

INTERACTIVE STUDENT NOTEBOOK TEMPLATES FOR MIDDLE SCHOOL HISTORY

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WHAT IS AN INTERACTIVE STUDENT NOTEBOOK?

An Interactive Student Notebook (ISN) is a way for teachers to organize curriculum and to compile class notes and other activities in a way that is meaningful and personalized for each student. ISNs are a trend in education, but they are by no means a new idea. Revolutionary thinkers like Marie Curie, Leonardo da Vinci, Thomas Edison, and Charles Darwin used their own versions of interactive notebooks to record and visualize their thoughts and findings.

Popular scientific theory claims that people are dominantly right-brained or left-brained. According to this theory, the right side of the brain commands creativity and the left side of the brain commands logic. Although this theory had been challenged, it is widely believed in education that students learn best when they approach information in a variety of ways. Interactive Student Notebooks do just that - they encourage students to use both sides of the brain to focus on, organize, interact with, and remember the information they are learning.

ISNs:

- provide practice of organizational skills
- accommodate multiple learning styles, and
- keep assignments together in one place and in logical order

In the end, students finish the year with a self-created textbook, or portfolio of their learning - something for them to be proud of!

SUGGESTIONS FOR SUCCESS

There is a learning curve for both teachers and students when implementing an ISN system. The following suggestions, created after years of trial and error, are meant to help streamline the process,

- 1. Teachers must keep a model notebook.** ISNs require frequent modeling. Without a specific plan and a visual example, it is very easy for students to misinterpret directions. Your model notebook will also help students catch up after an absence. Plan to make a model notebook for every class, every year.
- 2. Provide notebooks for your students (if possible).** Through trial and error, we have found that a 3-subject 8½" x 11" notebook with front and back poly covers, interior pocket folders, and a spine guard is the best choice for an ISN. A notebook of this size eliminates the need to reduce handouts to fit on notebook pages, and the poly covers ensure that front and back covers do not fall off over the course of the year. The pocket folders give students a place to put papers that have not yet been affixed to notebook pages.
- 3. Use double-sided tape.** White glue and glue sticks are too messy, and even middle schoolers forget that a little goes a long way! Additionally, glue can take too long to dry if students need to start writing immediately.
- 4. Keep it simple!** Don't get sucked in by Pinterest! The elements your students glue into their notebooks do not have to be fancy, overly creative, or crazy complicated. Cutting and pasting takes a tremendous amount of class time; use foldables and flippables sparingly in order to save time. You may find that it is best to prepare foldables and flippables in advance for younger students.

- 5. Create a digital version of teacher notes whenever possible.** This allows you to simply print the key from class-to-class and year-to-year instead of recreating all of your note pages.

- 6. Vary both right and left page activities as often as possible.** Not only does the variety keep students interested, it also enhances learning by appealing to multiple intelligences and exposing students to different ways of organizing information.

- 7. Be flexible!** Interactive notebooks come in all shapes and sizes. If the right-side/left-side strategy doesn't work for you, then go to the traditional left to right method. If you need to take both left and right pages for notes or an in-class activity, then do it! Don't be beholden to the structure of the notebook - in the end it is simply a tool!

GRADING ISNS

Perhaps the most cumbersome aspect of using ISNs is grading. With the notebook being an essential element of your class, it is important that it is included in the term grade and that students know what is expected of them. Below are some of the grading methods that we have used; a sample rubric is provided on the following pages.

Spot Check

Check notebooks for completeness, neatness, and effort on a given task. This is best done after the task is completed for homework and can be done simply by walking around the room, reading one or two answers from each notebook.

Random Sampling (aka "Keep 'Em Honest" Grading)

Collect all notebooks from a given class, and randomly choose 3 or 4 notebooks to evaluate at that time. By the end of the term, you should have one or two notebook grades for every student. If you don't tell your students who is being graded, they will be more likely to maintain their notebooks consistently throughout the term.

Periodic Check-In

Collect all notebooks from your class(es) several times throughout the term and grade all student notebooks at that time.

End-of-Term

Collect all notebooks from your class(es) a week or two before the end of the term, then use your rubric to give each student a test grade for that quarter. This works best if individual notebook assignments are graded on a daily basis and you are only grading the construction of the notebook itself.

Sample ISN Rubric

Interactive Notebook Rubric

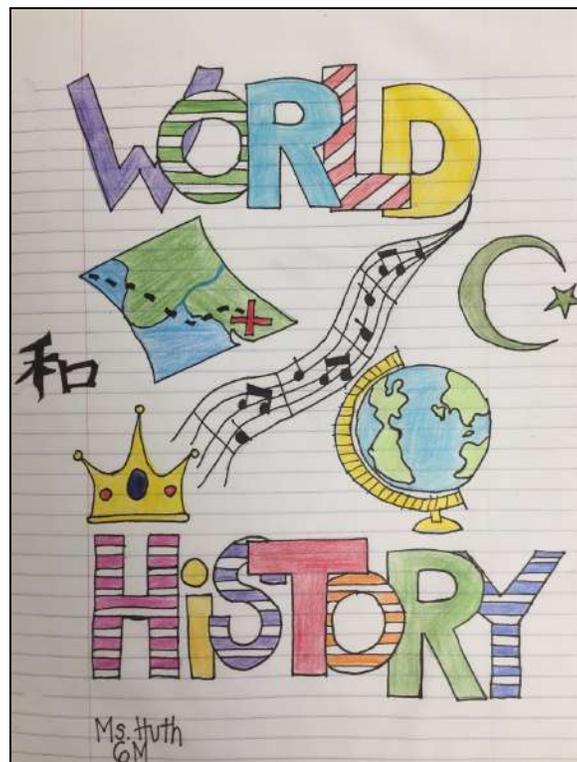
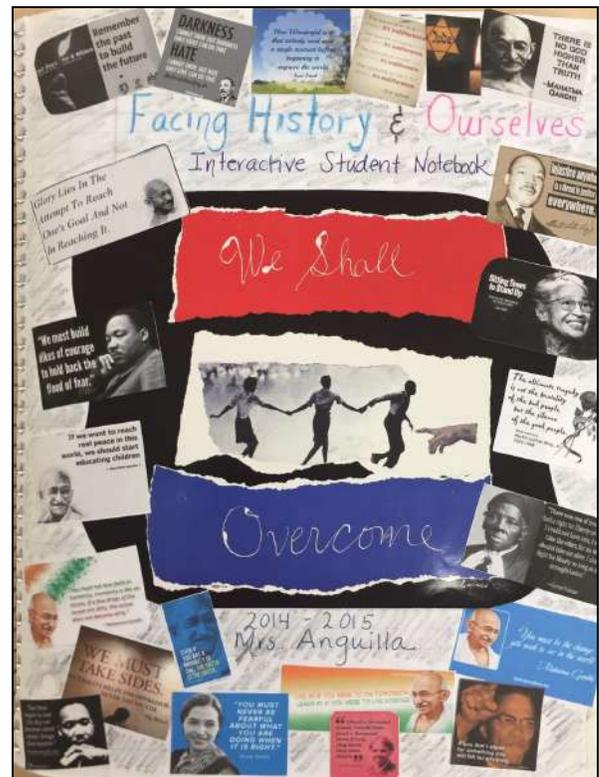
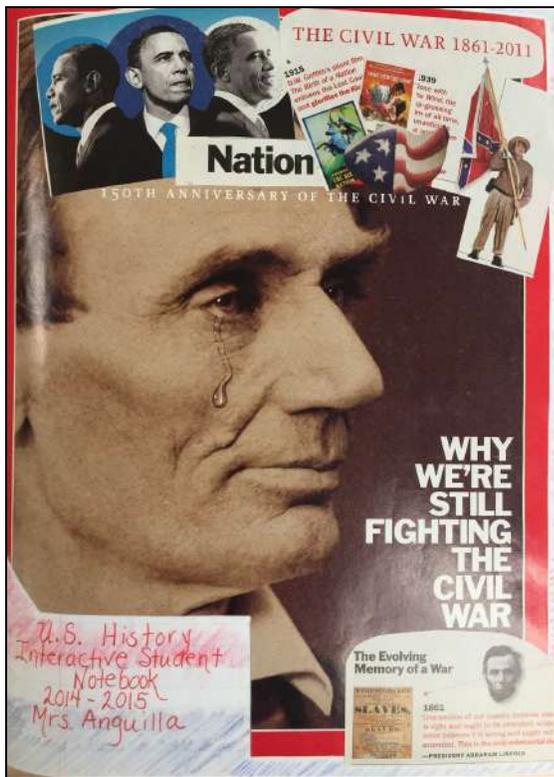
Criteria	T1	T2	T3	T4
Notebook is neat, organized, and all items are glued in the correct places (25)				
Table of Contents is up-to-date and accurate (10)				
Unit Title Pages are complete (10)				
Every page has a title, page number, and date (15)				
All notes and work are complete (15)				
No missing work -even if absent! (10)				
Notebook is colorful and key ideas are highlighted (15)				
Extra Credit (5): Obvious evidence of time invested Effort and quality of work are exceptional				
TERM GRADE	/100	/100	/100	/100

ISN SETUP

Notebook setup can be time-consuming, especially for first-timers. The first days of school are the perfect time to get ISNs organized and students learning how to use them. It is very important to be clear about the notebooking process from the start - this will prevent headaches and confusion down the road!

