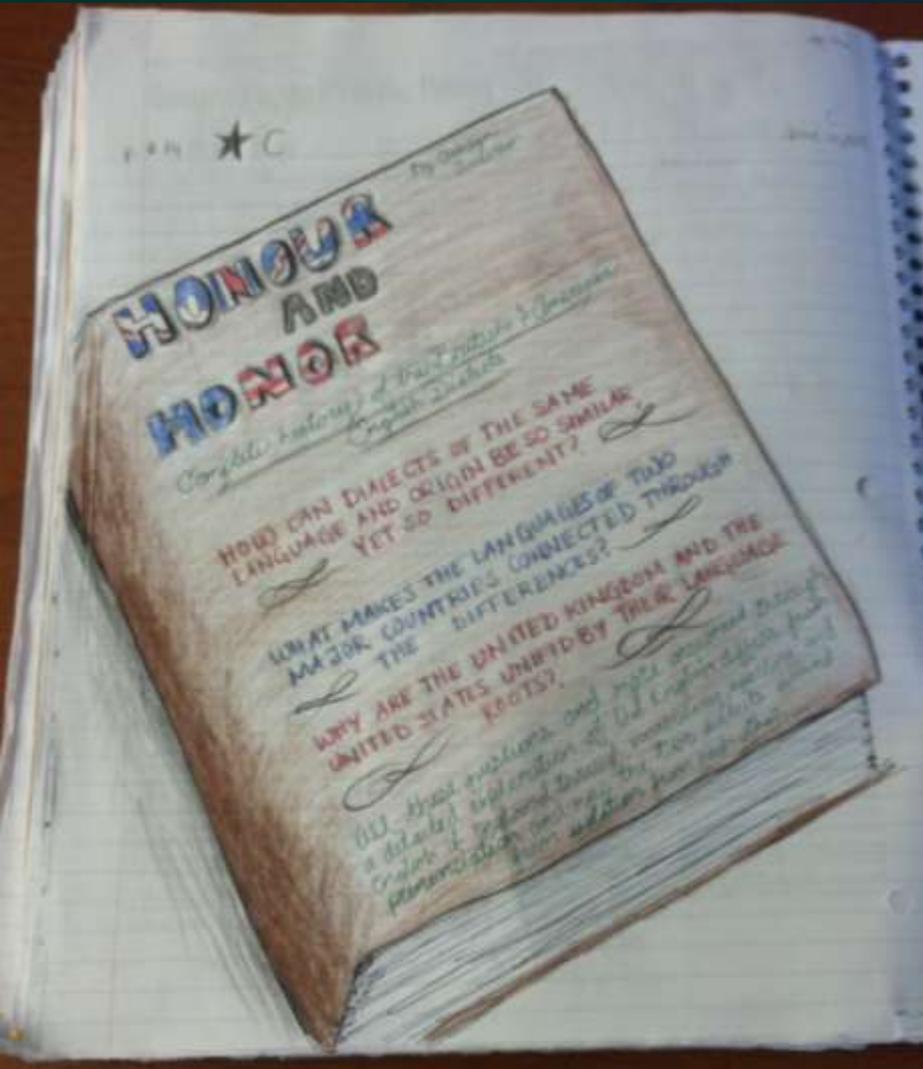
Venn Diagram



Book Covers



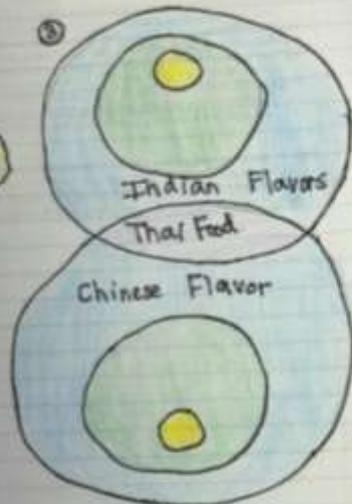
Book Covers



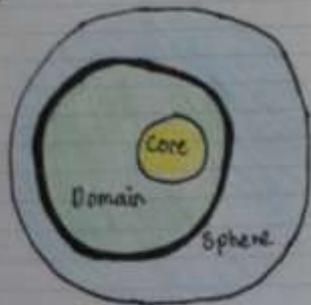
Illustrated Definitions



① Sometimes a transition between two areas can be sudden and abrupt. When the Berlin Wall was up in Germany, it created an abrupt transition.



② Often, the spheres of two areas can overlap when the overlap a new culture can be found. As seen here the overlapping sphere of Chinese and Indian food create Thai food.



③ In the core, culture traits are very present and common. In the domain, the culture is still relatively common. In the sphere, the culture is more for who believe.

Illustrated Definitions



1 Cultural landscape: Physical imprint a culture makes on the environment.



2 Core: The "most pure" area that possesses all of the culture traits used to define the region.



3 Domain: The area in which the particular culture is dominant, but less intense.



4 Sphere: the zone of outer influence. It is where people with the culture traits in question can be the minority within another region.



5 Syncretism: When new culture traits emerge as a cultural hybrid of two distinct parent traits.

Advertisement

- ① Advertisement encouraging teens to use / preserve endangered lang.
- ② well-const. para. about dissonance

Be a part of the new fad! Learn an endangered language today!

- Maintain your cultural identity - it's your duty!
- become unified in a multicultural state!
- promote nationalism in your community!
- begin using it with your technology and be cool among your friends!
- Be more involved in tourism in your community and make money fast!

Start learning today!

Call 867-5309!

Advertisement ↗

Keep Your Local Language Because...

- MAINTAIN YOUR FOLK CULTURE
(DON'T LET POP CULTURE TAKE YOU)
- THERE CAN BE UNITY!
(YOUR LANGUAGE CAN BE A KEY)
- SHOW YOUR NATIONALISM
(LET'S GO HOME TOGETHER TOGETHER!)
- BE UNIQUE
(DON'T BE LIKE THE OTHER GUY)
- BE A TOURIST ATTRACTION
(IF YOU SPEAK IT, YOU WILL BE THE ONLY ONE TO SPEAK IT)

Advertisement

What if I told you that everything you know is a lie, and this is the real truth of life...

