Getting Started with the Interactive Student Notebook

Presented by TCI

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Using the Interactive Student Notebook
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Introduction

Student notebooks are an essential part of any social studies course. Unfortunately, they are too often drab repositories of information filled with uninspired, unconnected, and poorly understood ideas. Interactive Student Notebooks, however, offer an exciting twist on the conventional social studies notebook. The first time you see one, you will be immediately struck by the colorful and varied expression within its pages. Words and diagrams, bullets and arrows, ink and pencil, a multitude of colors, highlighting—all reveal a unique personal style as students express their ideas, questions, feelings about and reactions to new content in a host of creative ways. No two Interactive Student Notebooks look the same.

At the same time, the Interactive Student Notebook provides a cohesive structure and serves as the organizational anchor for the multiple intelligence activities that occur in a TCI lesson. For each lesson, the Interactive Student Notebook centers on three key elements of the TCI Approach:

“Notebooks have made my students more responsible for their own learning. They have become more involved in the lessons, more attentive during the activities and reading, and more precise in their note taking.”

— Middle School Teacher
Preview Assignments  At the start of each lesson, short, intriguing assignments help students connect the upcoming lesson to their own experience, activating their prior knowledge. The purpose of these assignments, along with examples of the many different types, are found in “Preview Assignment,” page 22.

Graphically Organized Reading Notes  As the lesson unfolds, students use a section called Reading Notes to record, in a striking graphic format, main ideas and supporting details of what they are learning. Typically, all “testable” information can be found in this section. Many examples of the various formats suitable for this part of the notebook are presented in “Graphically Organized Reading Notes,” page 96.

Processing Assignments  Students end each lesson with a Processing assignment—perhaps involving illustrated timelines, Venn diagrams, matrices, annotated maps, flowcharts, sensory figures, advertisements, visual metaphors, or persuasive letters—to synthesize and apply what they have learned. Many examples of these engaging assignments are found in “Processing Assignment,” page 102.

Why Interactive Student Notebooks Engage Students

Teachers find that their students embrace the Interactive Student Notebook enthusiastically. “I used to hate taking notes and filling out worksheets in class,” one student commented, “but I love working on my notebook because it’s fun.” Teachers also report that because the Interactive Student Notebook encourages a variety of forms of expression—personalized responses to the subject matter, artwork, graphics, timelines, maps, and song lyrics—there’s more interest and more involvement by students, in addition to more learning and better retention. Here are some of the reasons Interactive Student Notebooks are found to engage students so thoroughly:

They reach out to students, inviting them to be active participants in their learning. Many students are accustomed to filling out blanks on a worksheet or laboriously copying teacher-written notes from the board or the overhead. The Interactive Student Notebook changes that. At the beginning of a lesson, students are “hooked” with a Preview assignment that taps into their own experiences and prior knowledge. Then students are encouraged to accurately record Reading Notes for a purpose—searching for implications or assumptions, identifying main ideas, providing supporting details, interpreting information. They will use this information during Processing assignments that challenge them to really think and apply what they have learned. As a result, students become more creative, more independent thinkers.

They encourage students to use a variety of intelligences, not just linguistic intelligence. Conventional student notebooks may work for motivated students with strong linguistic skills, but they do not work as well for students with other predominant intelligences. In the Interactive Student Notebook, students approach

Origin of the Interactive Student Notebook

The Interactive Student Notebook was initially developed in the 1970s by Lee Swenson and his colleagues at Aragon High School in San Mateo, California. Teachers at TCI, after using Interactive Student Notebooks in their classrooms and seeing how profoundly they improved instruction, contacted Lee in 1992 about adopting the Interactive Student Notebook as part of the TCI Approach. Lee then collaborated with teachers at TCI to refine his ideas by creating standard guidelines for students and teachers, and by expanding the variety of graphic organizers.

“Students like that the notebooks allow them the freedom and creativity to express themselves in a variety of ways. Parents continually tell me that they think it’s fantastic that kids are relating social studies to their lives and writing about what they learn in their notebooks.”

— High School Teacher
Students use their visual intelligence when they interpret information graphically in their notebooks. With colored markers and construction paper, they create vivid images that help them understand and remember key concepts—such as the attributes of Mexico’s Porfirio Diaz (above left), and the demographic characteristics of modern Latin America (above right).

understanding in many ways. They can tap into their visual intelligence through such elements as graphs, maps, illustrations, pictowords, and visual metaphors; their musical intelligence by composing song lyrics or reacting to a piece of music; their intrapersonal intelligence by reflecting on the ways social studies topics affect them personally; their interpersonal intelligence by recording group discussions and group project notes; and their logical-mathematical intelligence through sequencing and the use of spectrums, graphs, and charts.

They help students to organize systematically as they learn. Students use their notebooks to record ideas about every social studies lesson. They use a variety of organizational techniques—topic headings, color-coding, different writing styles—to give coherence to what they learn. The notebook also helps students keep assignments together and in a logical order. Gone are the days of notes and assignments wadded up and stuffed in backpacks or lockers.

They become a portfolio of individual learning. These personal, creative notebooks become a record of each student’s growth. Teachers, students, and even family members can review a student’s progress in writing, thinking, and organizational skills.
Hints for Making Effective Interactive Student Notebooks

Teachers use the Interactive Student Notebook in a variety of forms. Some give their students the consumable workbook that is provided with TCI’s core program materials. Teachers who elect to use this consumable can follow the sequence exactly as designed, having students complete the specified Preview, Reading Notes, and Processing assignment for each lesson. This is helpful to teachers who are new to TCI Approach, since they can rely on the published Interactive Student Notebook for support while they are learning to use the essential elements and strategies of the program.

Other teachers elect to supplement the printed workbook with their own handouts and materials that students bring in. Students use spiral-bound notebooks or three-ring binders to combine the materials, cutting and pasting as they create their own unique Interactive Student Notebooks. In this format, TCI materials serve as the backbone, but teachers have the flexibility to tailor instruction to suit their needs.

Help Students to See the Coherent Whole

The Interactive Student Notebook groups assignments by unit, so that students can see a logical flow from assignment to assignment and begin to understand the coherence of the unit. Their notebooks serve as a chronological record of their work and help reinforce the major concepts and themes in a unit.

This is where the parts of the integrated lesson come together—the Preview, the graphically organized Reading Notes, and the Processing assignment. Using this framework helps students see how everything connects.
It Takes Time
Teaching students how to use Interactive Student Notebooks is a complex task. It takes patience, good modeling, and constant reinforcement. You will discover that your students’ notebooks will improve dramatically over time.

“The notebook allows me to express my opinions about what we are learning. I usually don’t get to do that in my other classes.” — Middle School Student

Still other teachers may be developing their own curricular materials based on the TCI Approach. They won’t have a published notebook to start with, but they can follow the same structure, having students create spiral-bound Interactive Student Notebooks that include the teacher’s own lesson Previews, graphic organizers for capturing content notes, and Processing assignments, plus any additional support materials. Creating this type of Interactive Student Notebook is labor-intensive, but many teachers are willing and eager to take on the task because of the tremendous success of this powerful organizational and instructional tool.