- 1. Page Numbering** - Start by having students number the outer lower corner of each page beginning with the first page of the notebook. This means that every right page will be an odd number and every left page will be an even number. We recommend starting off by numbering at least 50 pages.
- 2. Notebook Cover Page** - Using photos, drawings, magazine/newspaper clippings, and pictures from the Internet, students should decorate the very first page of their ISN around themes related to the course. *We always require that this page include: course name (generally centered, in large letters), student name, class, teacher name, and year.* Take a look at some of our examples below.
- 3. Author's Page** - Start by telling your students that this page is all about them; middle schoolers love to talk about themselves! Students can include personal photographs and information such as age, height, favorite foods, hobbies, pets, and family members. They can make collages of Internet or magazine pictures, draw pictures of themselves, or simply write about themselves. This is their chance to express themselves and be creative.
- 4. Rubric** - No matter which grading method you have decided works best for you, it is important to include your rubric in the ISN. It will remind students of your expectations and allow them the opportunity to self-assess their work.
- 5. Table of Contents** - For a full-year course, five to seven pages has proven to be the ideal amount of space for a Table of Contents. The Table of Contents can be a printed template or hand-drawn. There are numerous templates available online that provide extra writing space and may be neater than the hand-drawn alternative.

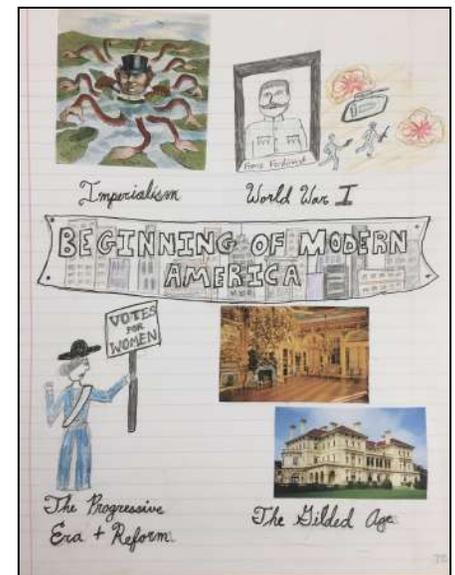
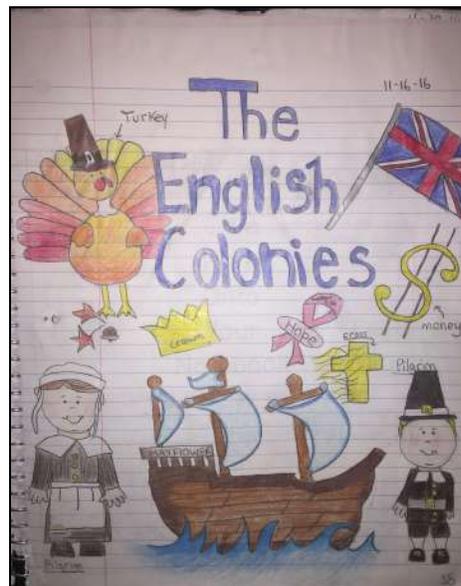
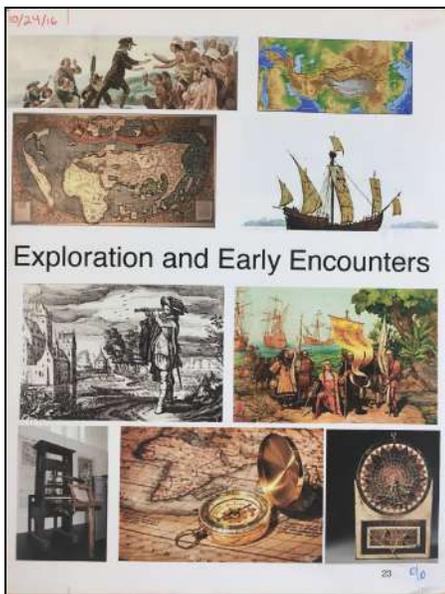
SAMPLE NOTEBOOK COVER PAGES



UNIT COVER PAGES

Whenever the class starts a new unit, students create a unit cover page on the next blank, right-side (odd-numbered) page of their ISN. The cover page reflects the major people, events, and themes of the unit. Students can preview the unit in a textbook before creating the cover; or they could be asked to conduct some outside research. Students may also use the cover as a space to show what they already know before beginning a unit. Although sample cover pages are included here, the options are endless!

- Unit cover pages should prominently feature the title of the unit.
- If possible, give students the option of creating their cover pages digitally if they are so inclined.
- Cover pages can include both images and text.



RIGHT PAGE NOTE-TAKING STRATEGIES

The right page of an ISN is reserved for teacher-guided notes. This is where students will record information from reading and discussion and where the teacher can model different organizational and note-taking strategies.

- Always begin every right page with the date and a heading for the lesson
- After dating and heading the note page, students should immediately update the Table of Contents.
- At the beginning of every note-taking class, remind students what page the notes will be recorded on. All students should be on the same page in their notebooks at all times.

Text-based Cloze Notes

Cloze notes, also known as guided notes and fill-in-the-blank notes, are especially helpful in history and social studies classes because they help to reinforce key facts, definitions, and historical figures. Cloze notes not only help students identify important points, they also help students distinguish between primary and secondary ideas. This form of note-taking is an effective strategy for improving note-taking accuracy and assessing comprehension in middle school students.

Cloze notes sometimes get a bad reputation because they “dumb down” the material and don't require the students to think about what they are reading. For these reasons, it is wise to avoid simply pulling out the bolded words and phrases from the source text. Rather, vary the frequency and length of the blanks and phrase some questions so that students will need to create meaning from the reading.

Main Idea Guided Notes

Main idea guided notes are handouts that provide designated spaces for students to record key definitions, facts, relationships, and concepts from a lecture or reading. Unlike cloze notes, main idea guided notes require students to understand, organize, and synthesize information. These will be teacher-created, but once created can be used year to year.

See below for examples of both Cloze Notes and Main Idea Guided Notes.

Date _____

GEOGRAPHY AND EARLY JAPAN

- Japan is an _____ nation. The Japan _____ consists of _____ main islands and thousands of smaller ones.
 - the 4 main islands are _____, _____, _____, and _____
 - the capital of Japan from 794 to 1868 was _____ (_____); the current capital is _____ (_____), one of the largest cities in the world
- Because most of Japan is covered by _____, which are difficult to live and farm on, most Japanese people have always lived in the _____. As a result of their proximity to the sea, _____ has long been a key part of the Japanese diet.
- The Japanese were separated from the other people of Asia because _____

_____.

This allowed them to develop their own culture, namely their _____ and _____.

- One of Japan's earliest cultures is the **Ainu**. They were different from other people in Japan because _____

_____.

Eventually, after much fighting over land, they were driven onto Hokkaido and their culture faded away. Those who lived south of the Ainu became the Japanese. They lived in small farming villages that were ruled by _____, or extended families, who were each headed by a chief.

- These chiefs led their clans in rituals that honored their _____, or nature spirit, ancestors. From these rituals evolved the religion of _____.
- One of the most powerful of the clans was the _____ clan who extended their control over most of the island of **Honshu**. They began call themselves the **emperors of all Japan**.
- **Korea** is only about _____ miles away from Japan. **China** is about _____ miles away. In the mid-500s, Japanese leaders sent representatives to China and Korea to _____.