Well, now that I've got your attention, let's get to what actually matters. Preserving Endangered Languages.

Here is all the tasty things they do for people:

- Maintain cultural identity
- Maintain separate identity
- Promote unity in a multicultural state
- Promote a sense of nationalism
- Improve modern technology
- Gain tourism

So if you like:



(whatever your country is)

Then let's preserve endangered languages

W Cymraeg ierw long
e Long Live Welsh

l Rhub em durylliant
h Rhub em

→ Preserve our culture

→ Preserve our history

→ Preserve Welsh

Health

We are all that is left

* Our history is forever
make sure our language is too

→ English is coming
protect our culture

* Learn Welsh speak it preserve it

* Welsh shall live it will not be another cornish

* Nothing between us and our culture or history



only 2000 left but not dead

Welsh em
Health

Be Proud to be
Welsh

Pictures with description

3 19%

Pictures w/ Descriptions (5)

1) Terrain



contribution of distinctive physical features to the taste of the food

2)



In popular culture clothing styles reflect occupation

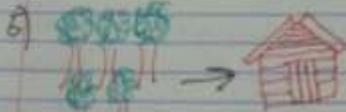


Eating cattle in the Hindu Religion is a taboo

4)



California has the largest wine production in America



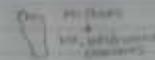
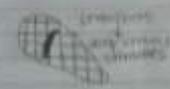
customs like

house building develop from isolation from other cultures and are based on physical environment

A

Pictures w/ description

1. Influence of environment on food culture



2. food taboos:



INDIAN (Hinduism) (Muslims)



INDIAN (Hinduism)

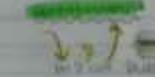


THE ISLAM (Muslims)