Regardless of the format you plan to use, the following hints will increase the effectiveness of your Interactive Student Notebooks and allow students’ individual styles to flourish.

1. Supply materials that inspire creativity. An abundance of materials—colored pencils and markers, scissors, glue sticks, colored highlighters—will spark creativity for notebook assignments. Some teachers collect a class set of materials to keep in their room. These can be used by students who don’t otherwise have the materials they need for in-class work on their notebook.

2. Let students create their own covers. When you introduce the Interactive Student Notebook, encourage students to embellish theirs with a colorful cover that in some way reflects the content you are teaching. This immediately sends the message that the notebooks will be their own creations that they can take pride in—and it helps cut down on the number of lost notebooks during the year.

3. Personalize the notebooks with an author page. Have students create a page about themselves to include at the front of their notebooks. Their author page could include a portrait or photograph, as well as personal information or favorite quotes. (As needed, remind students that any content unsuitable at school is also unacceptable for use in notebooks.) With both a personalized cover and an author page, very few notebooks get lost.
Notebook covers can be as individual as your students. It’s up to each teacher to specify which information is considered essential for the cover, such as student’s name, course name, class period, date. Beyond that, the students’ design treatment may take a wide variety of forms, from the simple to the complex, from the pictorial to the abstract.
Interactive Student Notebook Guidelines

What is the purpose of the Interactive Notebook?
The purpose of the Interactive Student Notebook is to enable you to be a creative, independent thinker and writer. Interactive notebooks will be used for class notes as well as for other activities in which you will be asked to express your own ideas and process the information presented in class.

What materials do I need?
- Spiral notebook—white paper, college-ruled, at least 100 pages
- Pencil
- Blue and black pens
- Glue stick and scissors
- Colored pens and pencils
- Highlighters
- Zipper pouch

What goes in my notebook?
Everything we do in class. We will use graphically organized visuals to help you take notes, structuring them so that key ideas are clear and supported by examples from class activities, discussion, or reading assignments. Your notebook will also be used for a variety of different activities to preview learning and process new content to demonstrate understanding. This is where you will record and express all of your well-considered ideas.

How can I earn an A on my notebook?
A student who expects to earn an A- or higher grade on the notebook will be one who keeps a complete, neat notebook, produces quality work, and has taken the time to consistently extend learning beyond classroom assignments. You will show this by including “Making Connections” entries, unassigned work that you complete in addition to our regular class assignments.

What do you mean by “Making Connections”?
For “Making Connections,” you place articles, pictures, or cartoons (from magazines, newspapers, or the Internet) into your notebook, along with a 4–5 sentence summary and reflection on how the materials relate to our topic of study. You might also include original drawings. “Making Connections” entries should sharpen (rather than clutter) the visual appearance of your notebook.

How will my notebook be graded?
Notebooks will be graded on thoroughness, quality, organization, and visual appearance. You will know the value of each major notebook assignment when it is given. About 25 percent of your grade for the course will be based on the notebook.

An important part of your notebook is its visual appearance. Your notebook should be NEAT! Each entry should be title and dated. Your artistic talent should be visible throughout the notebook.

Notebooks will be checked periodically for completeness—usually about every 3–4 weeks, except for the first few weeks of class, when they will be checked more regularly. All class notes and notebook assignments should be included, even for days you were absent.

What happens if I am absent?
If you are absent, it is your responsibility to obtain notebook assignments from a classmate or from the Interactive Teacher Notebook.

Share this handout with your parent or guardian. When both of you have read this information, please sign your names below.

Student Signature ________________________ Parent Signature ____________________________________
4. Give clear guidelines for the notebooks. One of the most important steps for successful notebooks is to establish clear guidelines. Decide ahead of time what you expect your students to produce in their notebooks, and then clearly communicate your expectations. Most teachers create a list of criteria—how notebooks will be graded, what percentage of the class grade will depend on the notebooks—and ask students to attach that list to the inside cover of their notebooks. Some teachers even include directions for specific types of notebook assignments, class rules, and their grading policy.

You might also send a letter to students and families, explaining the purpose of the notebook and your expectations. In the sample guidelines shown on page 168, students and their parents are asked to sign the handout to show that they have read the guidelines and understand the purpose and importance of the Interactive Student Notebook.

5. Consider adding a table of contents. You may want students to create a running table of contents for their notebooks. This can be as simple as a list of completed assignments and page numbers, or it could include more complex information. Add your comments and scores for each assignment. This will help you immensely when it comes time to grade the notebooks.

This student’s contents page lists each assignment completed and the page number where it can be found. A table of contents helps students stay organized, and helps you at grading time.
6. Add unit title pages that echo the unit theme. For each unit you study, have students design a title page for that section of their Interactive Student Notebook. On this page they would write the title of the unit, and then find and affix pictures or draw illustrations to represent the unit’s theme. This is an opportunity for students to preview the chapter, as well as to use their creative genius to personalize their notebooks.
How to Manage Interactive Student Notebooks

If you have four or five classes a day, each with up to 35 students, that means you could have 150 or more student notebooks to keep track of. Because so much of the students’ work appears in these notebooks, you will need a system for assessing them. Ideally, you will both informally assess the notebooks on a regular basis, to give students immediate feedback, and also formally collect and grade the notebooks every three to four weeks.

An earlier section of this book, “How to Make Assessment of Student Notebooks Manageable” (pages 125–127), gives you further details and tips on effectively managing this task.

Create an “Interactive Teacher Notebook.” Another management tool to help you monitor the use and the effectiveness of the Interactive Student Notebook throughout the year is an “Interactive Teacher Notebook.” All you need is a master notebook in which you record each notebook assignment, attach student handouts, store copies of content notes, and make annotations on the activities for future reference—notes on how they went, which groups or individuals seemed to have trouble with them and why, and what questions really worked to prompt good critical thinking.

By keeping a master notebook, you have a visual record of what took place in class. If you incorporate details about the lesson objectives, standards addressed, materials needed, and procedures, the teacher notebook serves as your lesson-planning book as well. It is the ideal place to reflect on the outcome of lessons and to record ideas about how to make them more effective in the future.

The Interactive Teacher Notebook serves both the teacher and the students. For the teacher, this tool
• functions as the teacher’s lesson-planning book.
• includes a table of contents that becomes the “official” record of assignments.
• provides a place to store extra materials and handouts.
• communicates special instructions for students who have been absent.
• serves as a journal to reflect on the effectiveness of activities and assignments and ways to improve them.

For students, the Interactive Teacher Notebook
• is a place they can find any information and assignments they missed during an absence.
• serves as a model of how assignments should be title, dated, and arranged.
• allows them to check the completeness of their own notebook.
Preview activities are quick and simple. Students record responses to short, engaging assignments in their Interactive Student Notebooks.