- The main influences from China and Korea were in the areas of:

Language	
Religion & Philosophy	
Government	

- **Prince Shotoku** is important because _____
- _____
- _____

The Road to War (Ch. 23, S. 1)

Date: _____

THE FIRST BATTLE OF THE MARNE — SEPTEMBER 3, 1914



Central Powers:

Allied Powers:

New Battle Technologies:

- _____
- _____
- _____
- _____
- _____
- _____

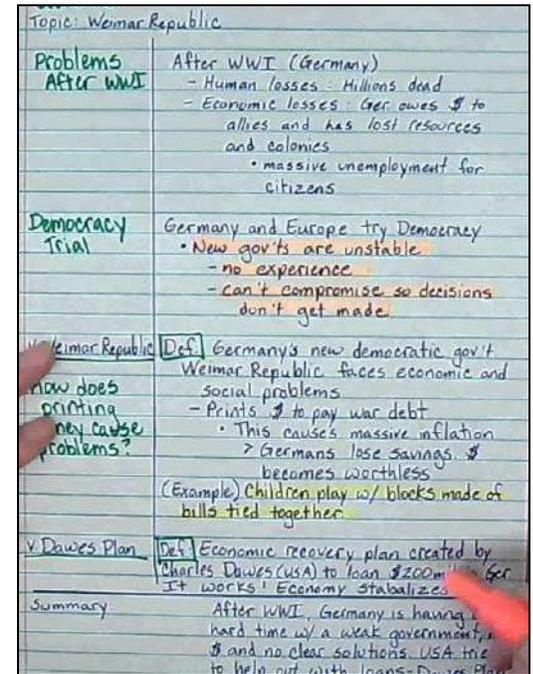
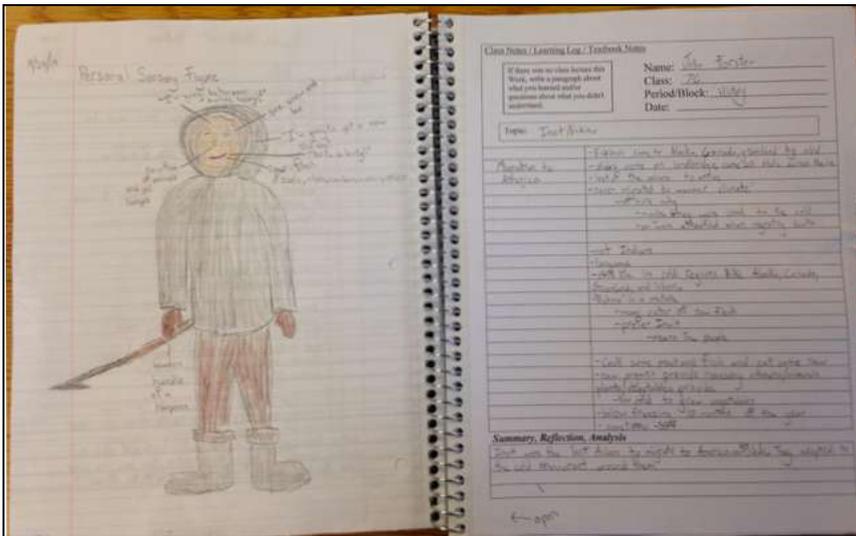
Trench Warfare:

By 1916, the war had become a _____. In February, Germans attacked _____ and the Allies attacked the _____. Both attack initiatives failed but nearly 1 million men were killed. In the Atlantic Ocean and North Sea, the _____ navy blockaded the ports of the Central Powers and laid _____ in the North Sea. Germany was unable to get needed supplies. The Germans responded by using submarines called _____ to attack Allied and neutral country supply ships. What would be the result? _____

Other Note-taking Systems

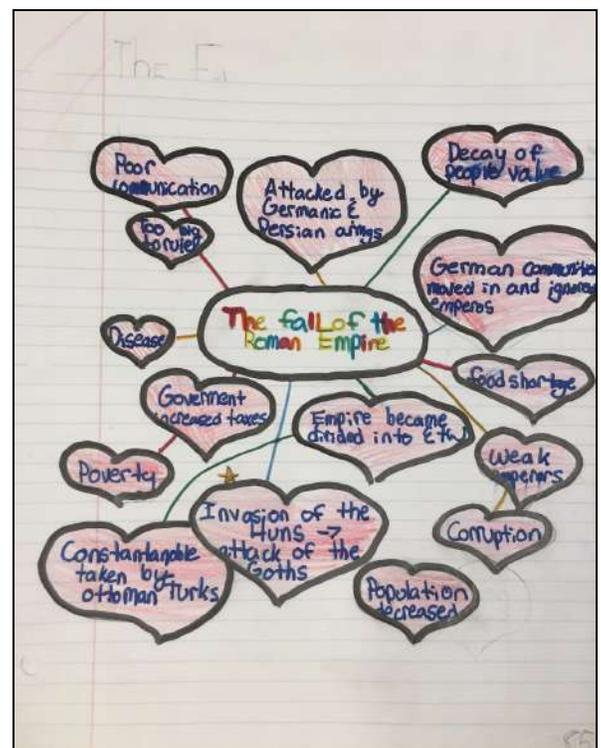
Cornell Notes

- requires students to ask and answer essential questions, and to reflect on notes taken in class
- improves study skills



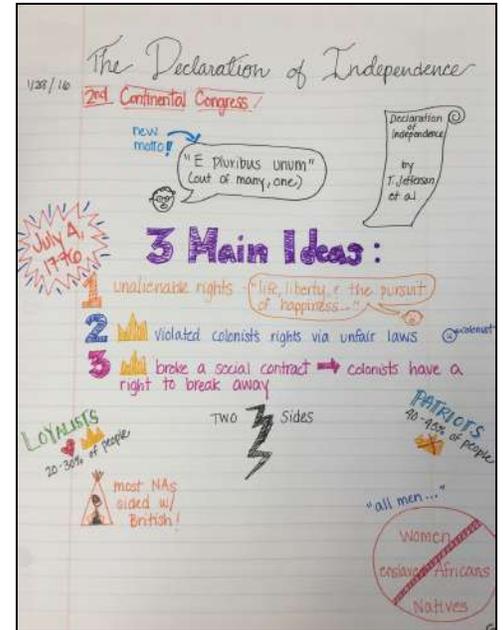
Mind Maps

- connects information around a central subject
- allows for visual structuring of ideas
- both analytical and artistic



Sketch Notes

- note-taking emphasized with doodles
- while students listen to a lecture or video, they draw/doodle in their notebooks - their pencil never stops moving!
- allows students to listen to material, synthesize it, and visualize it.



Outlines

- best used with information that moves from main ideas to detail

Other types of note-taking we have used with success are:

- T Charts
- Cause-and-Effect Charts
- Bullet Notes
- Flow Charts

LEFT PAGE PROCESSING ACTIVITIES

The left page of an ISN is where students make sense of new material through creative outlets. They take the information and *do* something with it. When working in an ISN, most of the student's time should be spent actively exploring the material through left page activities.

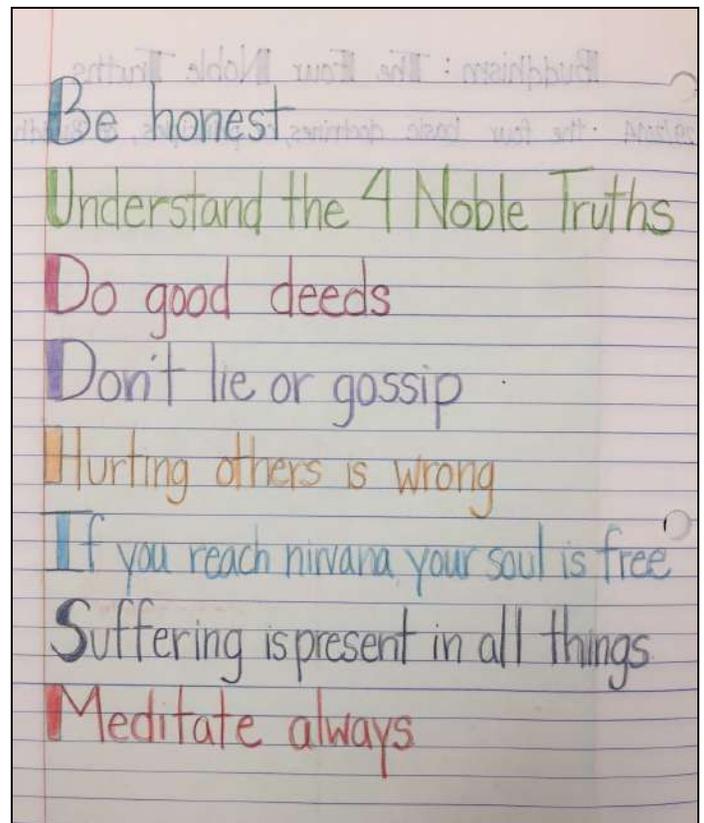
The only limit to processing activities is your imagination and that of your students! On the following pages, we provide some examples of activities that have worked best for us with, in many cases, pictures of student work. Just a quick search on the internet will turn up numerous options and templates for almost any activity you can imagine. Of course, anything you can imagine you can also create yourself!

Acrostic Poem

An acrostic poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Choose a term, location, event, or historical figure. Use notes and the textbook to create an acrostic poem.