3. Food Preferences in USA



PIZZA



4. wine production



WINE

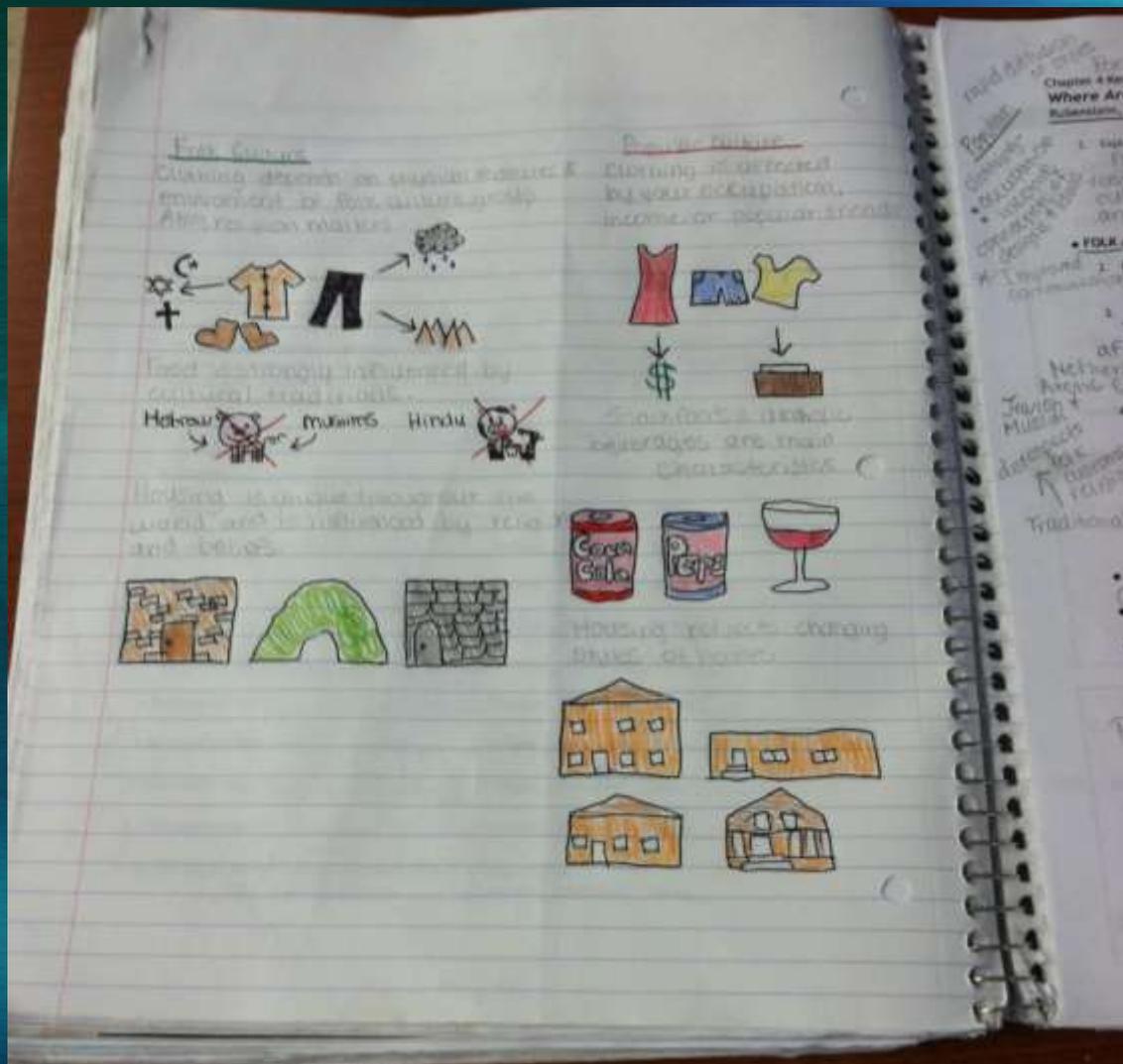


5. ranch house style 1950-1970



SHARP, SHALL WINDOWS, LONG, ONE-STOREY

Pictures with descriptions



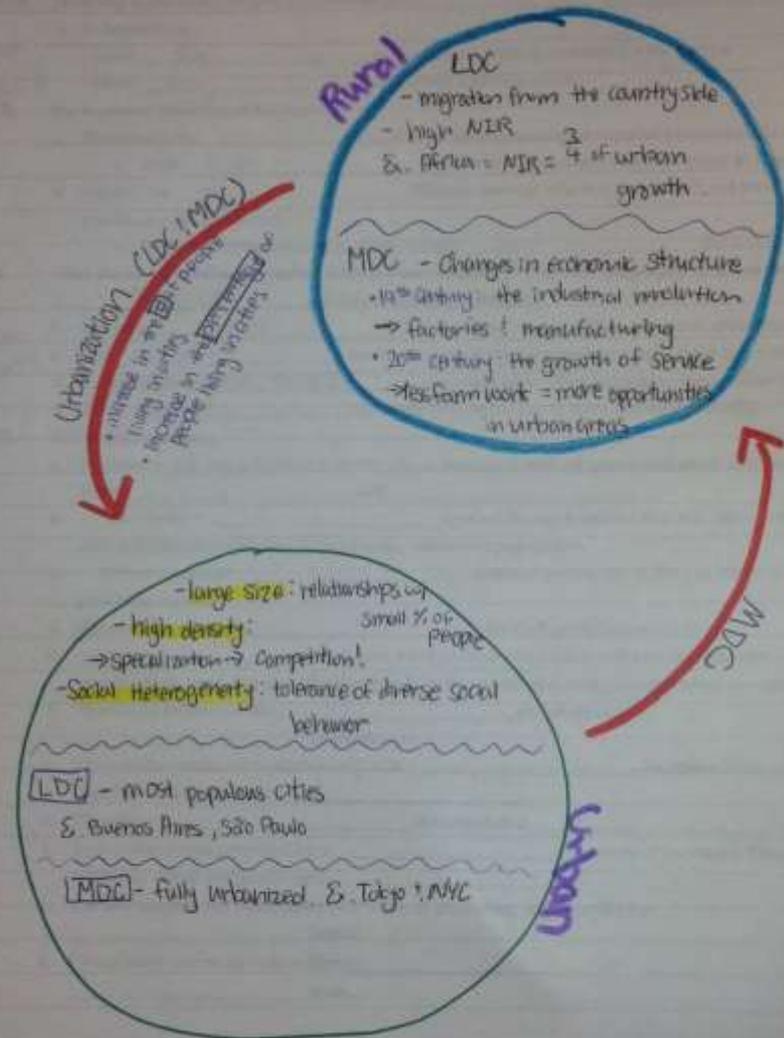
Graphic Organizer

Services - KI #2

Dir: April 3, 2013

Where Are Contemporary Services Located?

April 4, 2013



Postcards

Come to Botswana!

We have:

- free market →
- free election →
- booming economy →
- many jobs →

ZIMBABWE

Things PUSHING people from Zimbabwe

- HIV/AIDS
- refugees or violence
- unemployment
- politics
- overpopulation
- no right to support who you want in elections

On the Road Again

Introduction to Migration

In the three clips from "Border Jumpers", you will see a number of push and pull factors related to the migration of people from Zimbabwe to Botswana. List these in the table below.

Push Factors

- HIV
- unemployment
- refugees or violence
- overpopulation
- politics
- no right to support who you want in elections

Pull Factors

- free market
- election free
- booming economy
- jobs

How might the government of Botswana see workers, such as Mary, as a drain on the economy?

- they provide less jobs for Botswana - she is schooled
- she sends her money back to Zimbabwe
- she is schooled and she is taking some Botswana's job
- doesn't spend money here - sends it to family

Is such an opinion justified? Why or why not?

- she is a drain because it takes money from Botswana's
- takes jobs
- sends money back to Zimbabwe + doesn't spend it in Botswana

Collage

KI #4:

Why Do Suburbs Face Distinctive Challenges?

Date: April 22, 2013

April 19, 2013



comfort, efficiency, safety



Single family house with surrounding yard

DOLLARS



Smart Growth
Large-scale sprawl

MARKET Customers



PROBLEMS



Smart Growth

Large-scale sprawl



Smart Growth

Annotated Map



Comic Strips

★ H

Day 20/21

SUPPOSE YOU'RE ONE OF THE
MADON



What do you
bring down here?



What are they doing if
not birds?



What's the problem?



Then why they do this is by introducing a
western landscape where the natural and if
changed to look like them throughout.
The only way this can be achieved is by
a large number of water and trails.

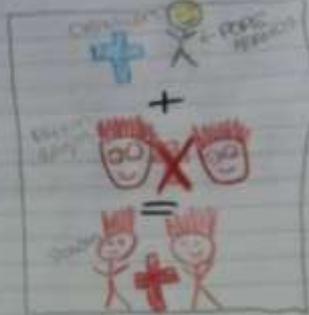
What about
the birds?



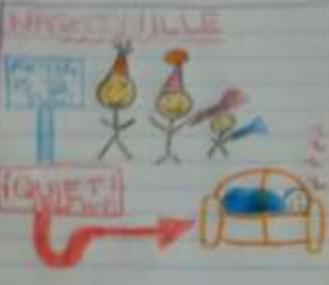
What about the birds?
I don't know but they don't look like birds.



GRAN PARTY, what about
to know that



24/11/2020 - this about this
country is a result of
I. making trails.



