

Interactive Notebooks



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So, what is an Interactive Notebook?

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

Agenda:

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

Part 1

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

HANDOUT 9-3

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

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

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HANDOUT 9-3

Please rate the sentences I will read aloud on how well you can form a vivid mental picture or image of the action of the sentence. Use the following scale.

1 2 3 4 5
impossible to image very easy to image

- | | | | |
|----|-----|-----|-----|
| 1. | 6. | 11. | 16. |
| 2. | 7. | 12. | 17. |
| 3. | 8. | 13. | 18. |
| 4. | 9. | 14. | 19. |
| 5. | 10. | 15. | 20. |

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PART 2

*The Research/
Nuts and Bolts*

What Research Says...

Encoding (get info into our brain)

Visual (Pictures)

Semantic (Meaning)

Acoustic (Sound)

Why Color?

Color is a most powerful stimulus for the brain.

The brain sees and remembers color first!

Color opens the mathematical process and scientific process

Color is a frequency that can connect and create a neuropathway

Connector to all the types of intelligences we have

What are the goals of the Interactive Notebook?

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

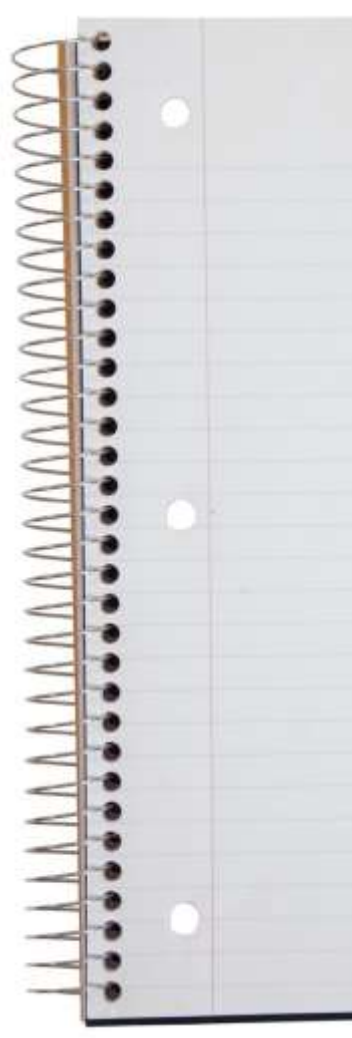
Right Side

Date

Title

The right side basics:

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



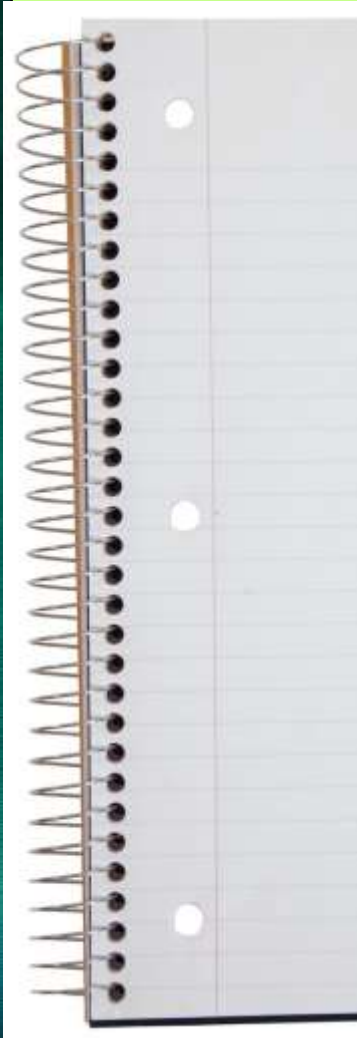
Right Side

Date

Title

THE “INPUT” SIDE

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



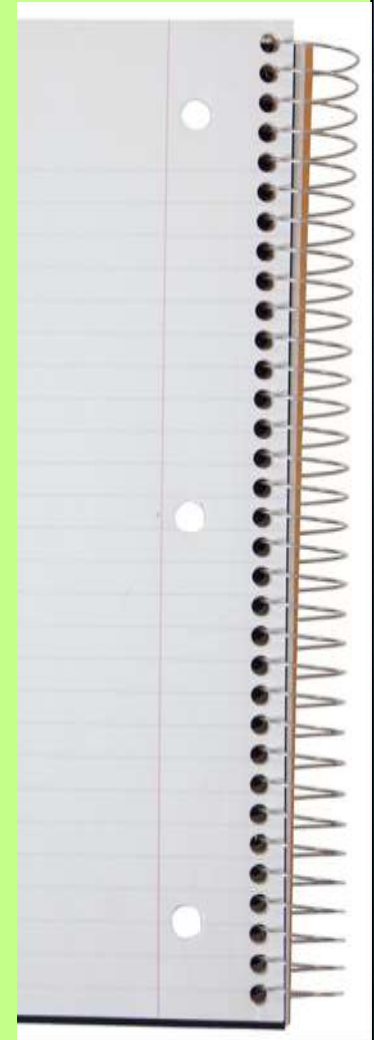
Left Side

Date

Title

The left side of the notebook:

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



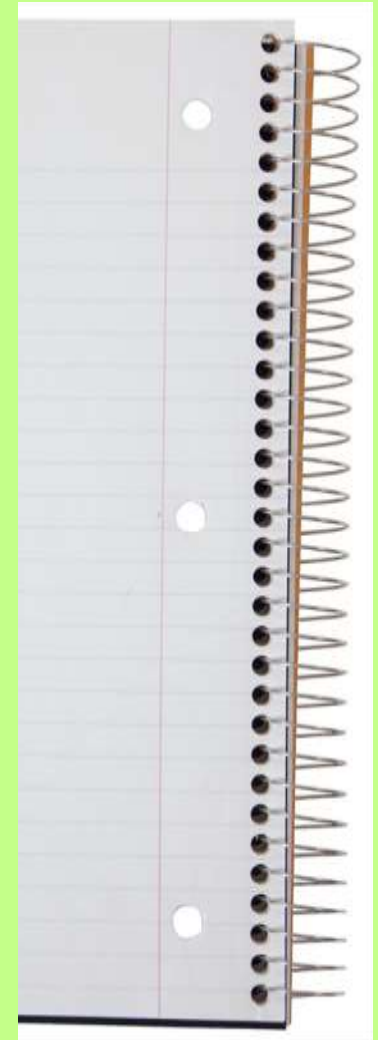
Left Side

Date

Title

THE “OUTPUT” SIDE

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



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









Table of Contents				Table of Contents			
2	Intro to Development	2/17	3/5	Article Analysis (only 2nd month)			Intro PPT Notes
3	Textbook	2/26	2/28	ANY* (Diff for all ch 9)			Ch 9 K1 #1
4	Textbook	3/1	3/5	ANY*			Ch 9 K1 #2
5	Vocab	2/27	3/7	*A, *M, OA*OD			#9 Development
6	Vocab	3/6	3/14	*A, *M, OA*OD			#9 Industry
7	Industry	3/7	3/7	MDC vs LDC Chart			Industry PPT Notes
8	Textbook	3/6	3/8	ANY*			Ch 9 K1 #3
9	Textbook	3/9	3/12	ANY*			Ch 9 K1 #4
10	Industry	3/9		Photo Friday 3/8			
11	Transportation	3/11	3/11	Question/Exit Slip			Transportation Activity
12	Textbook	3/11	2/13	ANY* (4 diff ch 11)			Ch 11 K1 #1
13	Textbook	3/12	3/14	ANY*			Ch 11 K1 #2
14	Textbook	3/13	3/15	ANY*			Ch 11 K1 #3
15	Textbook	3/14	3/15	ANY*			Ch 11 K1 #4
16	Deindustrialization	3/12	3/14				Deindustrialization PPT
17	Location Theory	3/13	2/13	Headlines C1/Locate Paper			Loc. Theme, Models PPT

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

APHG Interactive Notebook

TABLE OF CONTENTS

UNIT TITLE: LANGUAGE

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

Organization

Student rubrics

Have students
self-grade
before
submitting

Interactive Notebook Rubric

Unit 5: Agriculture and Rural Land Use

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

Organization






Student Rubric

APHG Interactive Notebook

TABLE OF CONTENTS

UNIT TITLE: AGRICULTURE

Every "Student Choice" must be different

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

Ideas for setting up your classroom



Grading – 2 ways

First way: Grading frequently

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

Spot checks can be done in class for completion or accuracy

Points awarded at teacher discretion

Grading – 2 ways

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

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

- Turned in the day of the test

APHG Interactive Notebook

TABLE OF CONTENTS

UNIT TITLE: AGRICULTURE

Every "Student Choice" must be different

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

Variations on the use of the Interactive Notebook

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



Values of using the Interactive Notebook

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







Direction Handouts on the

ISN Website

Interactions

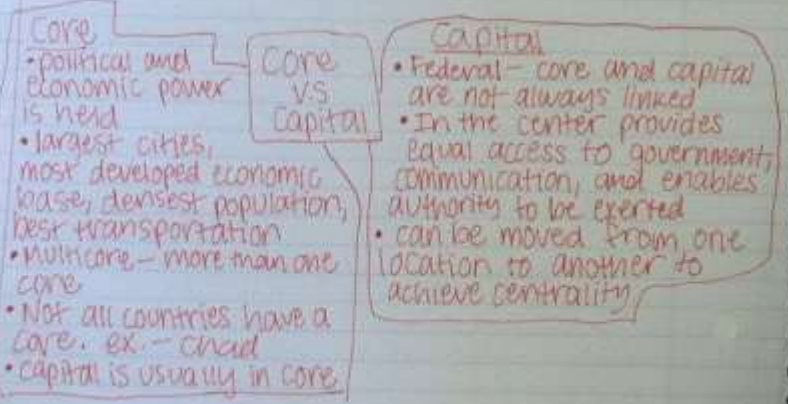
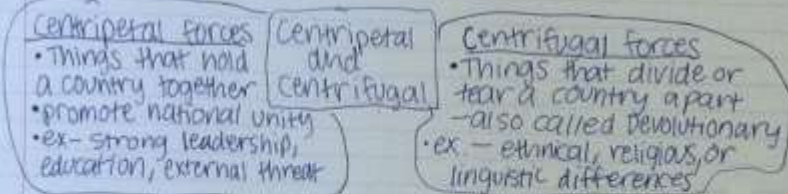
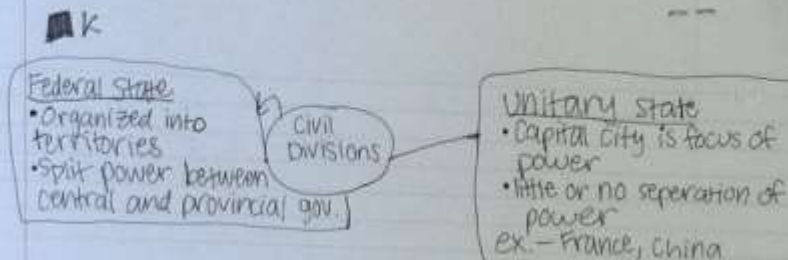
So, what are “interactions”?