- ❑ Write the term down the left hand side of the paper.
- ❑ Write a complete thought about the subject for each letter
- ❑ The acrostic should be a summary of the most important information about the topic.
- ❑ You may include an illustration. It can be something important about the topic that didn't fit in the poem.



Advertisement

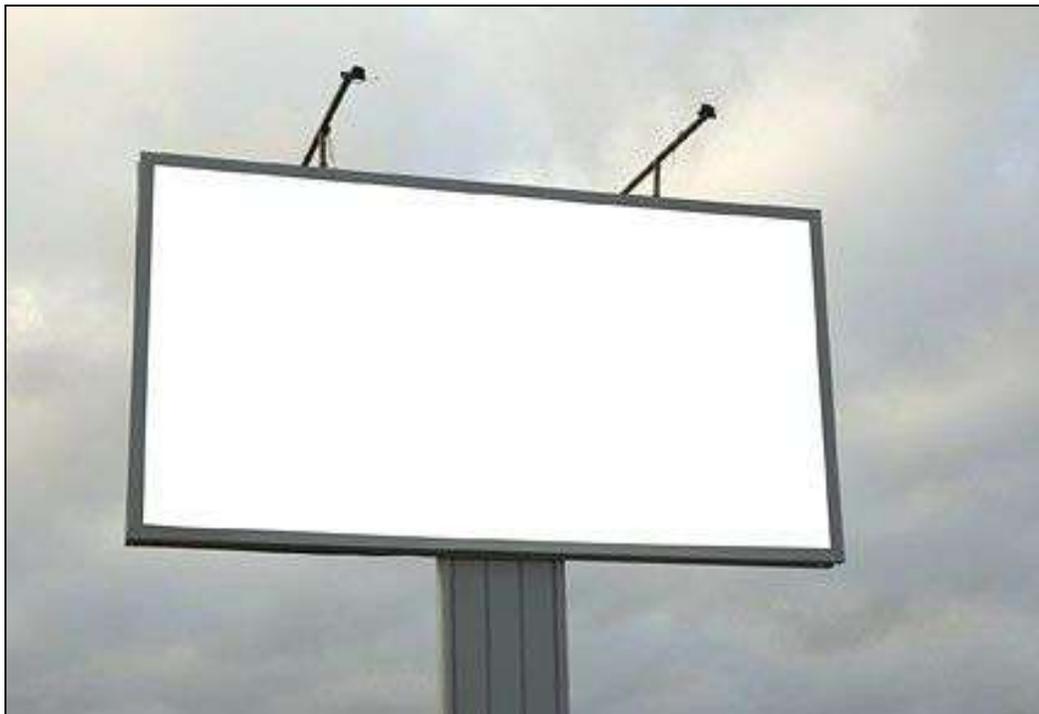
Create an advertisement for a technological advance, system of beliefs, or major event. This should be a one-page ad that could appear in a newspaper or magazine.

The ad should include:

- A color picture of the item, service or the location of the event
- A price, if appropriate, and remember that does not always mean money.
- A listing of what the item does, the service provides, or what the event is about
- Additional ideas are testimonials, slogans, or related products

Billboard

Design an exciting billboard that advertises a product, location, activity, belief, or other element from the lesson. The billboard should include a catchy phrase or slogan and illustrations that represent the topic. Remember, the billboard's purpose is to persuade and there is only a minute or so before the car drives by.

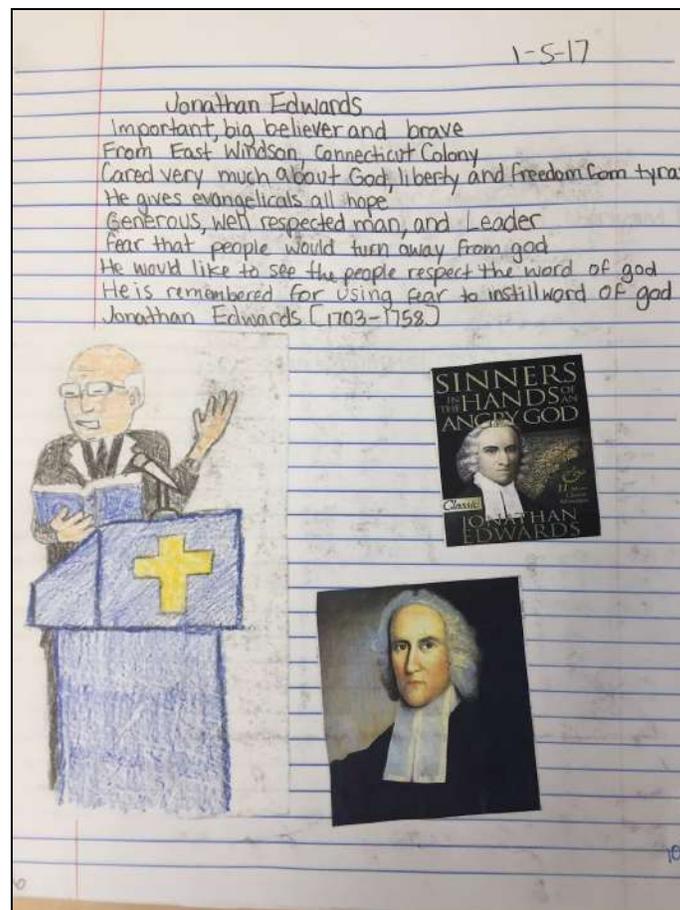


Bio Poem

Choose a person from the unit of study. Use notes and the textbook to complete the information below. Each answer should be a line in the poem.

The poem should follow this format:

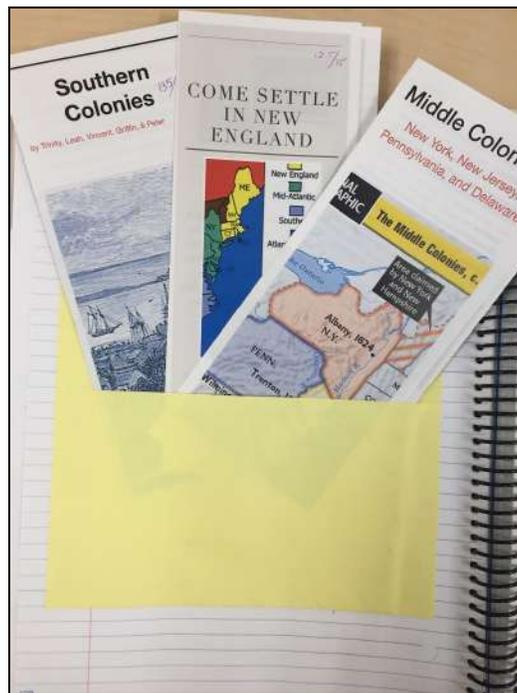
- (Line 1) First name
- (Line 2) Three or four adjectives that describe the person
- (Line 3) Important relationship (daughter of . . . , mother of . . . , etc)
- (Line 4) Two or three things, people, or ideas that the person loved
- (Line 5) Three feelings the person experienced
- (Line 6) Three fears the person experienced
- (Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)
- (Line 8) Two or three things the person wanted to see happen or wanted to experience
- (Line 9) His or her residence
- (Line 10) Last name and birth and death years



Brochure

Brochures can be made to show understanding of content or to present research. Decide on a purpose and a specific topic. Most brochures are made to inform the reader about the topic; however, if the brochure is about a place, the student needs to decide if it will be a travel brochure, a brochure about historical sites, landforms, culture, etc. If students do research, they should list their sources on the bottom of one panel.

In a tri-fold brochure, there are three panels on each side of the paper for students to fill with information and artwork.. Shown here are student-created brochures of the regions of the original 13 British colonies. Students collected these in a pocket created for their ISNs.



Bumper Sticker(s)

Create one or more bumper stickers with a short statement based on the assigned topic. It should relate to a particular person, theme or event. The bumper sticker should:

- Include accurate information
- Make a point
- Include color, but illustrations are optional.

Cinquains

Cinquains are unrhymed, 5-line poems designed to capture the main idea of a person or concept.

Choose a person, event, or thing from the notes/reading and write a cinquain poem about it.

The poem should follow this format:

- ❑ Line 1 - One word which is the subject or topic
- ❑ Line 2 - Two vivid or “juicy” adjectives that describe the subject or topic
- ❑ Line 3 - Three interesting action words (-ing) about what the subject does
- ❑ Line 4 - A four or five word phrase that captures feelings about and/or describes the subject
- ❑ Line 5 - One word that could be another name for the subject.