cheap middle prominent culture,
the world but this doesn't

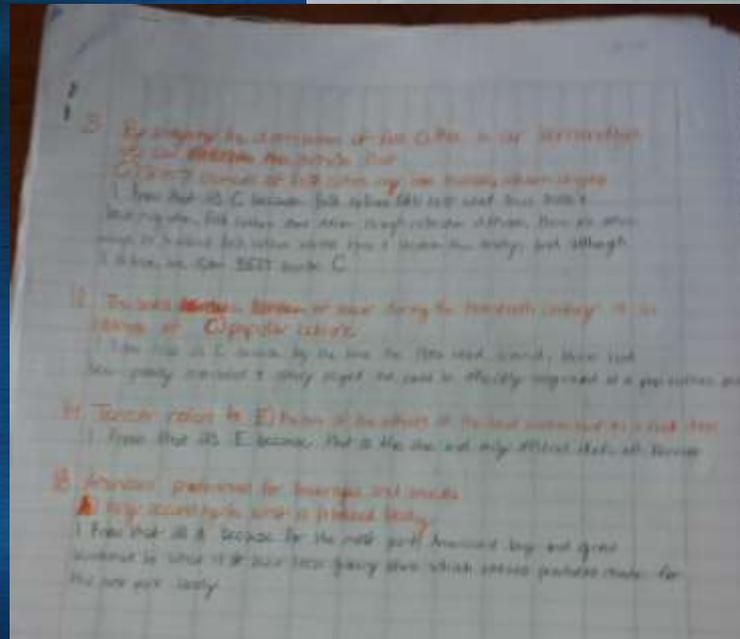
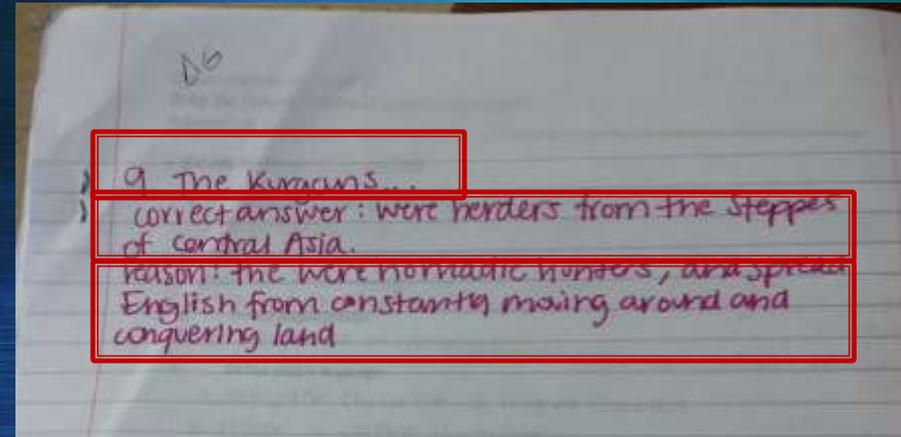


What about the birds?
I don't know but they don't look like birds.

What about the birds?
I don't know but they don't look like birds.

QUIZ CORRECTIONS

- The entire question
- The entire answer (not just the letter)
- Reason why it is correct



Examples from other
grades and subjects...

Scientific Process 4024

1. The scientist who first discovered the cell was Robert Brown in 1830.
2. The cell is the basic unit of life.

3. All living organisms are made of cells.

4. Cells are the smallest units of life that can perform all the functions of life.

5. Cells are the building blocks of life.

6. Cells are the basic units of structure and function in living organisms.

7. Cells are the smallest units of life that can perform all the functions of life.

8. Cells are the building blocks of life.

9. Cells are the basic units of structure and function in living organisms.

FETAL

EMBRYO
GAR

PRENATAL

I
C

History of Psychology

- Hippocrates says that the brain is the seat of intelligence
- Father of modern medicine
- Galen the medicine
- Aristotle (senses, emotions, and the mind)
- Roman Empire with the brain

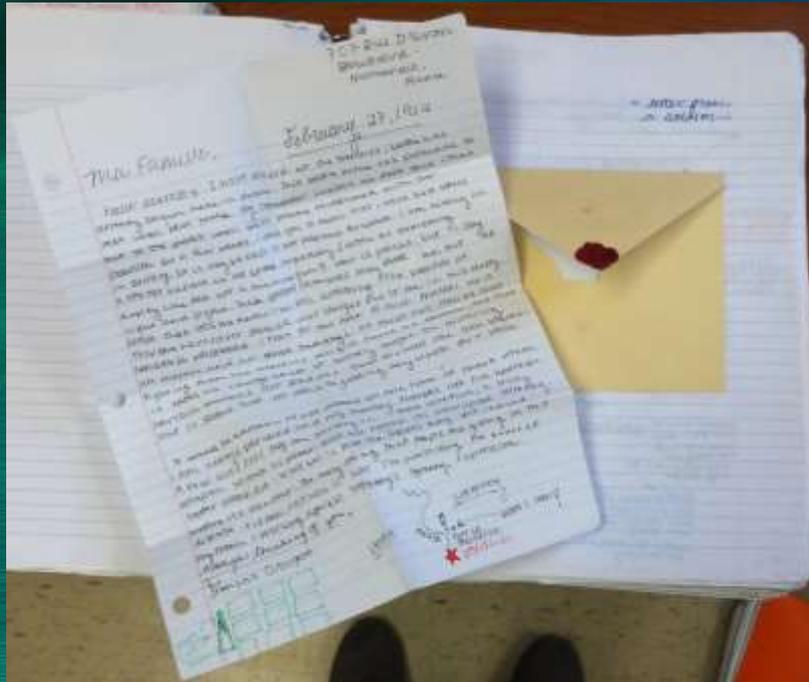
- 1800s
- 1825 first book on study of mind
- 1849 first described disease of mind
- 1859 Darwin's theory of evolution
- 1879 Wundt - first psychology lab
- 1890s James



- 1859 Darwin's theory of evolution
- 1879 Wundt - first psychology lab
- 1890s James
- Freud and his theories

- 1879 began a lab in Leipzig
- Father of Psychology
- introduced Structuralism (described the mind as a collection of elements)

World History



Front Page of Newspaper

WWII: IS IT TOO SOON?

after 20 years of peace, WWII will break the pattern

Some causes leading up to WWII

The Great Depression is causing many tensions between countries. Along with that tension comes a want to expand. The people need a strong leader during these hard times & they may have found one.

ADOLF HITLER

The man claims to have all the solutions. He is rearming Germany so all countries better watch out. (Read more)

Has the League of Nations failed?