**Introduction**

With the TCI Approach, lessons begin with a Preview assignment, a short, engaging task that foreshadows upcoming content. Some Preview assignments challenge students to predict what a lesson will be about; others draw a parallel between key social studies concepts and students’ lives. The goal is to spark interest, activate prior knowledge, tap a wide range of intelligences, and prepare students to tackle new concepts.

Students generally complete Preview assignments in their Interactive Student Notebooks, which you will continue to learn about in other sections of this book. In brief, the Interactive Student Notebook is a powerful classroom tool for organizing student learning. Students use it throughout a lesson, from the Preview assignment, to the graphically organized Reading Notes, to the final Processing assignment. Turning to the Preview assignment at the beginning of each lesson serves as a reminder to students that for this work, they will be using their multiple intelligences and critical thinking skills to organize information in new and engaging ways.
Examples of Preview Assignments

There is no single formula for a good Preview assignment. The TCI Approach encourages a wide variety of paths into a lesson. Following is a sampling of the variety of ways you might have students preview their lessons.

**Analogies** Students can respond to prompts that encourage them to explore a situation in their lives that is analogous to a circumstance or event they will be studying.

*Examples*

- Before students learn about ancient Egypt’s social pyramid, have them draw a “social pyramid” for their school, arranging several individuals and groups on their pyramid, including the principal, teachers, and student council. Ask several students to share their drawings. Afterward, explain to students that just as their school has a specific hierarchy, so did the society of ancient Egypt.

- Before a lesson on issues that led to the Civil War, students write responses to this prompt: *In what ways were the conflicts between the North and the South like a rivalry between siblings?* Conduct a class discussion as several students share their responses. Afterward, explain to students that the tensions between the North and South were in many ways like the tensions in a rocky relationship, and that they will be learning about the differences between the North and the South that created these tensions.

**Reviewing for Previewing** Students recall the key points of a previous unit or lesson to make predictions about or connections to the topic they will be studying.

*Examples*

- Before students learn about the form and function of a mosque, project images of the architecture of a Gothic cathedral (from a previously studied unit). Have students recall the names and functions of the parts of a cathedral. After reviewing the images, explain that students will now be studying the form and function of a mosque, another place of worship, and that they will look for similarities and differences between the two types of buildings.

- Before students read excerpts from Thomas Paine’s pamphlet *Common Sense*, have them write a one-paragraph response to this prompt: *Given what you know about the American Revolution so far, predict what arguments for independence might be presented in a pamphlet entitled “Common Sense.”* Have several students share their paragraphs. Afterward, explain that students will be studying a revolutionary pamphlet that had a tremendous impact on American colonists and helped convert many of them to the cause of independence.
Comparing Personal Experience with Key Concepts  Students answer questions relevant to their life or relate a personal experience that foreshadows key themes of the upcoming lesson.

Examples

• Before students learn about the achievements of India’s Gupta Empire, have them write a paragraph about a “golden age” in their own life. You might have to define the term golden age as a time of special accomplishment. Have several students share their writing. Afterward, explain that students will be learning about the golden age of the Gupta Empire and the achievements that earned this age that title.

• Before students learn about the vital role music played in West African culture, have them respond to this prompt: Describe the differences among the types of music played at birthday parties, marriage ceremonies, and funerals. Have several students share their responses. Afterward, explain to students that differences in rhythm, tempo, and tone of music help people—whether American or West African—to communicate the distinct emotions and feelings associated with certain events.

• Before students learn about the travels of Marco Polo, have them respond to this prompt: Describe a situation in which someone you know was accused of lying, even though the person was telling the truth. Have three or four students share their answers. Afterward, explain that they will learn about and then try to defend Marco Polo, a man accused of exaggerating what he saw and experienced in China during the 13th century.

• Before students study the different approaches taken by Martin Luther King Jr. and Malcolm X during the civil rights movement, ask them to respond to the following question: What is the best way to make sure your opinion is heard when someone does not agree with your ideas? Have students share their answers and lead a discussion based on their ideas. Afterward, point out to students that they did not all suggest the same way to make sure their opinions are heard, just as Martin Luther King Jr. and Malcolm X suggested very different courses of action during the civil rights movement.

Creating Simple Prototypes  Students create a product that has some personal relevance and is similar to—but smaller or simpler than—the product they will be creating in an upcoming activity.

Examples

• Before students study the original American colonies and create travel brochures to attract people to a specific colony, have them do this Preview assignment: Create a simple advertisement, using both words and visuals, that city officials might use to encourage people to settle in your community. Ask several students to share their responses. Afterward, explain that advertisements often reflect only the ideal view of a subject. Tell students to keep this in mind when creating their travel brochures in the upcoming activity.
Before students study the use of propaganda in World War I, have them respond to the following prompt: Describe your favorite advertisement from TV, radio, magazines, or a billboard. Explain which aspects of the advertisement make it memorable to you. Ask several students to share their answers. Afterward, discuss the purpose of advertising and the devices used to sell products and shape opinion. Tell students that they will learn about the tools and purpose of propaganda posters during World War I and apply what they discover to create a propaganda poster for an issue they feel strongly about.

**Predicting** To foreshadow an upcoming lesson, students predict what, why, how, or when certain events might have occurred.

**Examples**
- Before students chronicle the development of the Muslim Empire, have them respond to this prompt: List the challenges you think the Muslim community might have faced after the death of Muhammad. Have three or four students share their lists. Afterward, explain that in this lesson they will learn how Muslims struggled to remain united and to spread Islam beyond the Arabian Peninsula after Muhammad’s death.
- Before students explore how the Aztec and Inca Empires fell, have them write a paragraph in response to this prompt: What factors enabled Spanish leaders like Cortés and Pizarro, with armies of only a few hundred soldiers, to conquer the enormous empires of the Aztecs and Inca? Have several students share their responses. Expect many students to suggest that guns gave the Spanish an advantage. Afterward, explain that students will explore the role that guns, as well as a variety of other factors, played in the conquest of the Aztecs and the Inca.

**Provocative Propositions** Have students respond to a provocative proposition. The proposition should introduce a key theme or concept that will be explored in the upcoming lesson.

**Examples**
- Before students learn about Alexander the Great, have them draw a figure of a “good leader” and define the qualities they believe make a good leader. After students share their ideas, explain that they will now learn about a figure who is considered one of the great leaders of all time.
- Before students learn about the gold-for-salt trade in West Africa, have them write a paragraph that supports or refutes this proposition: Salt is worth its weight in gold. Have three or four students share their arguments. Expect that most students will refute the proposition. Point out that the value of most goods is based on how much of the good is available (supply) and how many people want it (demand). Afterward, explain that students will learn that salt was as valuable to people living in medieval West Africa as gold is to Americans today.
Responding to Visual Images Students respond to an image that will be used later in the lesson. They might quickly sketch the image, record impressions of it, or predict what they believe is happening.