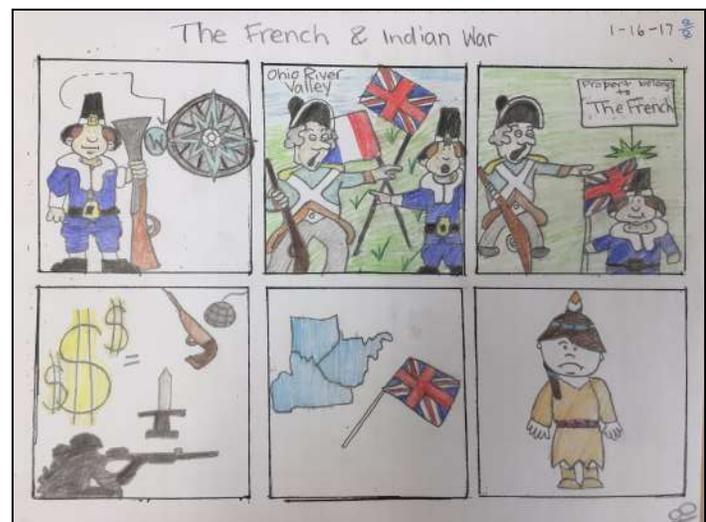
Collage

Use pictures from magazines, newspapers, the internet, or hand-drawn, and/or other materials to create an image that is representative of the idea or topic assigned.

Comic Book / Storyboard

Create a cartoon that traces the most important parts of an event from the lesson.

- ❑ Divide the page into six or eight panels or use a template.
- ❑ The cartoon may include captions at the top or bottom of each box, and/or speech bubbles to make the illustrations clearer.
- ❑ Use color!

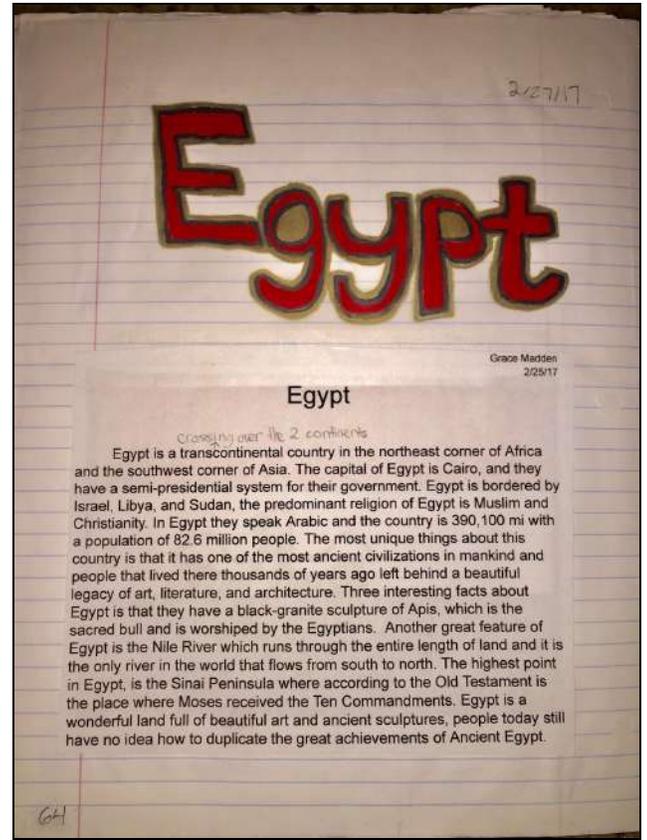


Constructed Response / Reflection Paragraph

Write a clear, informative response to a short answer question or write a thoughtful reflection on the unit or lesson. This response could also ask students to connect their learning to a current event or issue.

Students should be advised to:

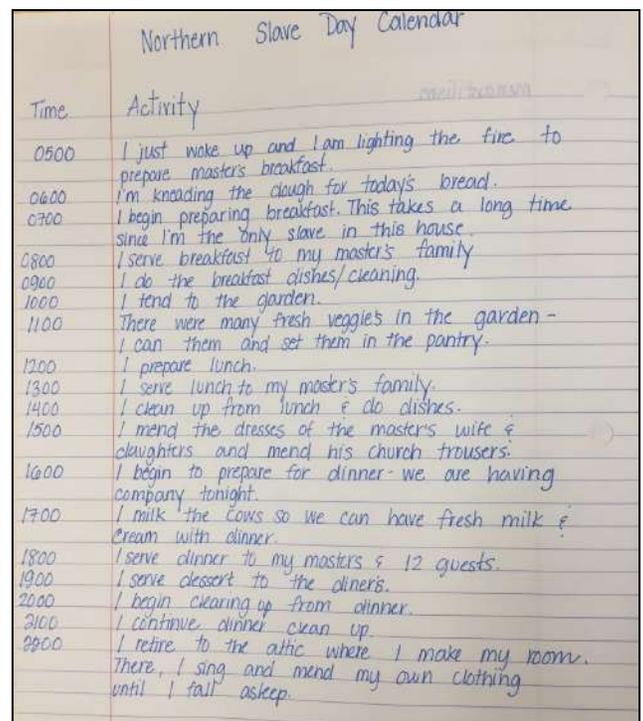
- ❑ Restate the question
- ❑ Define difficult terms if necessary.
- ❑ Answer all parts of the question.
- ❑ Back up their answer with evidence from the text or from research, if applicable.
- ❑ Conclude by restating the question.



Day Planner

Students should imagine themselves in the role the teacher has assigned and create a day planner that details what they would be doing each hour of the day.

- ❑ Divide the paper in two columns labeled "Time" and "Activity"
- ❑ Starting with wake up time, list each hour of the day until bedtime.
- ❑ At every hour, write a sentence to explain what you are doing, where you are doing it, and why.

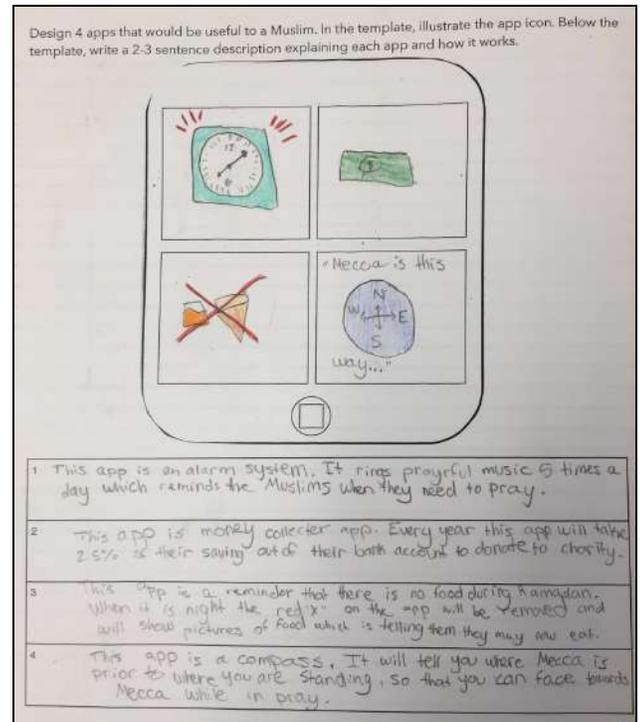


Design An App

Design an app that would be useful to a person or group.

- ❑ Illustrate the app icon. How would someone easily recognize the app on their phone or tablet?
- ❑ Below the illustration, write a 2-3 sentence description explaining the app and how it works.

This example is from a study of Islamic beliefs. It can be reproduced for other units such as exploration, colonization, and industrial revolution, to name just a few.



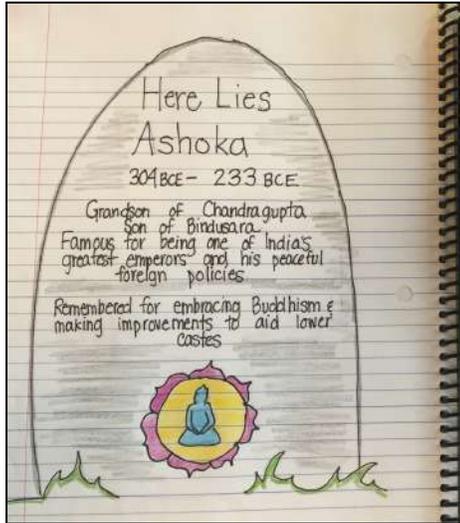
Diamante Poem

A diamante poem is used to compare and contrast and should be about two specific things (ex. Pilgrims and Puritans, Jamestown colony and Plymouth colony). They are poems about opposites: the first and last words have opposite meanings (or convey opposite ideas). The poem should be written in the shape of a diamond and should follow this outline:

- ❑ Line 1 - one word for Topic 1 (should be a noun)
- ❑ Line 2 - Two interesting adjectives to describe Topic 1
- ❑ Line 3 - Three interesting action words (-ing words) about Topic 1
- ❑ Line 4 - A four or five word phrase describing both Topic 1 and Topic 2 - what do they have in common?
- ❑ Line 5 - Three interesting action words (-ing words) about Topic 2
- ❑ Line 6 - Two interesting adjectives to describe Topic 2
- ❑ Line 7 - one word for Topic 2 (should be a noun)

Gravestone/Epitaph

Write an epitaph (a brief statement commemorating or epitomizing a deceased person) like one that might be found on a gravestone. Students may design their own gravestone (and cemetery) or use a template provided by the teacher. The epitaph should include the following information:



- Here Lies _____.
- Born _____
- Died _____
- Husband/wife of _____.
- Father/Mother/brother/son of _____
- Famous for _____
- Remembered for _____
- Include two pictures that represent the person.