Interactions Chart for your Interactive Notebook

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

*AP HUMAN
GEOGRAPHY
EXAMPLES*

Comparisons

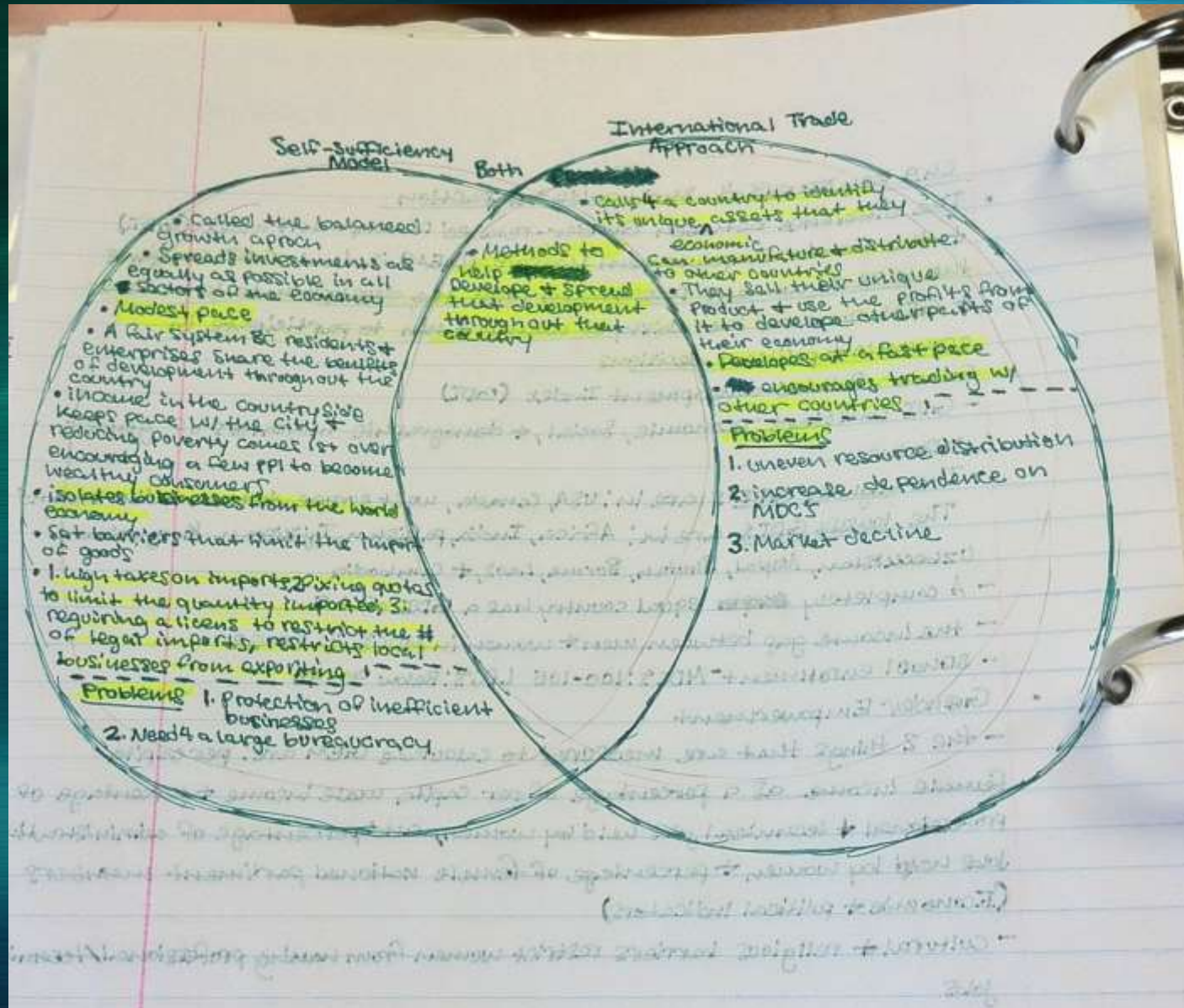


POWERPOINT NOTES

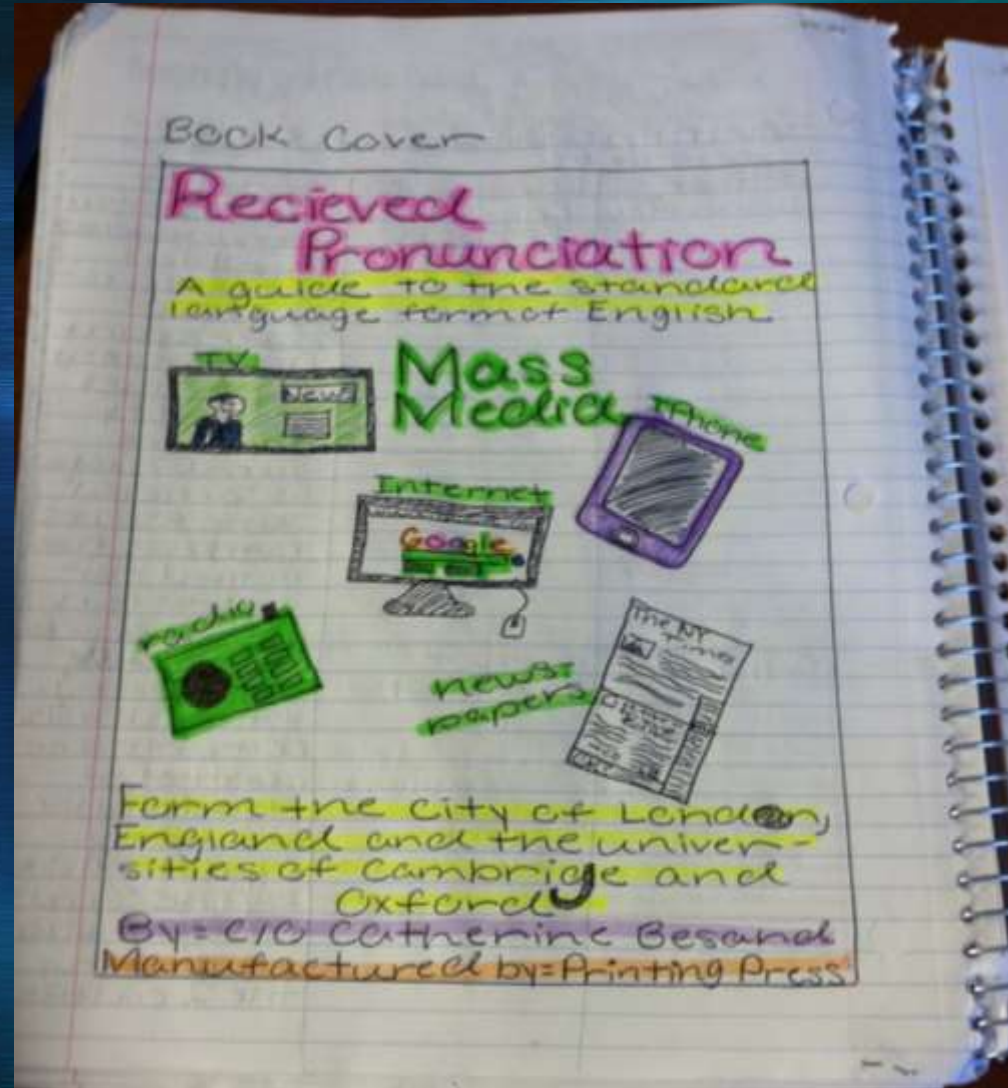
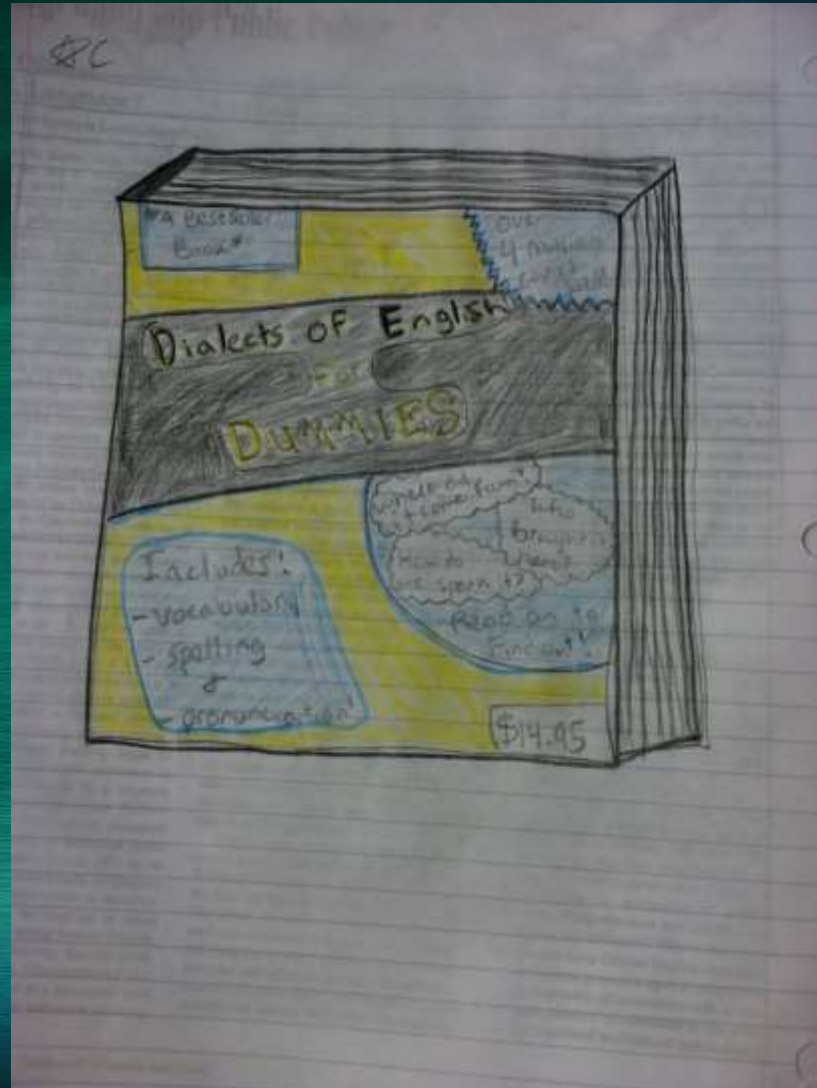
DECEMBER 5, 2013