Examples
- Before introducing students to colonial society, have them create a spoke or web diagram with “Colonial Settlers” at the center. As they view images of paintings of colonial life, have them write on the spokes particular words or phrases that describe the Europeans who first settled in America. Have two or three students share their diagrams. Afterward, explain that students will learn about the origins and development of the British colonies in America.

- Before students learn about the exploration and settlement of America’s vast inland empire in the 1800s, have them view an image of an allegorical painting of Manifest Destiny, sketch the image, and respond to this prompt: Label at least three details in the image that you think represent important historical ideas that might be part of this lesson. What topics do you think we will explore? Based on the details in this image, what do you think the title of the lesson might be? You might allow students to discuss the prompt in pairs before writing their answers. Lead a brief discussion. Afterward, explain that they will be studying the concept of manifest destiny and how it affected westward expansion.

Responding to Music Students record their initial responses to music related to the activity or lesson. They might describe the tone, connect the lyrics to content themes, or record their sensory responses.

Examples
- Before students learn about resistance to apartheid oppression, have them listen to a South African resistance song and respond to these questions: What is the tone of the song? What examples of oppression does the song refer to? What form of resistance does the song urge? Afterward, explain to students that they will learn about apartheid and various forms of resistance to it.

- Before students learn about the reform movements in America in the 1800s, have them listen to a song from the women’s suffrage movement and respond to these questions: What emotions are expressed in the lyrics? Do the melody and lyrics seem to go together? Why or why not? Why do you think women would write and sing a song like this? Do you think this song’s message still has meaning today? Why or why not? Allow students to share their observations. Afterward, explain that students will learn about the reform movements and the important role women played.
“What If” Sketch Given a particular situation, students draw a sketch showing what might happen next, or what would happen if some key event did not happen, or if some fundamental idea did not exist.

Examples
- Before students learn about industrialization during the second half of the 19th century, show them an image of an industrial city. Have them sketch that same city as it might look like if steel and oil did not exist. Have several students share their ideas. Afterward, explain that students will see how improved techniques in steel processing and oil refining dramatically changed life in the United States during the second half of the 19th century.
- After they study Marxist theory but before they begin a study of the Russian Revolution, show students an image of Tsar Nicholas II being chased by wolves. Have them sketch what would happen next in this scene if there were a successful Marxist revolution in Russia. Afterward, explain that students will learn about what did happen next: the Russian Revolution.

“You Are There” Scenarios Students record their responses to a “You Are There” scenario that introduces a key theme of the upcoming content.

Examples
- Before a lesson in which students recreate a press conference on the eve of the Civil War, ask them to pretend they are advisors to President Lincoln and to write a one-paragraph response to this prompt: In response to the bombing of Fort Sumter, President Lincoln should (1) send in Union reinforcements, (2) evacuate Union troops, or (3) do nothing. Ask students to justify their recommendation. Call on three or four students to share their responses with the class. Then explain that this lesson will enable them to better understand the various perspectives that surrounded the issues of secession and civil war in 1861.
- Before a lesson on the Bill of Rights, show students an image of British soldiers ransacking the belongings of a colonial home with family members present. Ask individuals to assume the role of one of the characters in the image and share what is happening, why they think it is happening, and how they feel. Allow several students to share their responses. Afterward, explain that they will learn about search and seizure, one of the issues that would be addressed in the Bill of Rights.
Introduction

One of the most powerful ways to improve students’ comprehension and retention in any subject area is to have them complete innovative, graphically organized notes on the reading they do for each lesson. Unlike traditional, outline-style notes, graphically organized notes inspire students to think carefully about what they have read as they record main ideas in a form that engages both their visual and linguistic intelligences. Graphic organizers help students see the underlying logic and interconnections among concepts. When students record information in engaging, visual ways, they are better able to recall key social studies concepts months—even years—later. Graphically organized Reading Notes, like Preview assignments, are recorded in the Interactive Student Notebook (further discussed in “Using the Interactive Student Notebook,” page 162).

Illustrated in this section are some of the inventive graphic organizers that have been suggested for lessons following the TCI Approach. Each will help students record notes on their reading in a meaningful and memorable way.
**Venn Diagrams**  Students can use a Venn diagram as a graphic organizer to compare and contrast key figures, groups, concepts, or places.

*Example*
In a lesson about the Constitution, students play a game in which they learn how one branch of government can check the power of the other. In a Venn diagram in their Reading Notes, they capture key features of a system in which the national and state governments share power.

**Spoke Diagrams**  As a visual alternative to outlining, spoke diagrams or webs are a powerful way for students to organize related pieces of information.

*Example*
In a lesson on Africa, students are introduced to the major features of Kilwa, the Kongo Kingdom, and the Zimbabwe state. As they view, analyze, and discuss visual images as a class, each student creates an illustrated spoke diagram to record the class findings.
**Illustrated Outlines** Students can use a more traditional outline form but add simple drawings and symbols to graphically highlight and organize their notes.

**Example**
In a lesson on the first people who settled North America, students discover the relationship between Native Americans and the land. Simple sketches for each main topic help students create meaningful notes.

![Development of Native American Cultures](image)

**Matrices** Setting up a matrix is a good way for students to organize large bodies of information in their notes.

**Example**
For a lesson about important and controversial issues facing the United States during the Progressive Era, students participate in a panel debate in which several historical figures discuss the question, *Is something wrong with America?* Students record their findings in an illustrated matrix.
**Annotated Images** Simple sketches of powerful images, which students annotate with information they have read in their textbook, can help them understand difficult content.

**Example**
In a lesson about reform movements of the mid-19th century and the role of women in those movements, students annotate images of reformers carrying protest signs to record facts and ideas they have gleaned from their reading.

**Illustrated Timelines** A timeline is an important organizing tool that helps students sequence a series of events in chronological order. Adding illustrations makes the sequence more memorable.

**Example**
As students review the major steps in the evolution of democracy, they create a timeline with a symbol, illustration, or picture for each of the steps.
Mind Maps  To better understand the beliefs of important figures, students can fill in outlined heads with quotations and paraphrased thoughts that represent the person they are learning about.

Example
Students read about and discuss critical thinking questions related to the ideas of Thomas Jefferson and George Washington. They draw and label a simple outline of the heads of Jefferson and Washington and record important quotations and paraphrased beliefs for each figure inside the appropriate outline.

T-Charts  Students can use T-charts to compare classroom experiences with key social studies concepts or events, to contrast advantages and disadvantages of a topic, or to compare and contrast two different ideas.

Example
Students participate in an activity to simulate the struggle to maintain unity in the Mauryan Empire and then read about that period in history. Completing a T-chart helps them connect specific experiences from the activity with historical details from the period.