Game Cards (Board Game)

Create game cards to use in playing a board game.

- Title the page with the name of the game.
- Write ten different questions to be answered about the topic. Write the questions flashcard-style with the question on the front and the answer on back.
- Write five obstacle/help cards. These are situations that can cause bad things or good things to happen to a player. They must relate to the topic. At least one of each should be included.
- Collect these cards on the notebook page using pockets.
- Describe what the game board would look like in at least one complete sentence.

Historical Marker or Monument

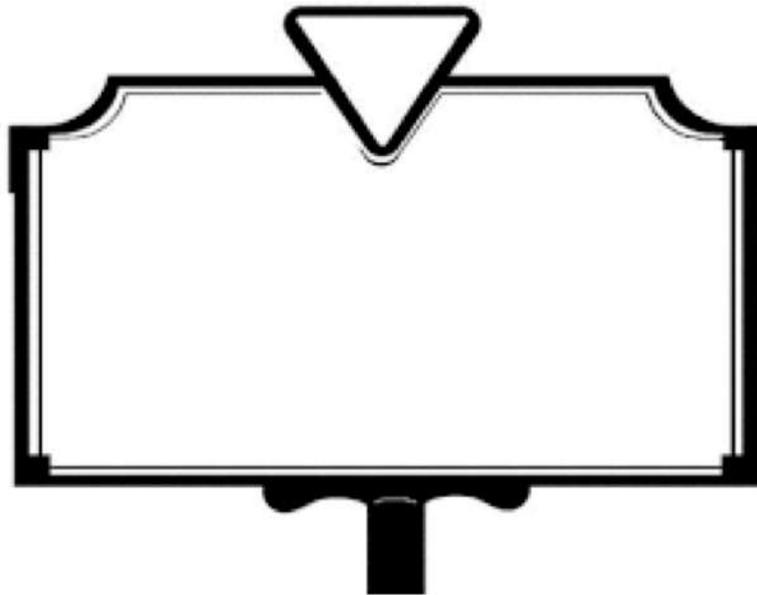
Create an historical marker on a person or event that includes location, what is interesting about the person or event including any names or dates as needed, and what is significant about the person or event for the surrounding area and for history in general. Think about your audience, purpose, language/word choice, and the perspective you will take on this historical person or event. See the example below.

Nat Turner's Rebellion: A Historical Marker

You have been commissioned by the state of Virginia Historical Trust to develop a historical marker that will be placed along the roadside adjacent to the area impacted by Nat Turner and his followers. **Your task is to write the inscription for the marker that describes your interpretation of Nat Turner and his actions.**

Your inscription should include:

- the specific factors involved in the event (the rebellion).
- your position or opinion on Nat Turner after considering the various reactions to Nat Turner in the documents and images.



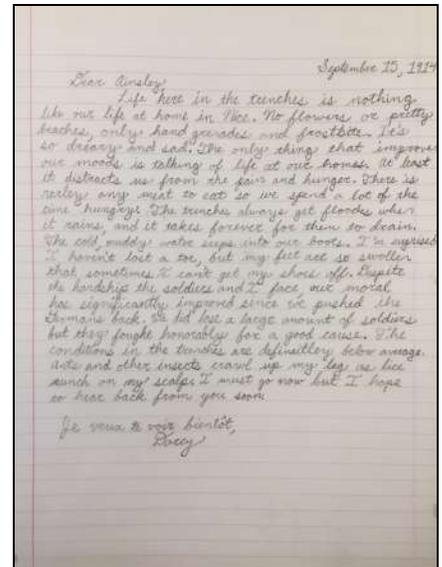
Explain why you came to your decision on Nat Turner. Which **documents** most impacted your decisions and why?

Illustrated Timeline

Create a chronological timeline of events using illustrations in place of words for each of the events.

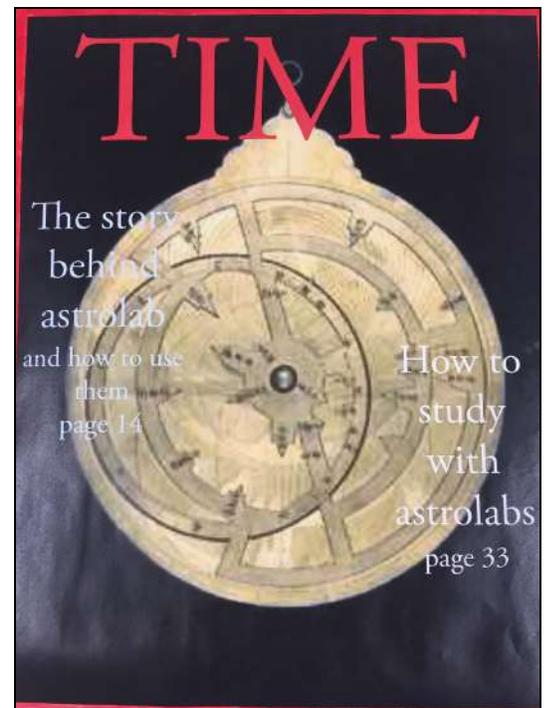
Letter

Students will write a letter expressing their views and/or their feelings on a topic they are studying. Students will put themselves in the shoes of a character from the time period and convey the feelings of the character while exhibiting content knowledge. For example, in this example, the student is writing from the perspective of a WWI soldier living in the trenches in Europe.



Magazine Cover

Create a magazine cover, either digitally or by hand, on a topic from the unit of study. Students may use an existing magazine as a template but must create a cover that does not already exist. The magazine cover should include a title, a central, important image for the cover story (the topic); and, at least 3 story leads that go along with the cover story. Each lead should have a title, and can include interviews, stories about events or people. Students do not have to write the actual news story. In this example, students were studying Islamic achievements and the teacher provided a template for Time magazine.



Movie Maker

Students will create a pitch to "sell" their topic as a great movie! Students should write the title of the movie at the top of the page and include:

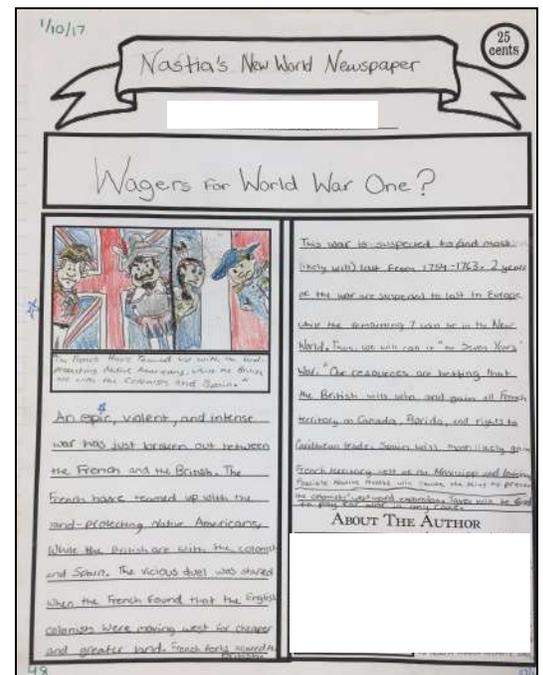
- ❑ SETTING -- at least one complete sentence about where the movie will be filmed.
- ❑ PLOT PITCH -- a 3-5 sentence pitch for the movie. What parts of the story should be focused on? Why would people want to see it?
- ❑ CASTING -- List the main characters in the movie. Choose the actors for each part in the movie. What role would they play, and why they would be a good choice?
- ❑ MAJOR SCENES -- list three to five major scenes in the movie (they might be action shots like a battle scene, or things that might require major special effects). Why are they important to the story?
- ❑ MOVIE POSTER -- Create a movie poster to advertise the movie.

Museum Exhibit

Design a museum exhibit that will feature the main concepts from the unit or lesson. The exhibit should have at least six artifacts and include: an illustration of each artifact and 1-2 sentences describing the artifact and its significance in the exhibit.

Newspaper Front Page

Create the first page of a newspaper with one complete newspaper article about the topic, written from the perspective of a journalist at the time of the event. The newspaper page should include a title and date; a headline (short, catchy, and to the point.); 1-2 paragraphs explaining the event that include: who, what, where, when, how, and why; and a photograph with a caption (may be drawn or taken from the internet with teacher permission).