- I. Civil Divisions - boundaries inside states
- A. Unitary State - highly centralized government where the capital city serves as a focus of power
1. A country where the capital is associated with the core and all power is concentrated in a single place, the capital.
 2. Centralized governments, relatively few internal constraints and a strong sense of national identity. little provincial power.
 3. example: France - newly independent states,
 4. example: China - former colonies
- B. Federal State - a government where the state is organized into territories which have control over government policies and funds.
1. Power is shared between a central government and the governments of provinces.
 2. Acknowledges and gives some powers to its constituent parts; have strong regional government responsibilities.
 3. One result of federalism is to lessen public support for something so radical as secession (as in Canada).
 4. example: U.S.
 5. example: Canada
 6. example: Australia
- II. Centripetal and Centrifugal Forces
- A. Richard Hartshorne, a leading political geographer described centripetal forces as things that bind or hold a nation together & promote national unity
1. Strong leadership - charismatic leader
 2. External threat
 3. Education
 4. Ideology - fascism, communism, or democracy
 5. movement or circulation
- B. centrifugal forces are things that divide or tear a state apart (also called Devolutionary forces)
1. ethnic or cultural differences
 2. religious differences
 3. linguistic diversity
 4. economic disparity
 5. movement or circulation
 6. physical geographical differences

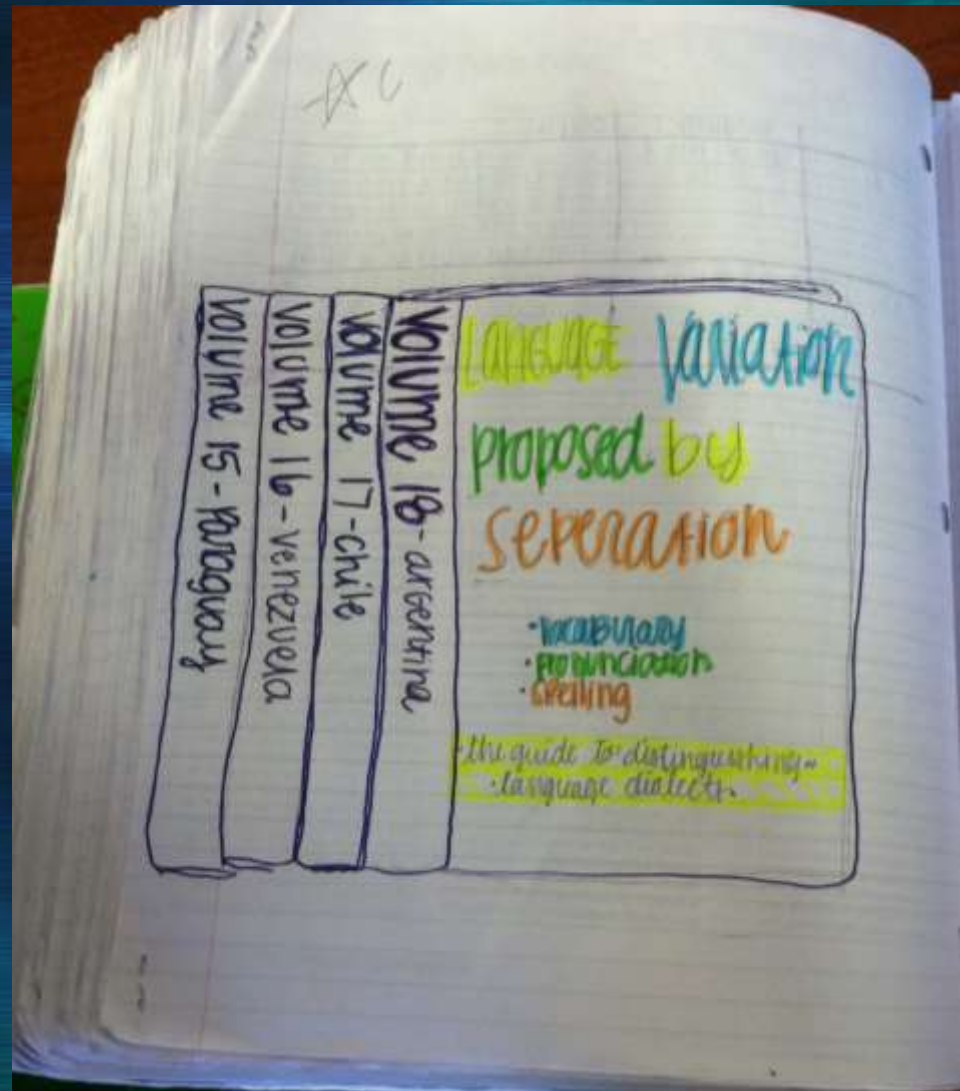
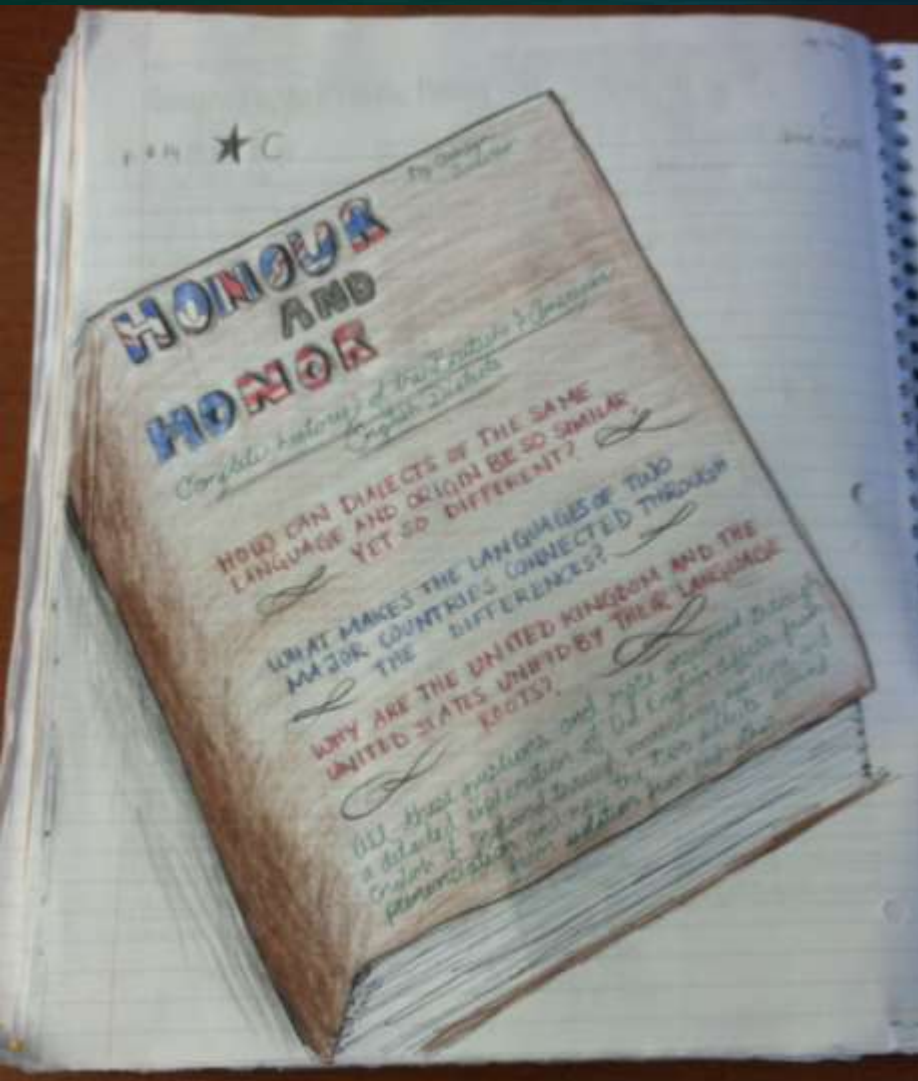
Venn Diagram



Book Covers



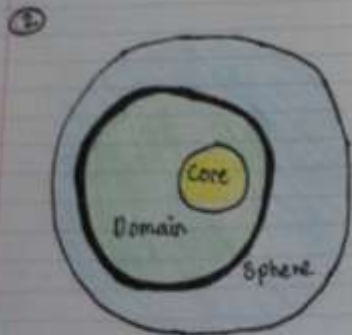
Book Covers



Illustrated Definitions



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



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



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

Illustrated Definitions



Cultural Landscape: Physical imprint a culture makes on the environment.