The League of Nations is cracking under the strain. The peace is a very fragile thing. Hitler has it that countries are pulling out of the league bc it's wasting their time. (Read more)



World War II: How did it start?

causes leading up to war

- after 20 years of peace
- direct result of WWI bc of tension & anger
- Great Depression
- Shift in public attitude towards dictatorship
- Countries wanted to expand (Germany & Italy)
- Hitler was underestimated
- Racism - Big cause (mainly Germany)
- Alliances acted passively bc of sympathy & guilt of the treaty

League of Nations

- League of Nations didn't keep the peace
- Countries withdrew from the league
- Germany rearmea

violation of treaty

- Germany allied w/ Italy
- Nazis annexed Austria - Anschluss

more treaties

- Munich agreement let Germany take over a part of Czechoslovakia

official beginning

- Germany signed peace treaty w/ Soviet Union
- 1939 Germany invaded Poland - Britain & France declared war

Primary Source Analysis

COMPARING DOCUMENTS

Declaration of the Rights of Man and of the Citizen

Declaration of Independence

Similarities: Both say they have right to liberty.
 All men are born free
 Innocent until proven guilty
 Inalienable rights
 Both written by prominent figures involved in event
 (Thomas Jefferson)
 Both trying to set up democracy
 "Power" comes from people

r. give to appeal challenge

Differences: rights to property and security
 - Sole cause is to restate their rights and duties in a document. It reminds the citizen what they can and can't do.
 - Military forces are responsible for the safety of the citizens.
 - You may have freedom, but are responsible for the duties that come with it.
 - addressed to France

Differences: rights to life and happiness.
 - Sole cause is to declare independence from the King + Great Britain.
 - Right to overthrow their Govt + its their duty to repair it if needed.
 - The military is independent from civil power.
 - addressed to Britain

Mariam Fakhar

Declaration of the Rights of Man and of the Citizen

Approved by the National Assembly of France, August 26, 1789

The representatives of the French people, organized as a National Assembly, believing that the **ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments**, have determined to set forth in a solemn declaration the **fundamental, unalienable, and sacred rights of man**, in order that this declaration, being constantly before all the members of the **social body**, shall remind them **continually of their rights and duties**, in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected; and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all.

Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Articles:

1. **Men are born and remain free and equal in rights.** Social distinctions may be founded only upon the general good.
2. The **aim of all political associations** is the preservation of the **natural and inalienable rights of man**. These rights are **liberty, property, security, and resistance to oppression**.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
5. **Law can only prohibit such actions as are harmful to society.** Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
7. **Any person** shall be **accused, arrested, or imprisoned** except in the cases and according to the forms prescribed by law. Any one **collecting, transmitting, executing, or causing to be executed** any arbitrary order, **shall be punished**. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

World History

Pro

- India is "Jewel in the crown"
- Railroads
- Roads
- Cash crops move faster
- Health care
- Food production
- Sons went to British schools

Con

- forced to buy British goods
- hand weaving industry ruined
- famine - overpopulation
- religious friction
- Doctrine of the lapse
- unfair justice system
- high caste sepoys
- entitled Rifle
- No respect for Indian culture
- Sepoys jailed
- tax on India bc of troops

Britain takes India

East India Company dominates

- British rules India to the 1850
- Company has its own army - staffed by Sepoys - Indian soldiers

Britains Jewel in the crown

- India is Britains most valuable colony
- forced to produce raw material for British
- forced to buy British goods

British transport trade goods

- Built roads + railroads
- Railroads move cash crops faster

Impact of

British colonial rule

- British hold political + economical power
- Better health care + food production led to quick population growth + then to famine - overpopulation
- British flooded India markets w/ machine made textiles - ruin India's hand weaving industry
- upper-class Indians sent their sons to British schools

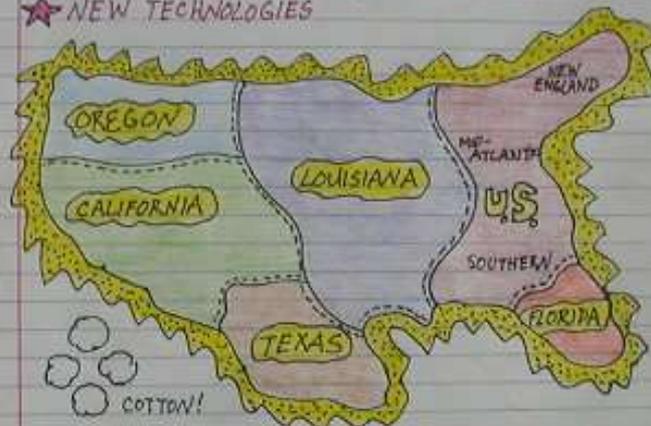
Sepoy Mutiny

- underlying causes
 - Religious frictions - Sepoys resent Christians
 - Doctrine of the lapse - Company takes unclaimed land + increases power
 - unfair justice system towards Indians - British accused Indians of crimes...
 - High caste sepoys - The Bengal army of Sepoys