<table>
<thead>
<tr>
<th>In-class Experience</th>
<th>History of India 184 B.C.E. to 320 C.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue, Green, Orange, and Red groups earned tokens by crossing chairs blindfolded.</td>
<td>Regional kingdoms produced goods that could be traded for profit.</td>
</tr>
<tr>
<td>Purple group earned tokens by assisting other groups across chairs.</td>
<td>Mauryan leaders collected taxes from regional kingdoms in exchange for protection.</td>
</tr>
<tr>
<td>Purple group assisted all groups across chairs in round 1 of the activity.</td>
<td>Early Mauryan leadership effectively governed regional kingdoms.</td>
</tr>
<tr>
<td>Purple group earned lots of tokens in round 1 of the activity.</td>
<td>Mauryan leaders profited from their control of regional kingdoms.</td>
</tr>
<tr>
<td>Some groups earned more tokens by crossing chairs without assistance.</td>
<td>Kingdoms that traded independently with foreign nations became wealthy.</td>
</tr>
<tr>
<td>Some groups chose to cross the chairs without assistance from the Purple group.</td>
<td>Regional kingdoms eventually broke away from the Mauryan Empire.</td>
</tr>
</tbody>
</table>
Sensory Figures  Students can annotate simple drawings of prominent figures to show the thoughts, feelings, and experiences identified with certain content or concepts.

Example
In a lesson about Egypt’s rival, Kush, students analyze images depicting important events and leaders from four periods. As they read about each period, they complete a sensory figure of a Kush leader to show what he might have seen, heard, touched, or felt at the time.

### Word Bank

<table>
<thead>
<tr>
<th>invaders</th>
<th>Kushite pharaohs</th>
<th>Jebel Barkal</th>
<th>Assyrians</th>
</tr>
</thead>
</table>

Possible answers:

- **With my ears, I hear...**
  
  the joyous shouts of my Kush invaders as we take control of Egypt.

- **With my eyes, I see...**
  
  the beauty of the temple we built at Jebel Barkal.

- **With my heart, I feel...**
  
  proud that the Kushite pharaohs tried to revive the past glory of Egypt.

- **With my hands, I touch...**
  
  the trembling ground as the army of the Assyrians drive us out of Egypt.

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“*The Reading Notes are very useful. They help me organize my thoughts, which is usually very difficult for me.*”

— Middle School Student
Processing assignments challenge students to show their understanding of new ideas in a variety of creative ways. For example, the photo above shows how a student represented her understanding of the five main beliefs of Hinduism by creating a mandala. Students say assignments like these make the most important information “stick” in their memory.

Introduction

Processing assignments are lesson wrap-up activities that challenge students to synthesize and apply the information they have learned. Simply recording notes on a lesson does not mean students have learned information. They must actively do something with the information if they are to internalize it. In the TCI Approach, Processing assignments take students beyond low-level regurgitation of facts and details, instead challenging them to complete tasks that incorporate multiple intelligences and higher-order thinking skills.

There are many different and engaging ways to help students process new ideas. They might transform written concepts into an illustration or flow chart, summarize the main point of a political cartoon, or organize historical events into a topical net. They might state their position on a controversial issue, wonder about hypothetical “what if” situations, and pose questions about new ideas presented in the lesson. For each Processing assignment, the intent is to have students actively apply what they learned in a lesson so that you—and they—can assess their understanding. Processing assignments, like Preview assignments and graphically organized Reading Notes, are recorded in the Interactive Student Notebook (further discussed in “Using the Interactive Student Notebook,” page 162).
Examples of Processing Assignments

Following are a wide variety of types of Processing assignments, with representative examples linked to specific content. You will notice that some of the formats are similar to those suggested for graphic organizers in Reading Notes (as discussed on pages 96–101). Others replicate the form of writing assignments that are described for Writing for Understanding (pages 56–65), although Processing assignments are typically less complex than the pieces that students do in Writing for Understanding lessons.

Advertisements  Students can design advertisements that represent migration, settlement, or the significance of a specific site.

Examples
- Create a classified advertisement that would appeal to 19th century immigrants looking for job opportunities in the United States. Include a title written in bold letters and at least three job listings. For each job listing, include a catchy heading, a two-sentence description of the job, and an appropriate visual.
- Create a page from a travel book that travelers might use to find information about unfamiliar customs of India. The page should contain a title, brief descriptions of three customs, colorful visuals, and other creative touches.
- Design a real estate advertisement that would encourage people to move to Constantinople in the sixth century.

Address Multiple Intelligences

Processing assignments can tap into visual-spatial intelligence by including graphs, maps, illustrations, pictowords, and visual metaphors; musical intelligence by asking students to compose a song or react to a piece of music in writing; intrapersonal intelligence by allowing students to reflect on how concepts and events affect them; interpersonal strengths by serving as a place to record group discussions and project notes; and logical-mathematical intelligence through the use of sequences, graphs, and charts.
Model Assignments
Innovative assignments like these will be new to most students. To set students up for success, model each new type of assignment. Before asking them to create a sensory figure, for example, model one on an overhead transparency.

Annotated Illustrations  Students could make annotated illustrations to recount a story of travel or migration, to represent a moment in time, or to label architectural features.

Examples
- Create a simple illustration of an Inca village. Below your illustration, write a description of a day in the life of a commoner from sunup to sundown.
- Draw a mosque and label its parts.
- Make an annotated illustration of an immigrant’s journey from Europe to settlement in the United States.

Book or Compact Disk Covers  Students might design covers for books or compact disks to highlight and illustrate important concepts.

Examples
- Create a compact disc cover for the song “La Discriminación.” The cover should include a title and visuals that illustrate important themes and issues in the song.
- Using both words and graphics, create a cover for an issue of National Geographic that highlights archaeological discoveries made at Mohenjo-Daro. The cover must include an imaginative subtitle, visuals of three artifacts, and brief captions that explain what each artifact reveals about daily life in Mohenjo-Daro.
- Design a cover for Common Sense. Include on the front cover a two-sentence summary of the life and experiences of Thomas Paine, a quotation from Common Sense with a one-sentence explanation of what the quotation means, and three comments from other revolutionary leaders.
Caricatures  Students could draw a caricature to represent the main characteristics of a group, or to convey how an individual or group is or was perceived by another group.

Examples
- Draw a caricature of a European immigrant at the turn of the century. Label the immigrant's clothes, possessions, and body parts to show what a typical immigrant might have felt or been prepared for upon arrival in America.
- Draw a caricature of Christian armies during the Crusades from a Muslim perspective.
- Draw a caricature of Alexander Hamilton. Label aspects of the caricature to show his views on these topics: the nature of human beings, best type of government, political parties, ideal economy, and the Constitution.

Commemorative Markers  Students can design and create plaques or markers to commemorate and summarize the significance of important places and events.