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



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

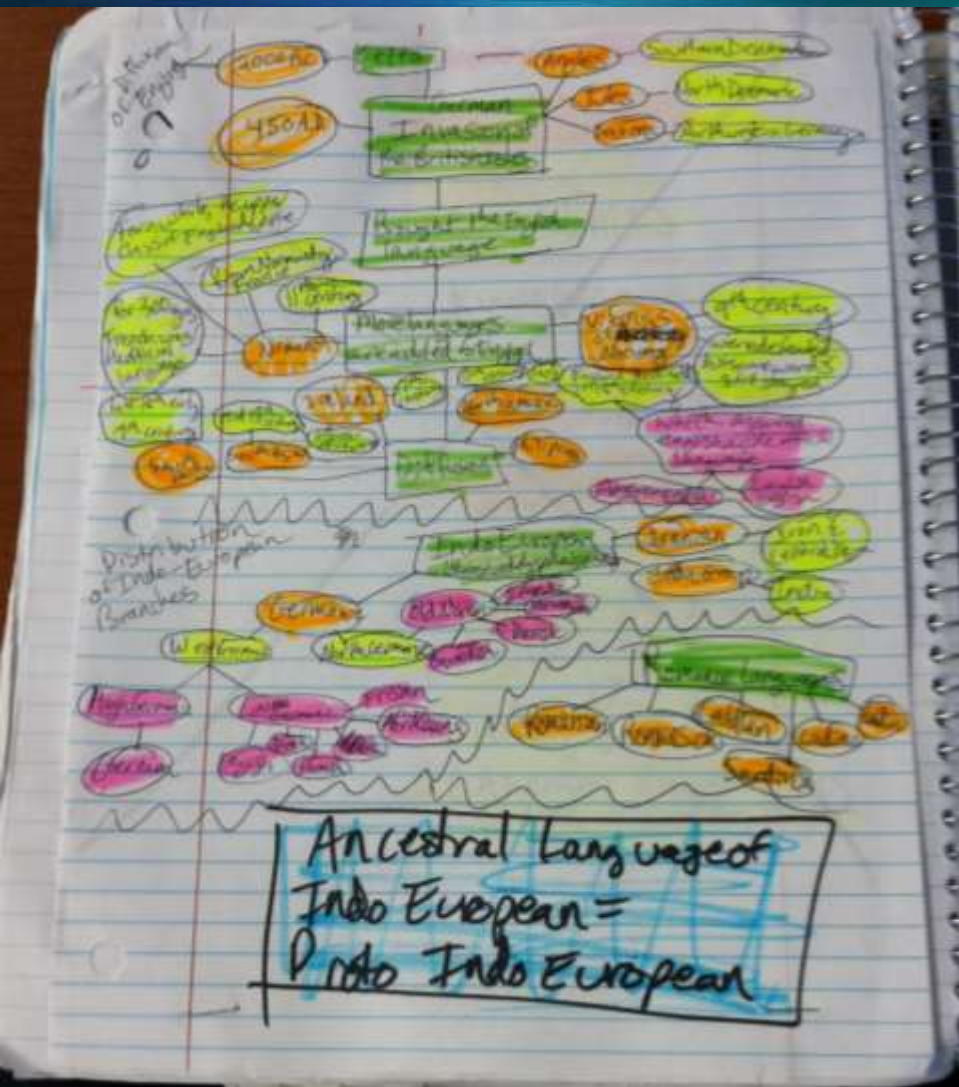
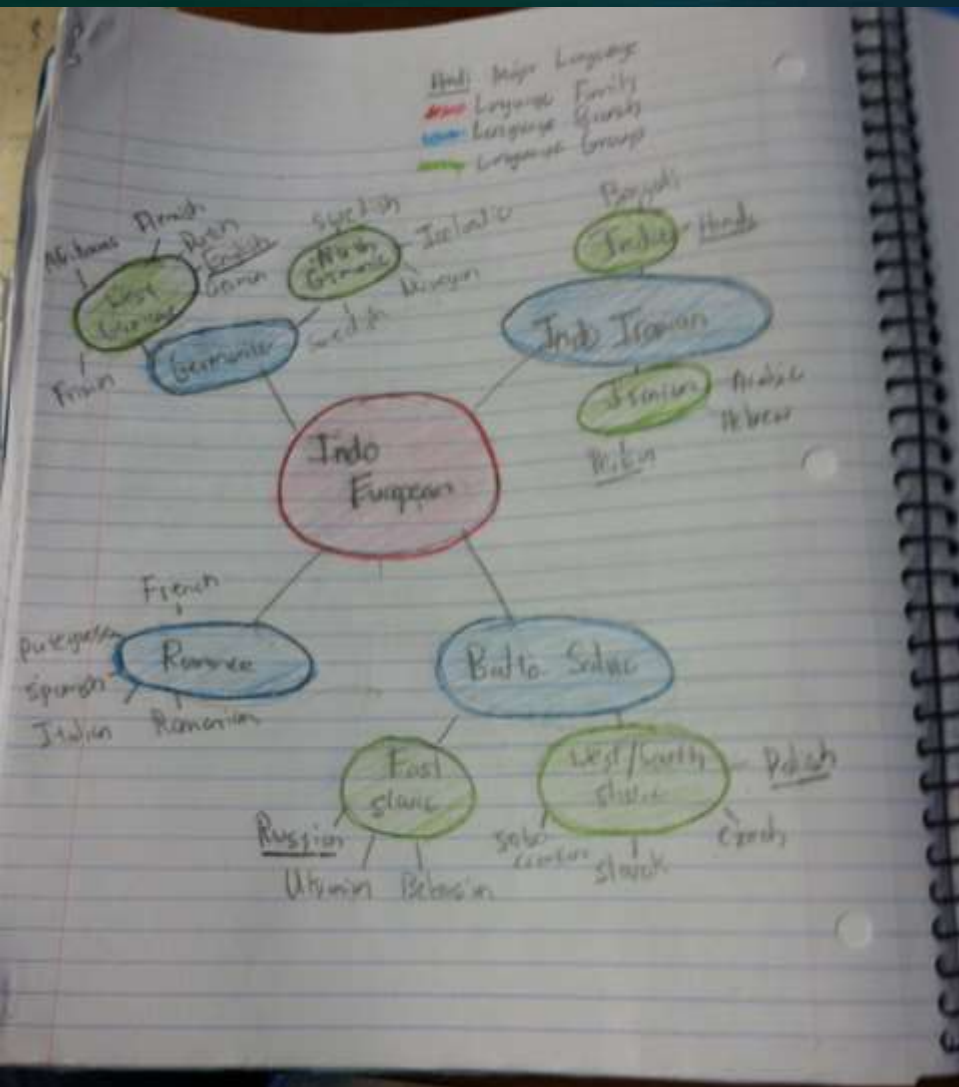


Sphere: the zone of outer influence. It is where people with the culture traits in question can be the minority within another region.



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

Concept Map



Advertisement

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

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

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

Start learning
today!

Call 867-5309!

Advertisement

Keep Your Local
Language Because...

- MAINTAIN YOUR FOLK CULTURE
Don't let pop culture erase you
- There can be unity!
Your language can be unified
- Show Your Nationalism
Apply to your country (don't worry!)
- Be UNIQUE
Don't give to the public culture
- Be A TOURIST Attraction
Get your share of the world's attention
in our new tourist area

Advertisement

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

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

Here is all the tasty things they do for people:

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

So if you like:



(whatever your country is)

Then let's preserve endangered languages

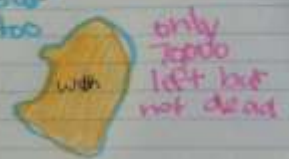
Welsh
Long Live Welsh

Rechub ein diwylliant
Rechub ein

- Preserve our culture
- Preserve our history
- Preserve Welsh

We are all that is left
* Our history is forever
make sure our language is too

- English is coming protect our culture
- Learn Welsh speak it preserve it
- Welsh shall live it will not be another cornish
- Nothing between us and our culture or history



Welsh ein
Hiaith

Be Proud to be
Welsh

Pictures with description

19%

Pictures w/ Descriptions (5)

1) Terror



contribution of distinctive physical features to the taste of the food

2)



In popular culture clothing styles reflect occupation



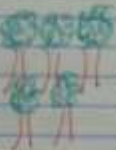
Eating cattle in the Hindu Religion is a taboo

4)



California has the largest wine production in America

6)



customs like

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

A

Pictures w/ description

1. Influence of environment on food culture



dry climate & cold winter



cool climate & dry summer & wet winter



hot climate & wet, humid summer & dry winter

2. food taboos



hindu religion (vegetarianism)



halal (halal)



halal (halal)