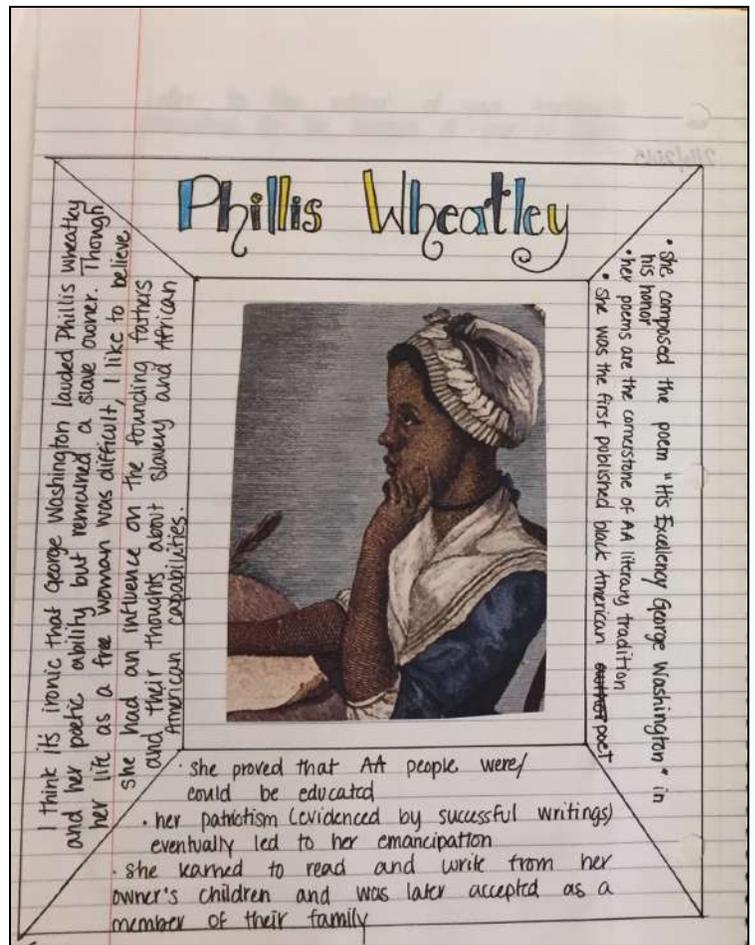
Patent

Students will create a patent application for their own inventions. The application should include an illustration of the invention that is appropriately labeled with the parts of the invention. Below the picture, students should include a paragraph that describes who invented it, what is the invention, where was it invented, when was it invented, why was it invented, and how was it invented. List the positive impacts of the invention. This activity was part of our study of the Industrial Revolution.

Picture Frames

Option 1: Copy and complete the picture frame graphic organizer for a person from this unit. Draw a picture frame like the one pictured here. In the center box, draw or print out a picture of the subject person. In the top box write the person's name artistically. In the right box, list three things the person is known for (inventions, artwork, and other contributions). In the bottom box, write three things about the person that are important. In the left box write a personal response to something the person said or did.

This activity came after a lesson about women in the American Revolution.



Option 2: Presidential Picture Frames (see template below) as an example

1. Choose **one (1)** of the Presidents who served in office between the years 1877 and 1901. Draw or print and glue a picture of that President and write a BRIEF profile of that President next to the picture.
2. Choose **two (2)** significant events that occurred during that President's term and draw or glue a picture into the two remaining picture frames. Next to the picture frames, write a brief overview of each event and why it was significant.

The template is enclosed in a large rectangular border. On the left side, there is a large vertical rectangle labeled "Profile". At the top center, there are two stacked boxes: the top one is labeled "Name:" and the bottom one is labeled "Term of Office:". Below these are three picture frames. The first is a square frame labeled "Presidential Picture". To its right are two smaller square frames, each labeled "Significant Event from Term". Below these two is a larger rectangular frame, also labeled "Significant Event from Term". On the right side of the template, there are two stacked rectangular boxes, each labeled "Event". A small watermark "© 2013 K12.com" is visible at the bottom right of the template.

Political Cartoon

A political cartoon is: *"an illustration or comic strip containing a political or social message."* Create a political cartoon based on any event in the section. Find a topic that can be looked at from two or more perspectives. Choose *how* to view the topic, then *create* a political cartoon from this perspective. If the student has trouble thinking of *how* to present the idea, advise him or her to put themselves in the shoes of the people of the time. Once they have decided *how* to present their topic, then they can begin putting their idea on paper. Use the examples of political cartoons in the textbook to get ideas flowing. Sometimes it is hard to just think of something "right off the bat." Remember, the best and most memorable political cartoons are those that are the most creative!

Postcard

On a large (4 x 6) index card (or on a template provided by the teacher) create a postcard to send home to tell your family about the civilization you are studying or an historical location you are visiting. The front of the postcard should have a colored picture of the civilization/location and a short greeting. The back should have a short note to your family describing something amazing about that civilization/location (one full paragraph) and a stamp that represents a famous person from the civilization/location. Here is just one example of a template that can be used for this processing activity.



Report Card

This activity can be used for any historical figure, important leader, system of government, strategic decisions, battle strategies, or any instance in which decisions are made. Below are two examples of report cards - one for feudalism and the other for Progressive Era Presidents.

1/14/17

Progressive Presidents Report Card

Name Theodore Roosevelt

Subject	Grade	Comment
People Skills:	B	TR was impartial with congress. He used his executive orders to assert power over congress. However, he did try to connect to the citizens.
Economics:	A	TR made the Square Deal. He also regulated railroad shipping rates.
Peace:	B	He helped make food safer by passing the Pure Food and Drug Act.
Public Projects:	A	TR established the National Parks system to conserve natural American ecosystems. He also helped Panama become a country so he could make the Panama canal.
Prosperity:	A	TR forced the miners and managers to settle their dispute in 1902.

Explanation of Grades:

A	90 - 100%	Outstanding
B	80-89%	Good
C	70-79%	Satisfactory
D	65-69%	Needs Work
F	64 and lower	Failing

5/5/17

Feudalism Report Card

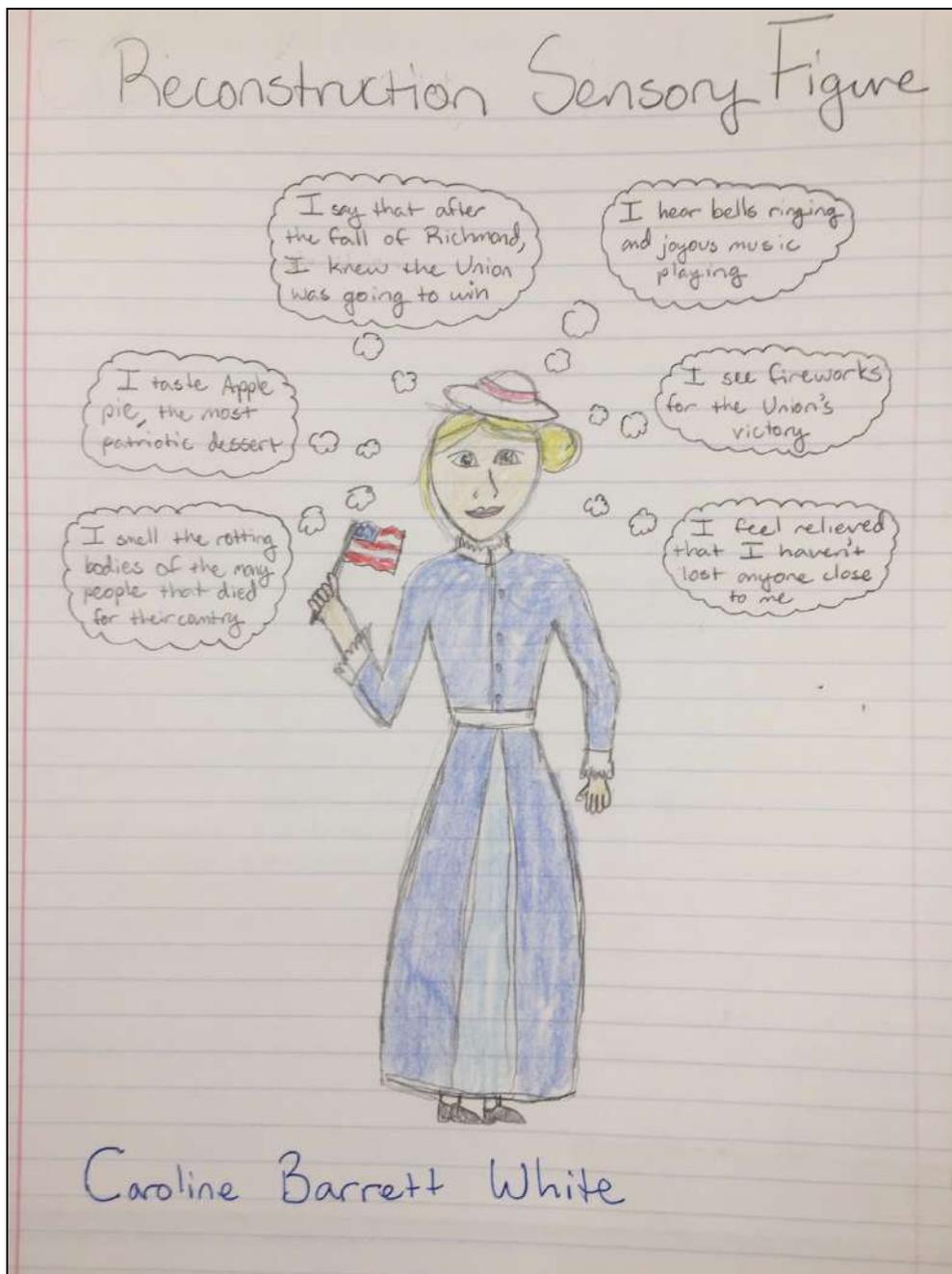
In the "report card" below, give feudalism a grade from A to F for each subject, based on how well you think it accomplished the goals listed. In the third column, provide a reason for your answer, making sure to include specific examples from your reading.