Examples
- Create a historical marker for the Alamo. The marker should include a drawing of the Alamo, a succinct summary of the events that transpired there in 1836, and a brief explanation of the Alamo's significance in the history of the Southwest.
- Create a historical marker to commemorate the birthplace of Siddhartha Gautama, the Buddha. The marker should include a picture of Siddhartha from some stage in his life, a brief summary of his life, and an explanation of the importance of his life in the history of Asia.
Eulogies  Students can write eulogies to extol the virtues of prominent historical figures or civilizations.

Examples
- Write a eulogy for the Roman Empire that summarizes the accomplishments of the empire and describes how those accomplishments—in law, architecture, art, and government—are seen in the world today.
- Write a eulogy for Susan B. Anthony, including an appropriate inscription for her tombstone.
- Write a eulogy for the Ottoman Empire that contains the following words: *millet system, Muslim, sultan, diversity, peace.*

The Glory of the Ottoman Empire Is Not Forgotten

Oh Sultan, what diversity your majesty governed!
Muslim, Christian, Jew,
So many languages, so many cultures,
All working in harmony because of your brilliant millet system.
Each faith governed by a leader overseen by you,
practicing ancient cultures in peace.
Who but the mighty Ottomans could have devised such a plan of tolerance and cooperation?
The glory of Allah
and the magnificence of the Mediterranean World
Were showcased in cosmopolitan Constantinople,
Your brilliant capital and crossroads of the world.
But the West could not be sated simply by trade;
The sweet wealth of Ottoman lands was too tempting.
Arabia's oils, Turkey's ports, the fruits of Palestine and the wheat of the Nile were too much.
They came, the French and the British and the Russians,
but they did not understand your legacy of tolerance.
They sowed division, separation,
and the Ottoman Empire shrunk.
**Facial Expressions**  By drawing heads with pertinent facial expressions and related thought bubbles, students can summarize the feelings of groups who have different perspectives on a single topic.

**Examples**

- Draw heads and show the facial expressions of the negotiators from each country represented at the Paris Peace Conference at the end of World War I. Make thought bubbles revealing each leader’s goals for the peace treaty.
- Draw heads and show facial expressions to represent the feelings that hawks, doves, military leaders, and war protesters had about the Vietnam War in 1969. Make thought bubbles above the heads to show what each group might be thinking.
- Draw heads and show facial expressions to represent the feelings of the Mongols, the Chinese government, and the Chinese peasants after the Mongol invasion. Make thought bubbles above the heads to show what each group might be thinking.

**Flow Charts**  Students can draw flow charts to represent causal relationships or to show steps in a sequence.

**Examples**

- Create a flow chart with simple drawings showing how the textile industry grew.
- Create a flow chart that shows the cause of the Russian Revolution.
- Create a flow chart that chronicles how the Cold War intensified from 1945 to 1949.

> “Processing new content draws kids into social studies because these assignments are crafted with special attention to all intelligences.”

— High School Teacher
Forms of Poetry  Students might write a poem, perhaps in a specified style or format, to describe a person, place, event, or the feeling of a moment.

Examples

- Using the word depression, write an acrostic that describes the impact of the Great Depression.
- Write a biographical poem on Buddha that follows this format:
  Line 1: First and last name
  Line 2: Four adjectives describing the Buddha
  Line 3: Relative (son, daughter, husband, wife) of…
  Line 4: Resident of (city, and/or country)…
  Line 5: Who lived from (year to year)
  Line 6: Who searched for…
  Line 7: Who taught…
  Line 8: Who is remembered for…
  Line 9: First and last name

The Buddha
Siddhartha Gautama
Ficus, experienced, wise, holy
Son of King Suddhodana and Queen Maya
Resident of India near the Himalayas
Who lived during the fifth century B.C.E.
Who searched for enlightenment
Who taught moderation through the Eightfold Path
Who is remembered for developing a belief system
Still important today
First name of Buddha means Enlightened One

DEPRA
- Devastating economic collapse
- Poverty strikes
- Reality grim
- Everywhere
- Savings lost
- Adness grows
- Insecurity mounts
- Ominous
- Nowhere to turn.
Illustrated Dictionary Entries  Students can explain key terms in a lesson by making their own illustrated dictionary entries. They define the term in their own words, provide a synonym and an antonym, and draw an illustration that represents the term.

Examples
- Create an illustrated dictionary entry for the term samsara (enlightenment).
- Create an illustrated dictionary entry for the term monopoly.

Illustrated Proverbs  Students can choose a familiar proverb that helps explain complex concepts, and then illustrate the proverb to show how it pertains to the situation they are studying.

Example
- Complete this statement: “The Loyalist arguments against colonial independence are best represented by this proverb…. ” Choose one of the following proverbs or another one familiar to you:
  Don’t bite the hand that feeds you.
  Children should respect their elders.
  Don’t cut off your nose to spite your face.

Below the proverb, make a simple drawing of the proverb and label the historical comparisons.
Invitations Students can design invitations that highlight the main goals and salient facts of important events.

Examples

- Design an invitation that might be sent to prospective participants in a conference held to debate how the resources of the Brazilian rainforest should be used. The invitation should include information about when the convention will begin and end, who will be participating, where it will be held, and what will be accomplished. Invitations should include a bold title, an eye-catching visual, and other creative touches common in formal invitations.

- Design an invitation that might be sent to prospective delegates to the Constitutional Convention. The invitation should include information about when the convention will begin and end, where it will take place, who has been invited, and what will be accomplished at the meeting. Invitations must include a bold title, a catchy statement to entice delegates to attend, and other creative touches common in formal invitations.

A Convention to Revise the Articles of Confederation

You are cordially invited to participate in the most important political meeting since the signing of the Declaration of Independence.

Beginning May 14, 1787, and lasting until the completion of our work

Pennsylvania State House, Philadelphia, Pennsylvania

Attendees will include George Washington and Benjamin Franklin

It is our express purpose to revise the Articles of Confederation so that our government is better able to maintain order and promote prosperity.
Journals  Assuming the role of a key figure, students write journal entries that recount that person’s feelings and experiences, using the language of the era.

Examples
- Pretend you are a Confederate soldier at the beginning of the Civil War who has relatives living in the North. Explain why you are fighting for the Confederacy and what you will do if you encounter a relative on the battlefield.
- Pretend you are an Arab traveler on the Silk Road to China. Write a log that describes the highlights of your trip.
- Pretend you are a peasant, an aristocrat, or a member of the clergy during the radical stage of the French Revolution. Keep a journal of how the events of this stage affect you.

Metaphorical Representations  Students might illustrate analogies that metaphorically explain difficult or abstract concepts.

Examples
- Complete this statement: “The scramble for African territory among European powers was like….” Use one of the following analogies or one of your own: prospectors racing to stake a claim in the gold country; concertgoers clamoring for the best seats; sharks in a feeding frenzy. Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: “The three branches of government under the Constitution are like….” Use one of the following analogies or one of your own: a three-ring circus, a football team, a musical band, a three-part machine. Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: “The many changes in communist policies in China were like….” Use one of the following analogies or one of your own: shifting winds, a seesaw, a tennis game. Make a simple drawing of the analogy and label the historical comparisons.