3. Food Preferences in USA



italian



american



american



american



american



american

4. wine production



california



california



california



california



california



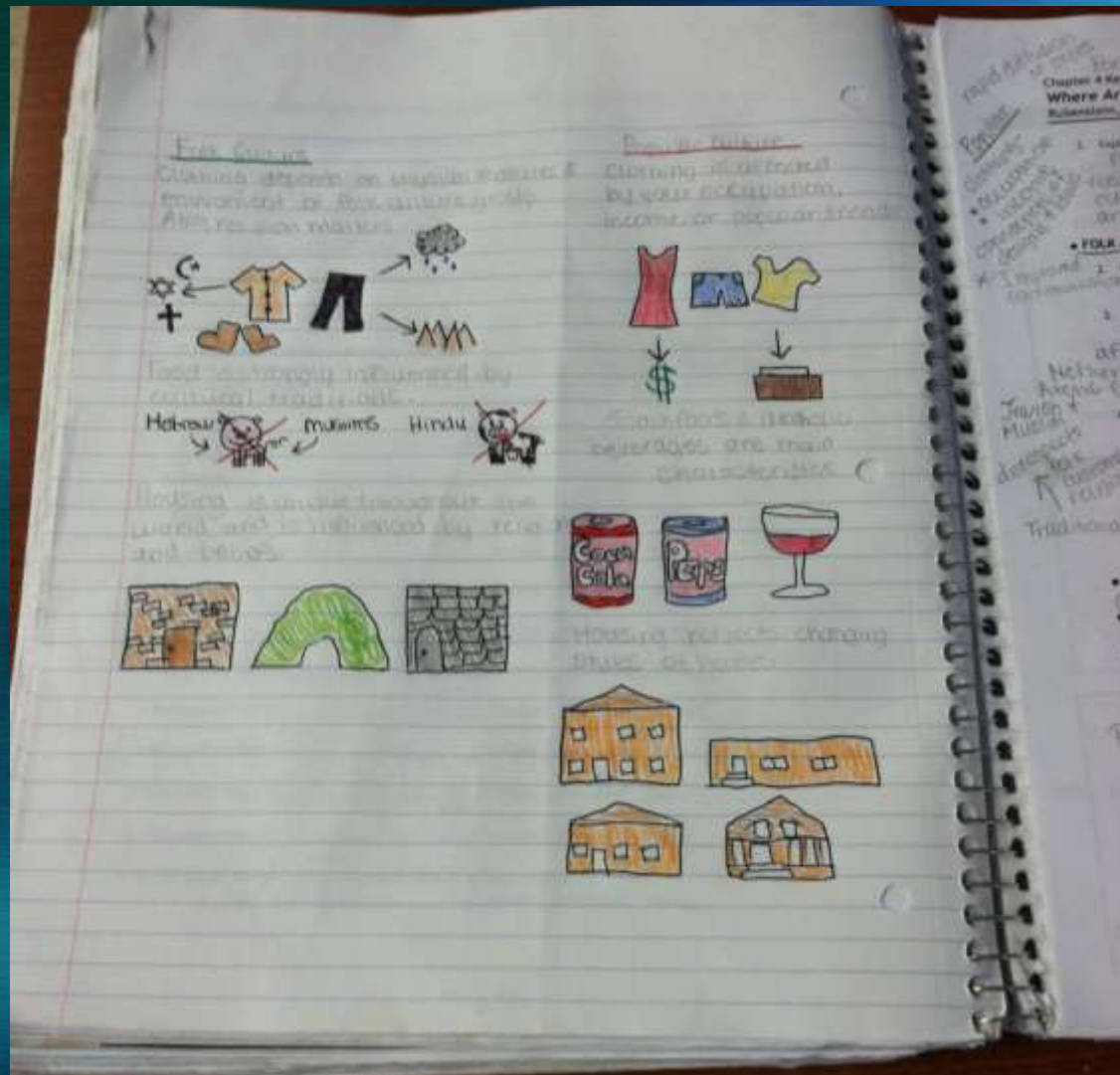
california

5. ranch house style 1930s-1950s



simple, small windows, long, and short

Pictures with descriptions



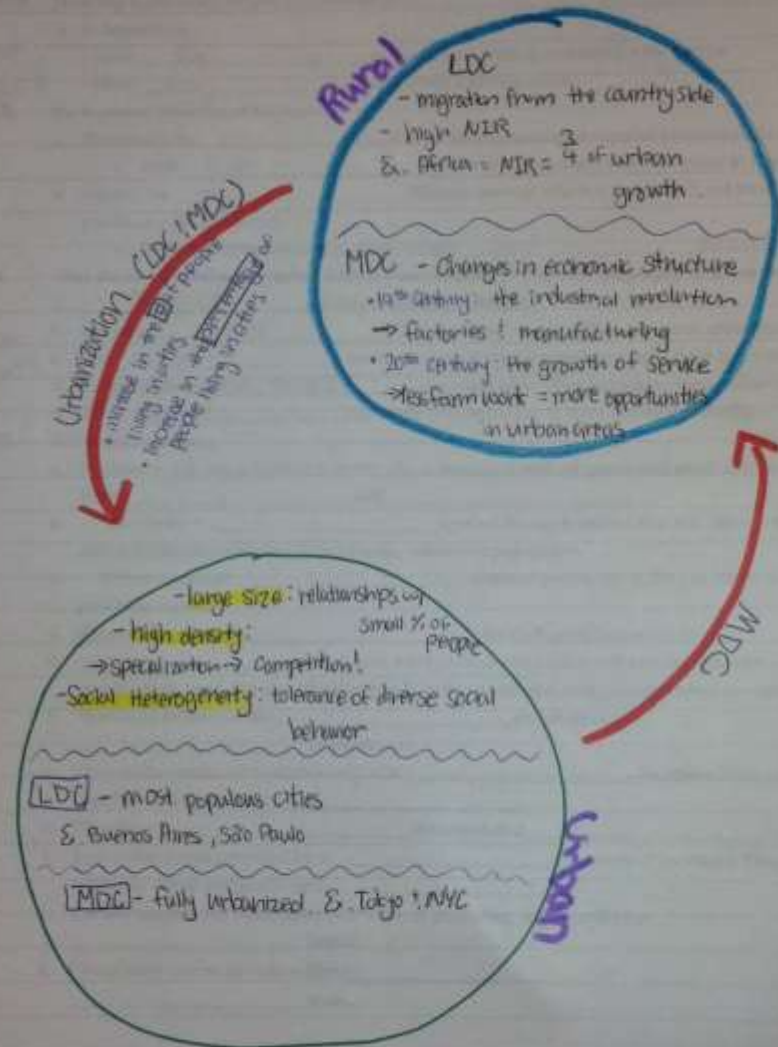
Graphic Organizer

Services - KI #2

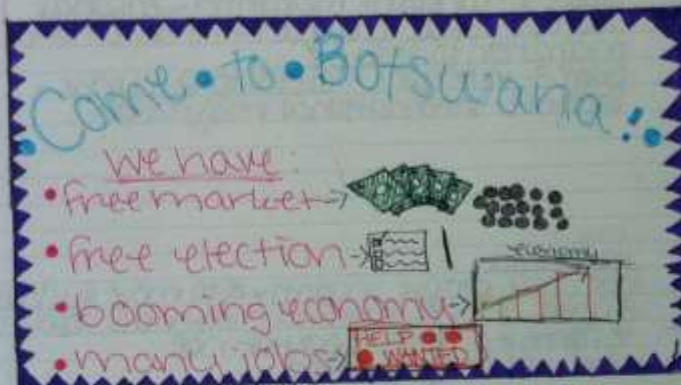
Where Are Contemporary Services Located?

Dir: April 3, 2013

April 4, 2013



Postcards



ZIMBABWE

Things PUSHING people from Zimbabwe

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

On the Road Again

Introduction to Migration

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

Push Factors

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

Pull Factors

- free market
- election free
- booming economy
- jobs

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

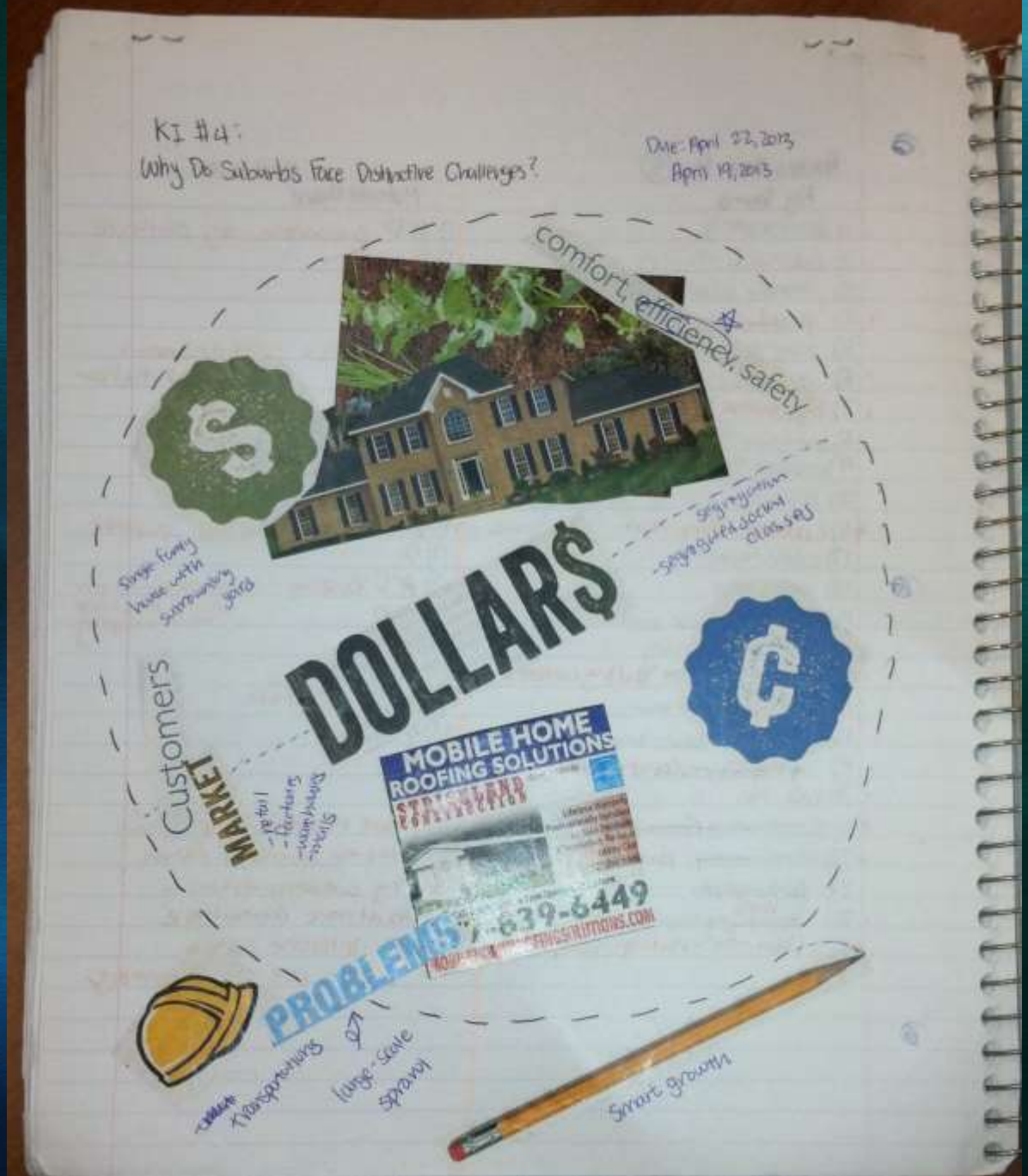
they provide less jobs for botswana - she is schooled

- she sends her money back to Zimbabwe
- she is schooled and she is taking some botswanians job
- doesn't spend money here - sends it to family

Is such an opinion justified? Why or why not?

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

Collage



Annotated Map



Comic Strips

★ H

20/10/11

ANOTHER PERFECT DAY IN THE
MIDLANDS



What are those
things doing here?



What are
those things
doing here?



What are those
things doing here?



Then why they do this is by attaching a
modern landscape where the natural and it
changes to look like there through
the only place this has ever been before
a landscape of nature and trees

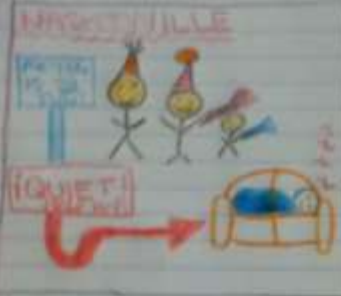
What are those
things doing here?



What are those
things doing here?



What are those
things doing here?



What are those
things doing here?



What are those
things doing here?

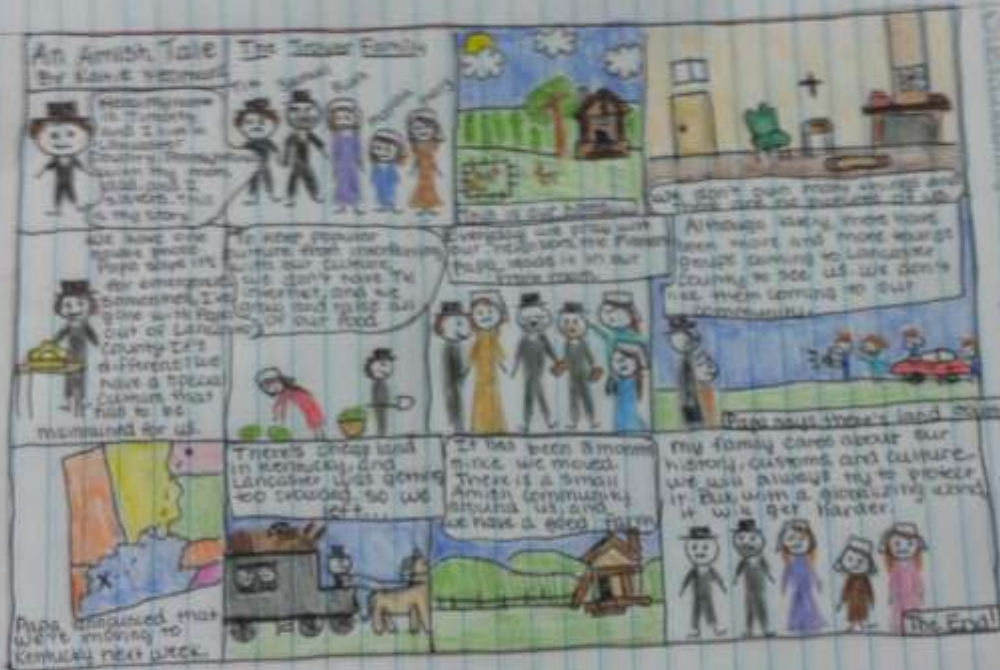


What are those
things doing here?