World History

Unit V

- ★ NEW TERRITORIES
- ★ WESTWARD MOVEMENT
- ★ NEW TECHNOLOGIES
- ★ ABOLITIONISTS
- ★ SUFFRAGE



- ★ MANIFEST DESTINY
- ★ GOLD RUSH
- ★ LAND
- ★ COTTON GIN
- ★ REAPER
- ★ STEAMBOAT
- ★ LOCOMOTIVE

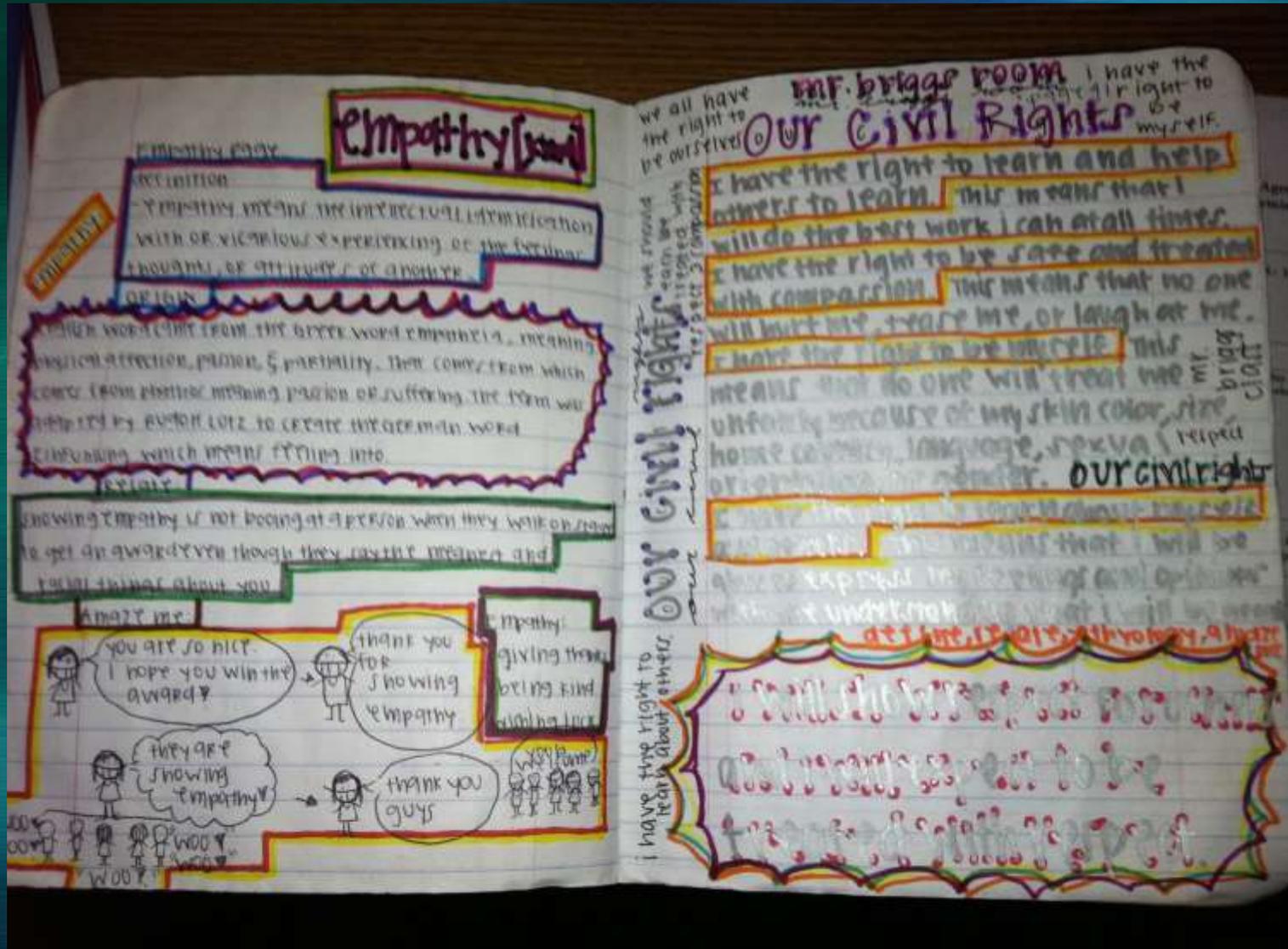
- ★ HARRIET TUBMAN
- ★ WILLIAM LOYD GARRISON
- ★ FREDERICK DOUGLASS



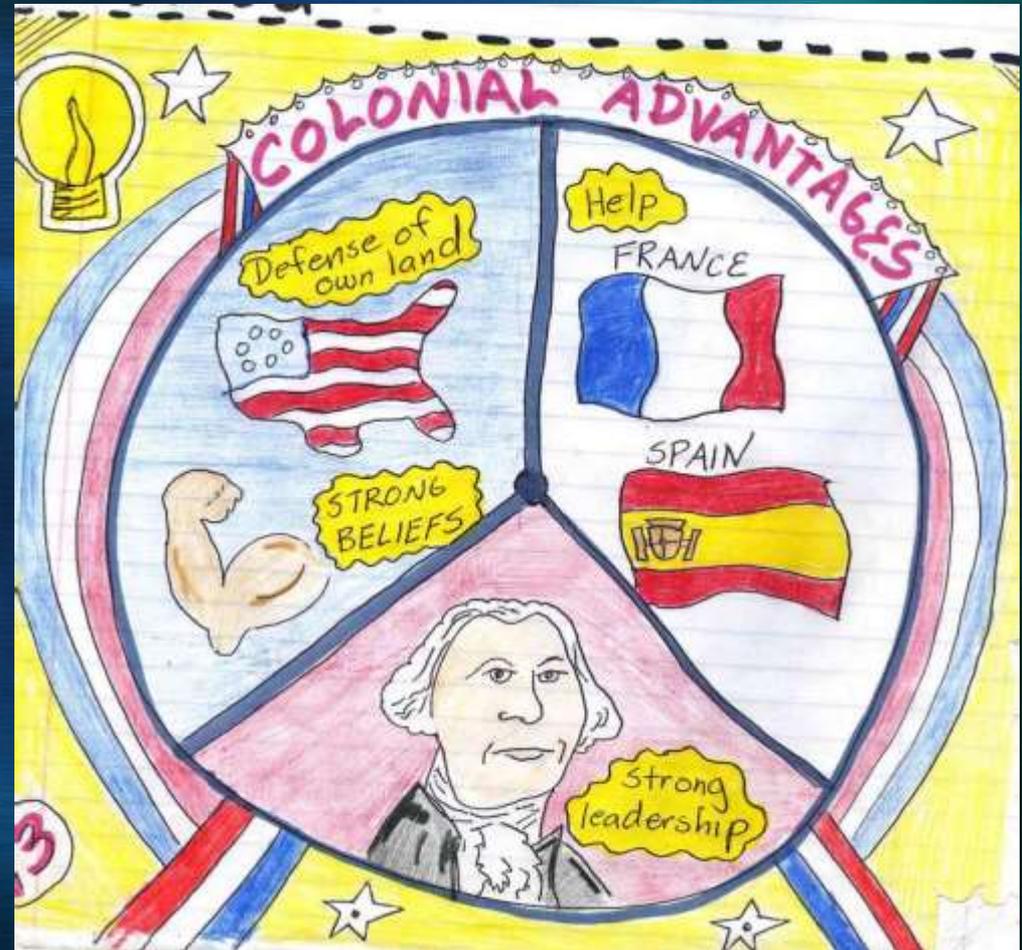
- ★ WOMEN'S RIGHTS
- ★ SENECA FALLS
- ★ SUSAN B. ANTHONY
- ★ SOJOURNER TRUTH
- ★ ELIZABETH CADY STANTON