“When I have to write as somebody living in another place and time, it really helps me figure out what people were dealing with back then.”
— High School Student
Mosaics  Students might create mosaics to synthesize information from a broad content area. Within the overall design, they can combine visuals and words on individual “tiles” to represent similarities, differences, and important concepts.

Examples
- Create a mosaic on Latin American demography. The mosaic should include an appropriate title, at least five colors, “tiles” whose sizes and shapes match the importance of the various topics, key words or phrases and a symbol on each tile, and graphics that show imagination and creativity.
- Create a mosaic to summarize key details on how Native Americans adapted to their environment. The mosaic should include an appropriate title, at least five colors, “tiles” containing visuals of various environmental adaptations, key words or phrases that describe each visual, and graphics that show imagination and creativity.

“Perhaps the most basic thing that can be said about human memory, after a century of research, is that unless detail is placed in a structured pattern, it is easily forgotten.”

– Jerome Bruner
**Perspective Pieces**  Students can make drawings or write newspaper articles to represent different perspectives on controversial figures, events, and concepts.

**Examples**
- Create a Janus figure—a drawing based on the Roman god portrayed with two opposite faces—to represent the English and French perspectives on Joan of Arc. Label each part of the figure and explain its symbolism.
- Design a commemorative plaque for Hernán Cortés from the Spanish perspective. Then, design a Wanted poster for him from the Aztec perspective.
- Write two newspaper articles summarizing the bombardment of Fort Sumter. The first article should represent the perspective of a Union journalist, and the second should represent the opposing Confederate viewpoint.
- Draw a simple representation of a pioneer and a Native American and list their different perspectives on the advantages and disadvantages of westward expansion by white settlers.

![](image)

**Pictowords** To help define difficult concepts and themes, students can create pictowords, or symbolic representations of words or phrases that show their meaning.

**Examples**
- Create a pictoword for *imperialism*.
- Create a pictoword for *escalation*.
- Create a pictoword for *appeasement*.
- Create a pictoword for *fascism*.
Political Cartoons and Comic Strips  Students might create political cartoons and comic strips that provide social or political commentary on important events.

Examples
- Create a political cartoon that comments on the relationship between the North and the South on the eve of the Civil War. As symbols for the North and South, you may use siblings, a wife and husband, neighbors, or images of your own.
- Create a comic strip that depicts the steps involved in the silent trading of gold and salt in 10th-century West Africa. Captions or voice bubbles for the comic strip should contain these terms: North African, Wangaran, Soninke, gold, salt, Sahara Desert, Niger River, Ghana.

Postcards  After studying specific content, students could design and write messages on postcards to summarize information about places or events.

Examples
- Assume the role of a colonist who has settled in one of the thirteen colonies in the early 18th century. Write a postcard to a friend in Europe describing the colony in which you have settled. Describe the key features of the colony and the colonists’ reasons for settling there. Create an image for the reverse side of the postcard that includes drawings, maps, or other visuals that highlight interesting aspects of the colony.
- After taking a “bus tour” that explores four aspects of life in Mexico City—its history, culture, neighborhoods, and environment—students can design and write a postcard summarizing what they learned.

Posters  Students can draw posters to emphasize key points about political ideas,
a key figure’s point of view, or the reason behind important events.

Examples

• Create a campaign poster that might have been used in the election of 1828. The poster should list Andrew Jackson’s qualifications for the presidency, include a memorable campaign slogan, and employ colorful visuals. At the bottom of the poster, include graffiti that opponents of Jackson might have scrawled on such a poster.

• Have students design a Wanted poster for King John. The poster should list grievances the English have against John and the benefit of forcing him to sign the Magna Carta.

Report Cards Graded evaluations are a way for students to assess the policies of leaders or governments.

Examples

• Evaluate the Allies’ response during World War II. Give a letter grade (A+, A, A–, B+, and so on) and a corresponding written explanation on each of these topics: policy toward Germany before 1939, effectiveness of military actions, response to the Holocaust, and concern for enemy civilians given wartime conditions.

• Evaluate Hatshepsut’s performance as a pharaoh. Give a letter grade (A+, A, A–, B+, and so on) and a corresponding written explanation on each of these topics: expanding the empire, fostering trade with other peoples, and balancing the power among different groups in Egypt.

“Learning history this way was much more than a bunch of dates and numbers. There was an understanding of history, rather than a memorization of isolated dates and names.”

— High School Student
**Sensory Figures** Students make a simple drawing of a prominent figure and label it with descriptions of what that person might be seeing, hearing, saying, feeling, or doing—to convey significant thoughts, feelings, and experiences.

**Examples**
- Create a sensory figure for Mansa Musa’s pilgrimage to Makkah.
- Create a sensory figure for Lady Murasaki Shikibu that represents daily life in Japan’s Imperial Court during the 11th century.
- Create sensory figures for Malcolm X and Martin Luther King Jr. that show how their different backgrounds and experiences shaped their respective philosophies.
- Create a sensory figure for Elizabeth Cady Stanton after the Seneca Falls Convention.

**Spectrums** By placing information along a spectrum, students can show their understanding of multiple perspectives on a topic or express an opinion about an issue.

**Examples**
- Draw a spectrum ranging from Favors Capitalism to Favors Socialism. Place along this spectrum the major political and industrial figures from 1890 to 1940 that we have studied: Eugene Debs, Henry Ford, Emma Goldman, Herbert Hoover, John L. Lewis, Huey Long, John D. Rockefeller, Franklin Roosevelt, Teddy Roosevelt, and Booker T. Washington. Then write a one-sentence response to support your opinions.
• Draw a spectrum ranging from Abolish Slavery Now to Keep Slavery Forever. Use information from the class discussion and your textbook to place John C. Calhoun, Abraham Lincoln, and Harriet Tubman on the spectrum. Then write a one-sentence justification for your placement of each figure.

• Draw a spectrum ranging from Praiseworthy Motive to Condemnable Motive. Place along this spectrum each of the five motives for European imperialism: economic, political, religious, ideological, and exploratory. Then write a one-sentence justification for your placement of each motive.
How to Manage Assessment of Student Notebooks

As part of the TCI Approach, the Interactive Student Notebook is a powerful tool for organizing student thoughts and notes. However, you must develop an effective system for assessing notebooks to keep the task from becoming burdensome and time-consuming, or both you and your students will become discouraged. The following suggestions will help you manage the load of assessing notebooks while still giving students regular, helpful feedback.

**Informal Assessment** Here are some ways to assess notebooks informally on a regular basis, thus giving students immediate feedback as well as saving you time during more formal evaluations of notebooks:

**Monitor notebooks aggressively in the first few weeks of the course.** Glance at notebooks each time they are used for the first two weeks of the semester. Walk around the classroom while students are working, giving positive comments and helpful suggestions. This is especially important early in the year as you establish expectations for notebook quality.