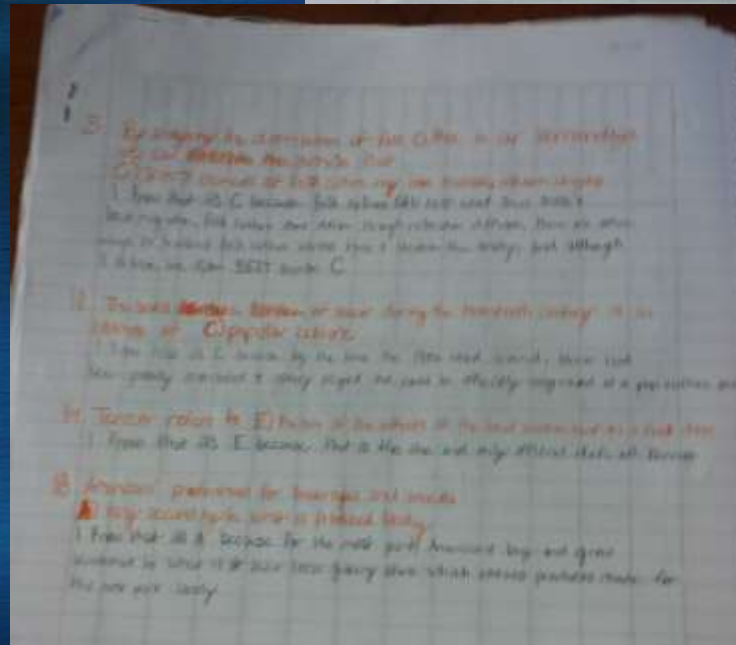
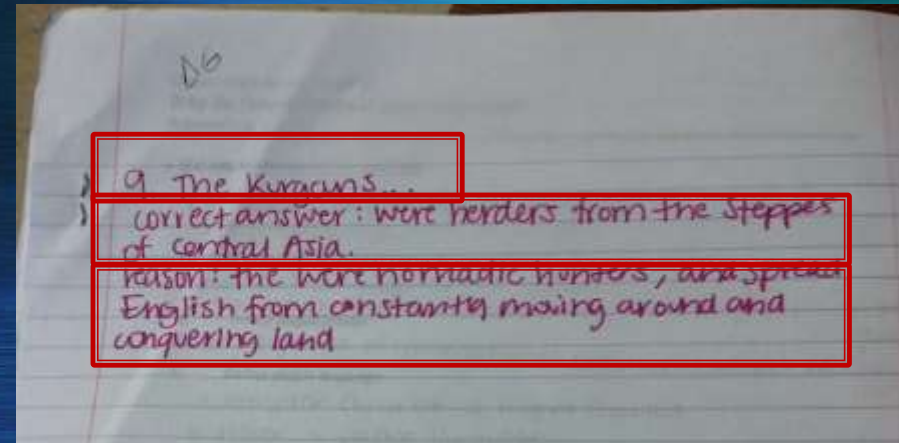
What are those
things doing here?

Substantially changed for ERM Finance



QUIZ CORRECTIONS

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



Examples from other
grades and subjects...

Section 4.1

1. The following are the first three terms of an arithmetic sequence. Find the common difference and the next three terms.

1. The first three terms of an arithmetic sequence are 2, 5, 8. Find the common difference and the next three terms.

2. The first three terms of an arithmetic sequence are 10, 7, 4. Find the common difference and the next three terms.

3. The first three terms of an arithmetic sequence are 15, 12, 9. Find the common difference and the next three terms.

4. The first three terms of an arithmetic sequence are 20, 17, 14. Find the common difference and the next three terms.

5. The first three terms of an arithmetic sequence are 25, 22, 19. Find the common difference and the next three terms.

6. The first three terms of an arithmetic sequence are 30, 27, 24. Find the common difference and the next three terms.

7. The first three terms of an arithmetic sequence are 35, 32, 29. Find the common difference and the next three terms.

FETAL

EMBRYO
PGAR

PRENATAL

IC

- Hippocrates says that the body has a natural balance of humors
- Father of Western medicine
- For him the medicine was independent (not related to philosophy or religion)
- medicine is a natural science

- 500 BC
- 2nd year book in study named
- and it described diseases
- named it 1-4 by the signs on the face
- named it 1-4 by the signs on the face

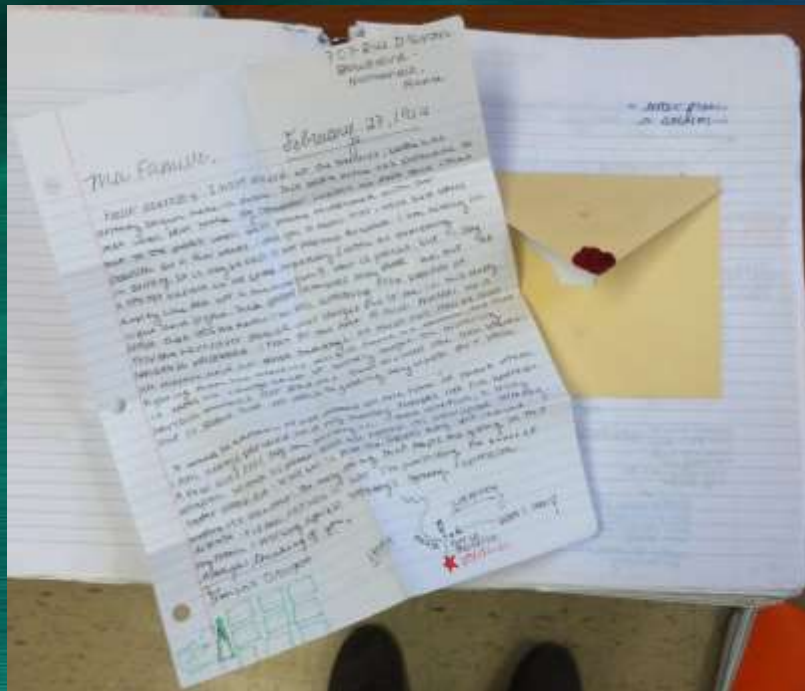
History of Psychology












- Hippocrates in division of body into 4 elements (hot, cold, wet, dry)
- From ancient Greece

- In 1879 began a field of psychology
- Father of Psychology
- William James

World History



Early Explorers		
Motivation	Obstacles	Achievements
<p>3 G's</p> <p> Economic (Gold)</p> <p> Religion (God)</p> <p> Competition (Glory)</p>	<p> Poor Maps</p> <p> Disease/starvation</p> <p> Fear of Unknown</p>	<p> Exchange of ideas</p> <p> Better ships</p> <p> Claimed Land</p>

(LACK OF SUPPLIES)

Front Page of Newspaper

WWII: IS IT TOO SOON?

after 20 years of peace, WWII will break the pattern

Some causes leading up to WWII

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

ADOLF HITLER

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

Has the League of Nations failed?

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



World War II: How did it start?

causes leading up to war

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

League of Nations

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

violation of treaty

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

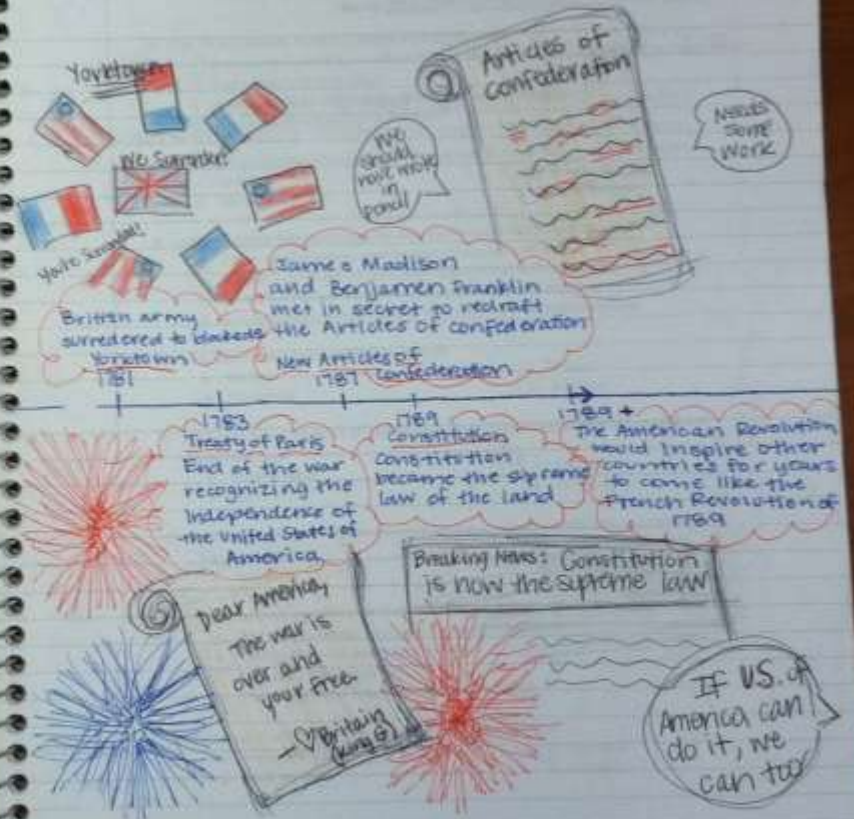
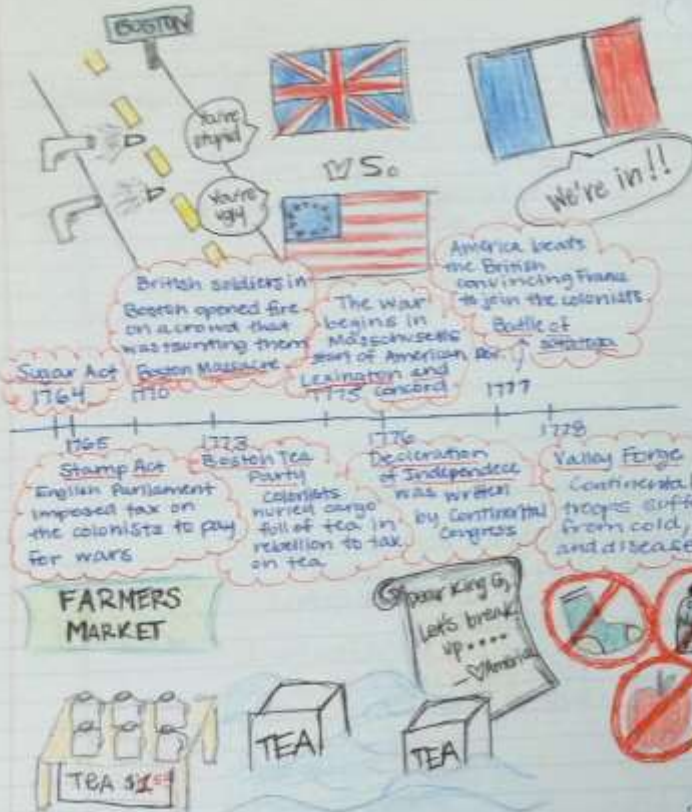
more treaties

- Munich agreement let Germany take over a part of Czechoslovakia

official beginning

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

Illustrated Timeline



Primary Source Analysis

Cliff

COMPARING DOCUMENTS

Declaration of the Rights of Man and of the Citizen

Declaration of Independence

Similarities: Both say they have right to liberty.