108

Government



Middle School Social Studies



World or European History

Europe: Wars and how it changed

10/10A ch. 12 master process activity Rate = 9 Price = 9.5

in Late 19th and early 20th centuries industrialized many people

colonism is when a country owns colonies outside its borders ex United Kingdom

India under South Africa

Australia one flag new sedit

one world system only one candidate to crowd from for each government position

Adolf Hitler when Hitler runs 2 nations

let most hell brown person a death

Holocaust organized killing of 6 million European Jews

Government

East-West conflicts between USSR and USA

People from birthing across called the Iron Curtain

Joseph Stalin ruled U.S.S.R during WWII he killed 20 million

Stalin was greatly feared he ruled until his death

collective farm government owned and employed large amounts of workers

and mass murders of it with people

to Holocaust



The diagram is a hand-drawn map of Europe on lined paper, divided into several irregular sections. Each section contains text and small illustrations. At the top left, there is a date '10/10A' and a title 'Europe: Wars and how it changed' with a page number '15'. Below the title, it says 'ch. 12 master process activity' and 'Rate = 9' and 'Price = 9.5'. The map sections include: 1. Top left: 'in Late 19th and early 20th centuries industrialized many people' with a small drawing of a factory. 2. Top right: 'colonism is when a country owns colonies outside its borders ex United Kingdom'. 3. Middle right: A grid with 'India under South Africa' and 'Australia one flag new sedit'. 4. Middle: 'one world system only one candidate to crowd from for each government position'. 5. Center: 'Adolf Hitler when Hitler runs 2 nations' with a drawing of Hitler. 6. Middle left: 'let most hell brown person a death' with a drawing of a person. 7. Middle bottom: 'Holocaust organized killing of 6 million European Jews' with a drawing of a concentration camp. 8. Bottom right: 'Government' with a drawing of a government building. 9. Bottom right: 'East-West conflicts between USSR and USA' with a drawing of a globe. 10. Bottom right: 'People from birthing across called the Iron Curtain' with a drawing of a curtain. 11. Bottom right: 'Joseph Stalin ruled U.S.S.R during WWII he killed 20 million' with a drawing of Stalin. 12. Bottom right: 'Stalin was greatly feared he ruled until his death' with a drawing of Stalin. 13. Bottom left: 'collective farm government owned and employed large amounts of workers' with a drawing of a farm.

Government

1 Weak!

2 State Power

3 No Executive or Judicial branches

4 Congress no power to tax!

5 NO COMMON CURRENCY

Note page Standard 1912 7a

The Articles of C

1 After writing the Declaration of Independence, the delegates to the Continental Congress met to write a new plan of government. They called it the Articles of Confederation and hoped that it would bring unity and stability to the new nation. Unfortunately, the Articles of Confederation had several weaknesses.

2 The Articles of Confederation was the first written constitution in the world. It was written to establish the powers of the new government. The delegates to the Continental Congress were not in favor of a strong central government and a "firm league of friendship" between the states.

3 Although the new central government was given some powers, the Articles soon became obvious. Under the Articles, there was no executive branch, no legislative branch, and no judicial branch. The states were in charge of their own affairs, and each state, regardless of its size, had one vote in Congress. Congress could not conduct foreign affairs, declare war and peace, or regulate commerce with other nations, but that is where its authority ended.

4 The new national government had no power to tax. The states had to pay for the government and repay \$50 million in debt. Money was collected, and soldiers and supplies for the war were not paid. In addition, the central government could not regulate commerce, or business, between the states. Each state had its own tariffs on goods that crossed state lines, and each state had its own currency. This made it difficult to do business between the states.

5 Another weakness of the Articles was that the central government was given the power to coin money, but each state was given the power to coin its own money. This resulted in each state having its own currency, and a confusing variety of paper bills of different denominations. As more and more paper money was printed, many coins became worthless.

Ideas that work in any class...

1. Entry/exit slips
2. Reflections on assignment, activity, homework
3. Connections to the real world, personal life
4. Questions about the lesson
5. Summary
6. Student examples
7. Summary of a think-pair-share activity

Internet examples from many classes

Create interactions that will work in your content area:

1. Peruse the notebooks laying out on the tables
2. Think of a specific interaction that would work well for a lesson or standard you teach
3. Write your ideas on your group's poster paper

Disclaimers...

Disclaimers...