**Check homework while students are working.** While students work on another assignment, walk around the classroom and conduct a quick check for the previous night's homework. Give each student a special stamp or a mark, such as 0 = not done; ✓− = needs work; ✓ = average work; ✓+ = excellent. This helps ensure that students complete their work on time and allows you to give them immediate feedback.

**Set a clear, high standard.** Provide a model of outstanding work for a particular assignment or set of class notes. Have students, in pairs, assess their own notebooks according to the model.

**Allow students to use their notebooks on a quiz or test.** This reward comes as a pleasant surprise to students who have thorough, accurate content information in a well-organized notebook. If they have done a good job with their notebooks, their quiz or test grade should reflect this.

“Remember, students do what teachers inspect, not what they expect.”

— Middle School Teacher
Formal Assessment  Some teachers collect and formally assess notebooks every three to four weeks; others do so less frequently. Regardless of how often you decide to assess, here are some suggestions for making the process easy for you and meaningful for students.

Explain the criteria used to grade notebooks. At the beginning of the year, clearly explain the criteria on which notebooks will be assessed. This may include the quality and completeness of assignments, visual appearance, neatness, and organization. Consider creating a simple rubric that identifies the criteria and how they will be assessed.

Stagger notebook collection and grading. If you use Interactive Student Notebooks in all your classes, do not collect them all at once—stagger their collection so that you have only one class set to evaluate at a time.

Grade selectively. Don’t feel compelled to grade every notebook entry. Carefully assess the most important entries, and consider spot-checking the others.

Notebook evaluation sheets are most effective when tailored to meet the specific needs and expectations you have for your students. Use these sample sheets for ideas as you design your own.

![Notebook Evaluation Sheet](image)

**Name**

**Notebook Evaluation Sheet**

**Directions:** Before turning in your notebook, grade yourself on each of the assignments below as well as on Visual Appearance and Extra Credit. Grade yourself fairly and honestly; I will grade you as well. I will clearly tell you what I am looking for. Keep in mind that my grade is binding, but if there is a discrepancy, you may politely arrange a time to meet with me to discuss the difference in assessment. After we meet, I reserve the right to change the grade if I made an error in judgment; however, I also reserve the right to stick by my original grade.

<table>
<thead>
<tr>
<th>Notebook Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>Student Assessment</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Collages on Chinese Beliefs</td>
<td>9/3</td>
<td>15</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Class Notes on Chinese Beliefs</td>
<td>9/3</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Compare Dynastic/Communist China</td>
<td>9/10</td>
<td>10</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Class Notes on Rise of Communism</td>
<td>9/10</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Illustrated Timeline of Communist China</td>
<td>9/12</td>
<td>15</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Feelings on China Debate</td>
<td>9/13</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Notes on Textbook Reading pp. 123-8</td>
<td>9/14</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

**Extra Credit**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Possible Points</th>
<th>Student Assessment</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

**Visual Appearance**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Possible Points</th>
<th>Student Assessment</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
<th>Student Assessment</th>
<th>Teacher Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>105</td>
<td>91</td>
<td>72</td>
</tr>
</tbody>
</table>

**Student Comments:** I don’t know how well I did. This notebook was kind of a pain at times. I think I included everything you asked for, but they were some weird assignments. I think this notebook will help me remember things for a long time.

**Teacher Comments:** You did a good, solid job on this notebook. Keep in mind that you can use more of your excellent visuals for extra credit. You really used the left side of the notebook well to make sense of what you were learning in class.
Create a notebook evaluation form. To aid in assessing the notebooks, create a notebook evaluation sheet and distribute it to students to fill out before they turn in their notebooks. Examples of notebook evaluation forms are shown below and opposite. Use them as a basis for creating your own evaluation sheet. The form on page 126 allows you to designate which assignments will be graded. Before using such a form, make sure students know the assessment criteria for the assignments—such as completeness, neatness, aesthetic appearance, organization, and effective use of color. The form shown below allows for a more holistic assessment of the notebook. Tailor the forms to suit your needs.

Have students do a self-assessment of their work. When students self-assess their notebooks, it enables them to reflect on their learning and to critically review their progress. Explain that if your assessment differs markedly from theirs—better or worse—they will have the opportunity to discuss with you the reasons for your assessment. Make it clear that ultimately your grade is binding.

| Name ____________________________ |
|_______________________________|

### Notebook Evaluation Sheet

<table>
<thead>
<tr>
<th><strong>Quality and Completeness</strong></th>
<th><strong>Student Evaluation</strong></th>
<th><strong>Teacher Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• All class notes and right-side work are completed and of high quality, even for days when you are absent</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td>• All left-side work is completed and of high quality</td>
<td>42</td>
<td>35</td>
</tr>
</tbody>
</table>

| **Visual Appearance and Organization** |  |
|---------------------------------------|  |
| • Left and right-side work is organized and neat | 6 |
| • Effective highlighting and use of color | 8 |

| **Extra Credit** |  |
|-----------------|  |
| • Newspaper cutouts, drawings, graphics, or unassigned personal responses | 8 |
| • Other items | 12 |

| **Student Comments** |  |
|---------------------|  |
| I liked doing this notebook. It really helped me think about China. But I don’t know how good my drawings were. | 88 |

<p>| <strong>Teacher Comments</strong> |  |
|----------------------|  |
| Great job. Next time, think about your visuals a little more. You don’t need to be a great artist, but try to make your visuals include more historical details. | 84 |</p>
<table>
<thead>
<tr>
<th>Notebook Feature</th>
<th>Two words to describe feature</th>
<th>Why is this feature important?</th>
<th>To Do List for You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook Setup</td>
<td></td>
<td></td>
<td>☐ Create a Table of Contents (TOC) inside the front cover like the example. ☐ Number the TOC page 1</td>
</tr>
<tr>
<td>Materials Used</td>
<td></td>
<td></td>
<td>☐ Create a bag with a glue stick, pack of colored pencils, and a pair of scissors from the supply area.</td>
</tr>
<tr>
<td>Previews</td>
<td></td>
<td></td>
<td>☐ Cut out the Buddy Clock ☐ Glue it onto page 2 ☐ Add the title to your TOC</td>
</tr>
<tr>
<td>Reading Notes</td>
<td></td>
<td></td>
<td>☐ Fold this matrix in half ☐ Glue it onto page 3 ☐ Add the title to your TOC</td>
</tr>
<tr>
<td>Process Pages</td>
<td></td>
<td></td>
<td>☐ On page 4 of the ISN, create a large rectangle on the top half of the page. ☐ Add the title, “Cartoon About ISN” at the top and TOC.</td>
</tr>
<tr>
<td>Notebook Assessments</td>
<td></td>
<td></td>
<td>☐ Glue the “Notebook Expectations and Guidelines” to the inside-back cover of the ISN.</td>
</tr>
</tbody>
</table>