All men are born free

Innocent until proven guilty

unalienable rights

Both written by prominent figures involved in fight

Thomas Jefferson

Both trying to set up democracy

"Power" comes from people

Differences: rights to property and security

• Sole cause is to restate their rights and duties in a document. It reminds the citizen what they can and can't do.

• Military forces are responsible for the safety of the citizens.

• You may have freedom, but are responsible for the abuses that come w/it.

• addressed to France

Differences: rights to life and happiness.

• Sole cause is to declare independence from the King + Great Britain.

• Right to overthrow their Govt + its their duty to repack it if needed.

• The military is independent from civil power.

• addressed to Britain

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Mariam Fakhar

Declaration of the Rights of Man and of the Citizen

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

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

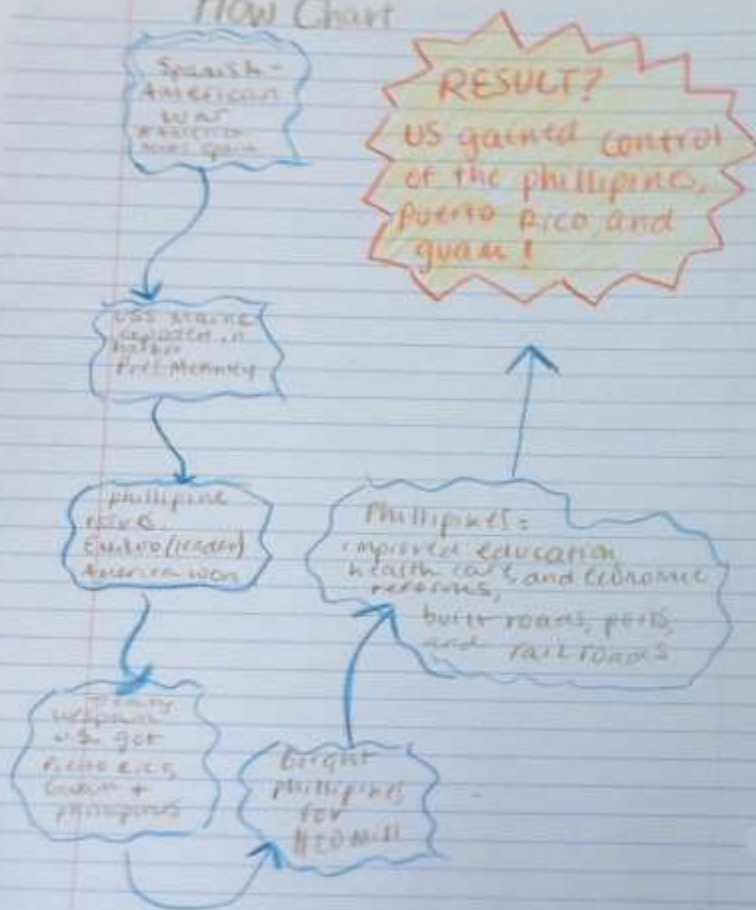
Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Articles:

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

Flow Chart

Flow Chart



United States and the Philippines

Why US imperialism?	<ul style="list-style-type: none"> 1) Military interest 2) Spread US strategy 3) Social Darwinism 4) American frontier closed
Cuba - US Spain	<p>Spain = 1898 Cuba was a colony</p> <p>America + Cuba = why? Cuba was a colony</p> <p>US = 1898 Cuba was a colony</p> <p>US = 1898 Cuba was a colony</p>
US started	<p>US started to control Cuba to protect</p> <p>and to control Americans = capitalism</p> <p>Results? <u>improved education, health care, economic reforms</u></p> <p>US = 1898 Cuba was a colony</p>
McKinley and war	<p>America = 1898 Cuba was a colony</p> <p>Spain = 1898 Cuba was a colony</p> <p>US = 1898 Cuba was a colony</p>
Spanish American war	<p>Philippines = 1898 Cuba was a colony</p> <p>Spain = 1898 Cuba was a colony</p> <p>US = 1898 Cuba was a colony</p>
Result?	<p>US = 1898 Cuba was a colony</p> <p>Spain = 1898 Cuba was a colony</p> <p>US = 1898 Cuba was a colony</p>