Subject	Grade	Reasons and Examples
Political Order Did feudalism create a stable form of government? Under feudalism, was Europe protected from outside threats?	B-	The government of feudalism spread around the world. It was stable because everybody did their job and they knew if they did not obey their king they would get executed. Although I do not think that Europe was protected from outside threats because many people were trying to get into to Europe.
Economic Stability Did feudalism allow for the production and trade of essential goods?	B	In about 1000 some small towns turned into big cities which led to population increase and more food which led to the trade increasing and they made money but later on the growth of trade led to decline of feudalism.
Prosperity Did feudalism foster wealth and well-being?	D	No, because when you were born into a cast you were forced to stay in that cast and they had to work and many of the serfs were in poverty.
Opportunity Under feudalism, were people able to better their circumstances through hard work or good fortune?	C	The people in Europe were born into a certain cast and they had to work hard in that cast in exchange for living. No matter how hard they worked it was very hard to move up unless you worked extremely hard then it was possible to have enough money to buy a little piece of land outside of the empire, to live.

Sensory Figure

Put yourself in the shoes of a person or group of people to see how they would have experienced a situation. Draw a picture of your character with appropriate period clothing, Using your notes, think about how your character feels about the situation he or she is in, and then write sentences that describe what this person would have *SEEN*, *FELT*, *SMELLED*, *HEARD*, *SAID* (*SPOKEN WORD*), *AND TASTED* in that situation. The sentences should be written around the figure.

Below is an example of a sensory figure of Caroline Barrett White just after the Civil War



Social Media Page

Using either a Twitter, Snapchat, Facebook, or Instagram template, complete a social media page on a person from the unit of study. Templates are available for purchase online.

Song Rewrite

Take any song and rewrite the lyrics to include information about a topic. Rewrite the lyrics to include at least six pieces of information about the topic. Write at least two verses and a chorus. We have used this activity in our study of early migration and our study of the Civil War.

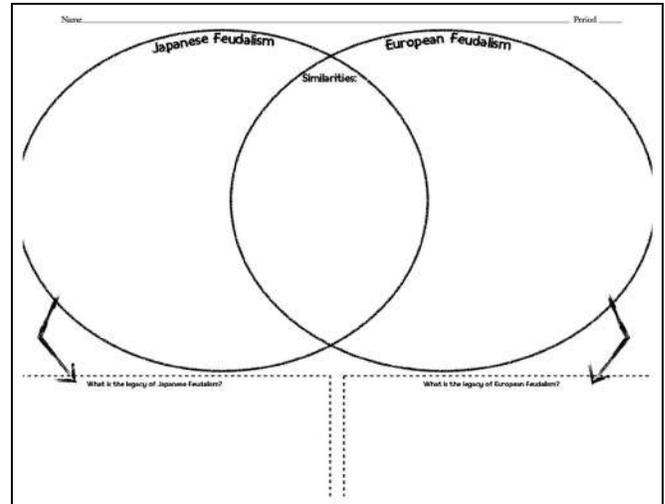
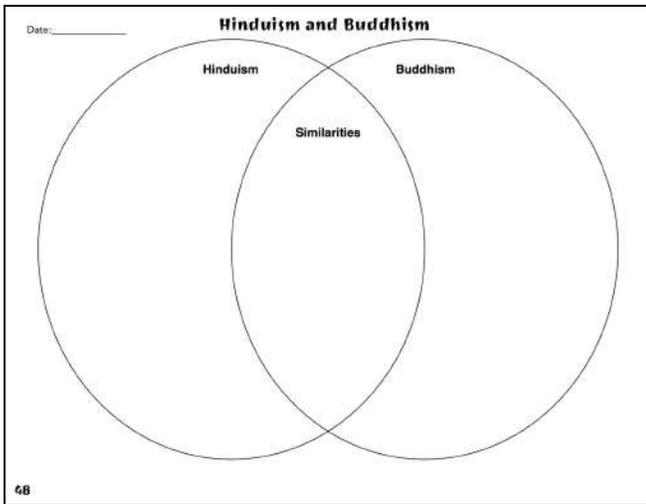
Tanka Poem

Like the haiku, the tanka is also a form of Japanese poetry. Coming from the word “short poem,” the tanka is five-lines in length and uses strong images to create a specific mood. Just as with the haiku, the length of a tanka poem focuses on syllables, 31 to be exact. There are 5 lines with 5, 7, 5, 7, and 7 syllables respectively. In the example below, students had finished a study of Heian culture in feudal Japan and created Tanka poems on decorated fans as a processing activity.



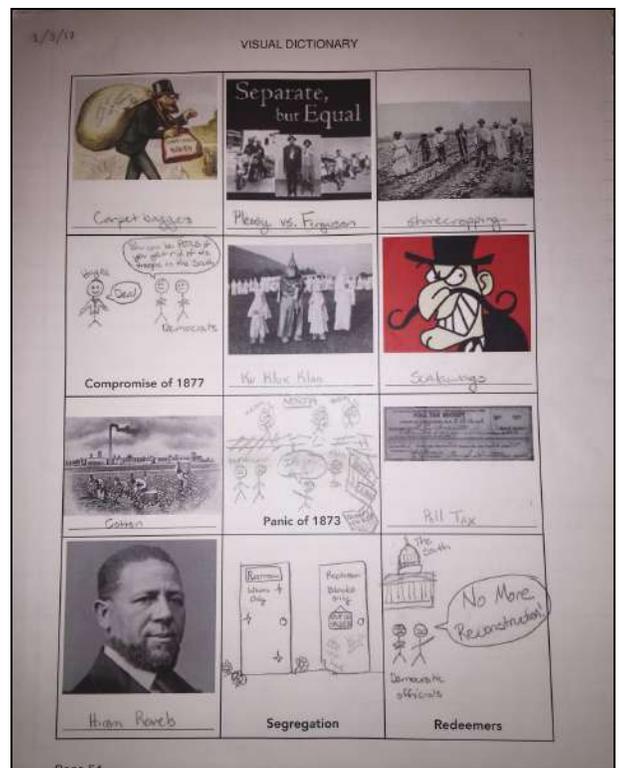
Venn Diagram

This activity is used to compare and contrast two or more events or people. Draw two (or more) circles that intersect each other. Write the name of one event/person on one side and the name of the other on the other side. In the first circle list unique characteristics of the event/person. In the second circle list unique characteristics of the other event/person. In the middle section list shared characteristics of the two events/people.



Visual Vocabulary

This activity can be teacher-created with a mixture of student-drawn illustrations and teacher-provided pictures/illustrations; or it can be created entirely by the student with student-drawn illustrations only. The goal is to use illustrations to depict the meanings of vocabulary. This is an example of a visual vocabulary activity for Reconstruction. This worksheet has both teacher-provided pictures and student-created drawings.



Wanted/Hero Poster

Create a Wanted/Hero poster for a figure from the unit of study. If you consider the person to be a villain, you will create a "Wanted" poster. If you think the person was good, you will create a "Hero" poster. Your poster should include a sketch or digital photo of the person chosen; three reasons why the person was a hero or villain; and a made-up quote from a person living at the time showing what people might have said about this person. This example comes from a study of the Sons of Liberty and a discussion about whether they were heroes or terrorists.