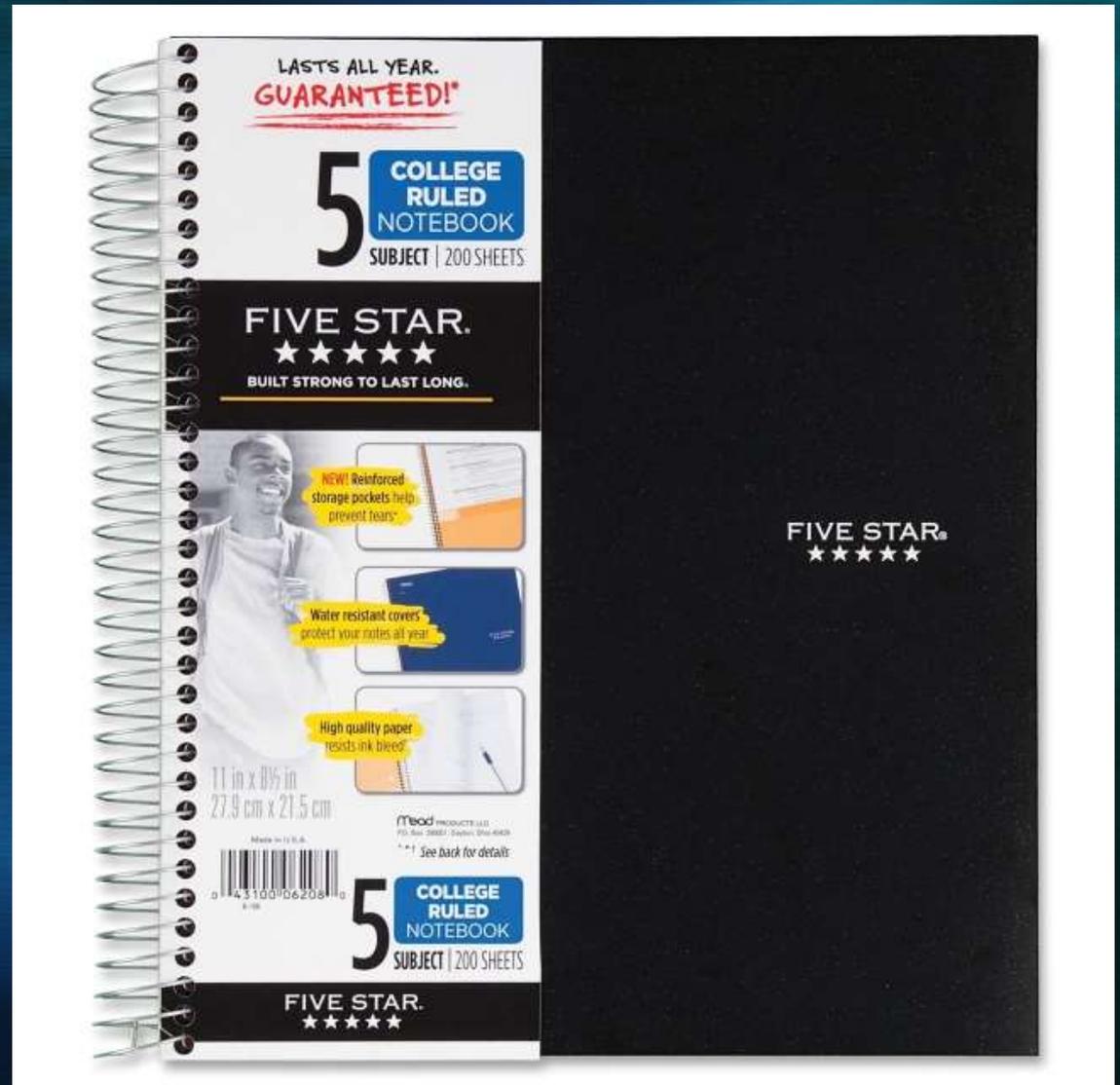
1. Teaching students how to use the ISN takes a lot of time at the beginning of year, at least a month
(think of this as scaffolding)
2. Staplers work better



Disclaimers...

3. Notebook:

Mead
COLLEGE RULED
5-Star
5-Subject
9" x 11"



Disclaimers...

4. You **MUST** figure out a way to grade that is effective for YOU— tailor the ISN to your teaching style and time availability.
5. Color
 - Not about artistic value, but creating meaning
 - **DON'T FOCUS ON PETTY ISSUES**, remember the big picture

What Students have to say...

- Doing more hands on activities and creative things helped me more because it is harder for me to just read and take notes.
- I think the interactive notebook was most helpful when the interaction involved pictures. In the activities where we had to find pictures or draw pictures it always helped me remember the information better.
- It was like having an already filled out study guide every test
- its much easier than carrying a binder and you have everything in there and stapled so you don't loose it
- it was ok
- Going back in it to fill in my study guides was very helpful at the end. I think the interactions didn't help me very much though.
- Everything was always organized and right where I needed it. It made studying a breeze.
- It helped me stay organized and i didn't feel overwhelmed. We could review at any moment in time.
- interactions help create a mental image
- Kept life in this class very organized. I had everything in it, in order, so I wasn't scrambling before tests trying to find everything.
- It was a creative way to remember information. It was organized and centralized and helped me keep information I needed throughout the year.
- Looking back at interactions because they outline and display ideas and info in an easy way for studying
- Nothing really. The interactions kind of took up my time

What teachers have to say...

- The kids remembered the material better!
- **Students were accountable for their practice and use of class concepts.**
- I liked the "forced" organization, as well as the idea of getting students to use their notes to make them meaningful to them. I loved that students had to take everything a step further in making their learning useful and meaningful to them. It also easily allowed me to identify areas of improvement based on the quality of their interactions.
- **The organization. Students knew exactly where everything was for every chapter. The other thing is it significantly cut down on the grading I have to do. I was not collecting and handing back papers on a daily or even weekly basis. It was a one-time collection every few weeks.**
- Like that it incorporated their knowledge with their notes, provided accountability to take notes
- **It gave the students a chance to creatively interact with their notes and synthesize the information into something that makes sense and into something that they will remember.**
- I liked that it kept the students organized, and that their notes were right there when they did their homework.

What teachers would change...

- I would keep track of the different items I asked them to write in notebook in order to make checking them easier.
- I would stress the importance of a 5-subject notebook more, as well as the need for a mini stapler. I would also like to get more ideas for useful interactions to keep things "interesting and new".
- I am working on gathering class reviews to see what I might change; one may be that rather than students doing their own interactions (not directed by me) have them summarize their nightly reading.
- The only way I plan on changing next year is to look into possibly doing a separate notebook for section vocab/questions because most students had to use two notebooks this year.
- I will work next year on a description for all of the interactions that I will give to make them a little clearer on expectations.
- I'll be doing something very similar next year, but I'll be using a 3 ring binder instead. Everything will be in the same order as I did this year, but I give note handouts 99% of the time, so I felt I was wasting the actual paper
- I'm going to use the same idea, but with a 3 ring binder next year. That way I don't waste the spirals paper, and they will all be the correct size
- find a way to make it manageable - eliminate some interactions
- Like I said above, I felt pressure to do a comprehensive check at the end of the unit or quarter, but that felt overwhelming to me, logistically. I do quick checks on a frequent basis, and never take the notebooks up from the kids. That's been a positive change for me.

Individual Application

Questions?

Feel free to contact us!

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