World History

Pro

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

Con

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

British takes India

East India Company dominates

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

British Jewel in the crown

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

British transport trade goods

- Built roads + railroads
- Railroads move cash crops faster

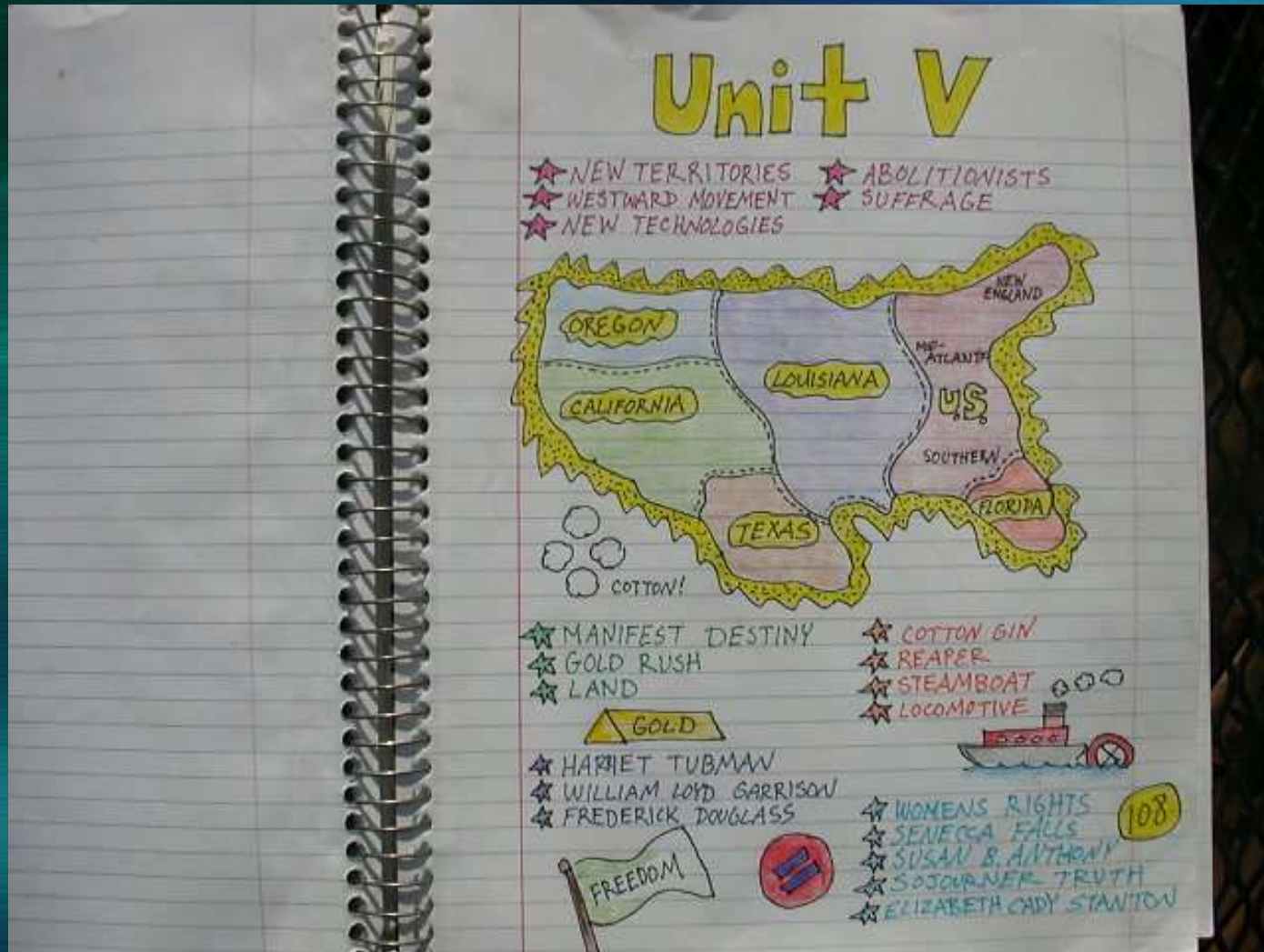
Impact of British Colonial Rule

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

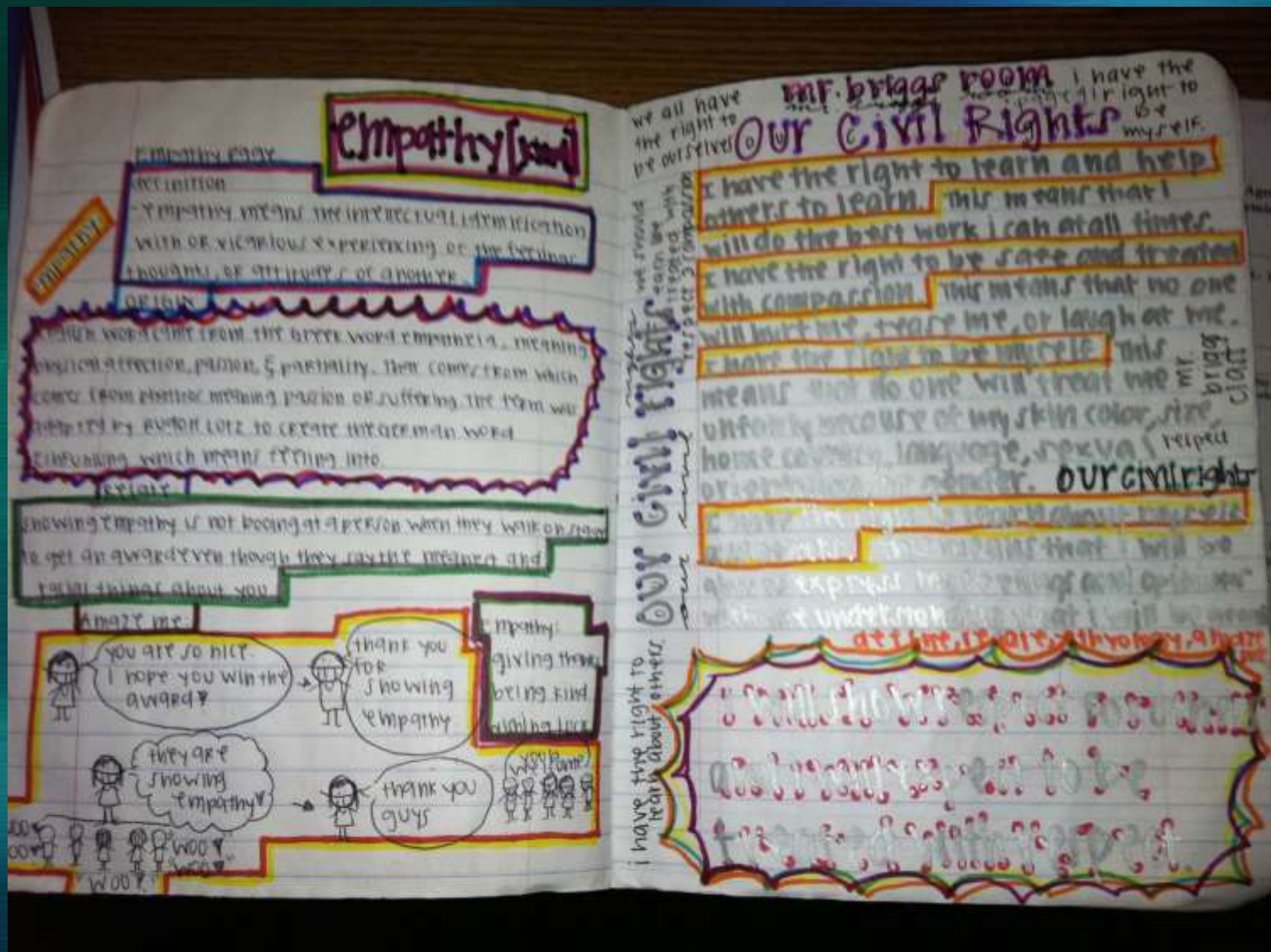
Sepoy Mutiny

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

World History




Government




United States History

NORTH STATES: INDUSTRIAL



urban, factories, cities, no slavery

SOUTH STATES: AGRICULTURAL

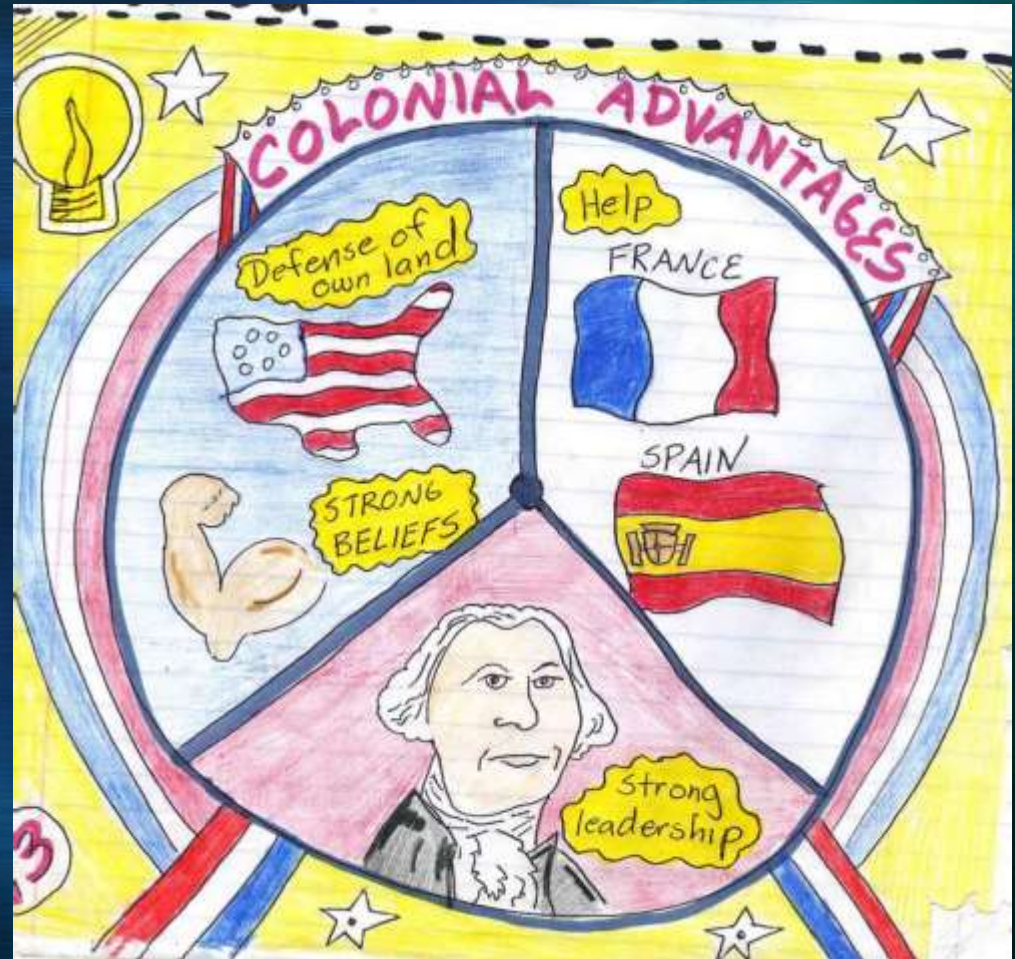


rural, plantations, farms, slavery

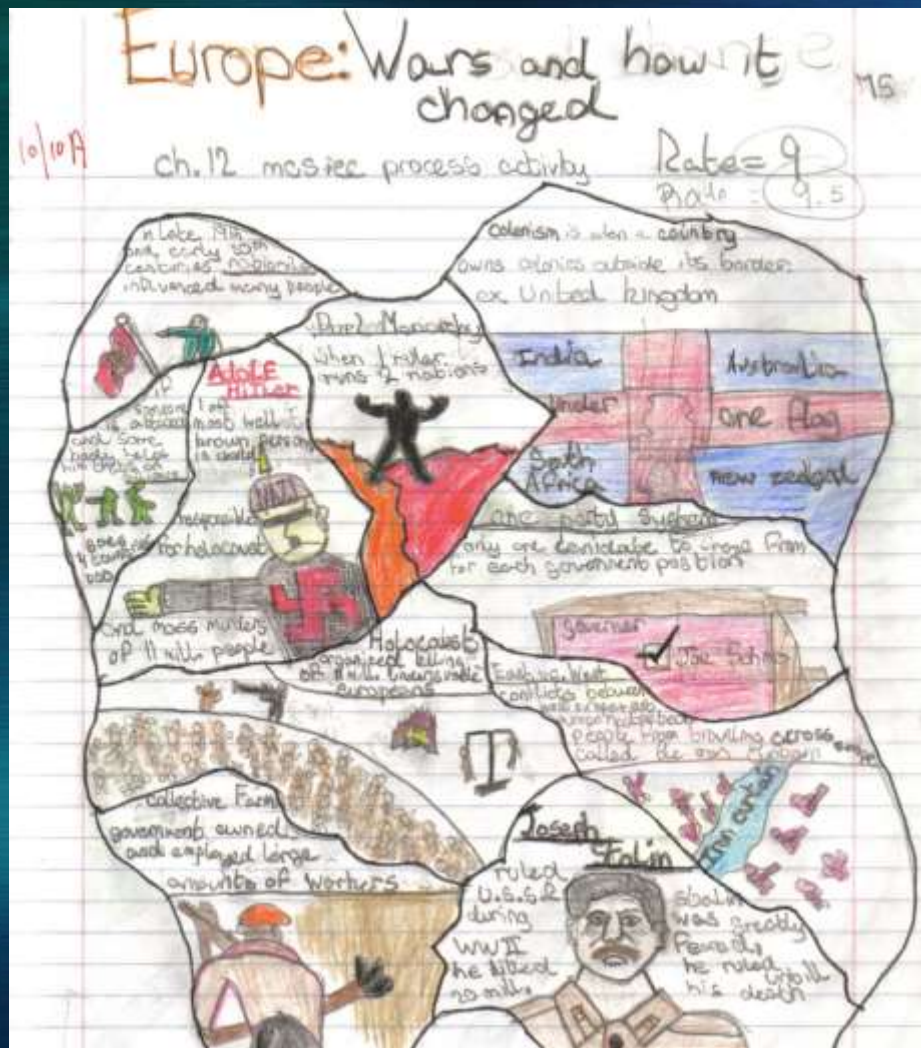
1. Were the northern states always different from the southern states? Yes
2. What happened to the two sections of the country in the 1800s? They grew even further apart
3. What did the North develop into? Why? a manufacturing center because of its waterpower & good ports
4. Why did many people move to cities, such as Boston or New York? to work in factories
5. What was the South perfect for? Why? Farming because of long hot summers & rich soil
6. What are large farms called? plantations
7. Why did Southerners grow cotton, tobacco, rice and sugar? to trade with Europe & the North
8. More people lived in the North than in the South
9. In the North, businessmen hired workers to operate machines, which produced many goods quickly. In the South, however, most farm labor (or work) was still done by hand
10. Southern planters believed they could not make money without slaves
11. The northern states and the southern states both wanted to win the support of the growing west

1800s: NORTH vs. SOUTH

Middle School Social Studies



World or European History



Government

Note page Standard 191 7a

The Articles of C

1 After writing the Declaration of Independence, to write a new plan of government. They said and hoped that it would bring unity and stability. Unfortunately, the Articles of Confederation had

2 The Articles of Confederation was the first one original 13 states. A constitution is a plan of government written to establish the powers of the new government. The problems with the British king and his Parliament Congress were not in favor of a national government and a "firm league of friendship"

3 Although the new central government was given Articles were became obvious. Under the Articles, legislative, or lawmaking branch, consisting of branches were established, however. The states Congress and each state, regardless of the size, conduct foreign affairs, declare war and peace, the nation, but that is where its authority ended.

4 The new national government had no power to states to run the government and repay \$50 million money was collected, and soldiers and suppliers effort were not paid. In addition, the central government regulate commerce, or business, between the states each other tariffs on goods that crossed states had good more expensive to buy. Hey, didn't like the thing?

5 Another weakness in the Articles was in the new government was given the power to coin money, issuing their own money. This resulted in each state having a confusing variety of paper bills of different the new nation. As more and more paper money in many cases became worthless.

Ideas that work in any class...

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

Internet examples from many classes

Create interactions that will work in your content area:

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

Disclaimers...

Disclaimers...

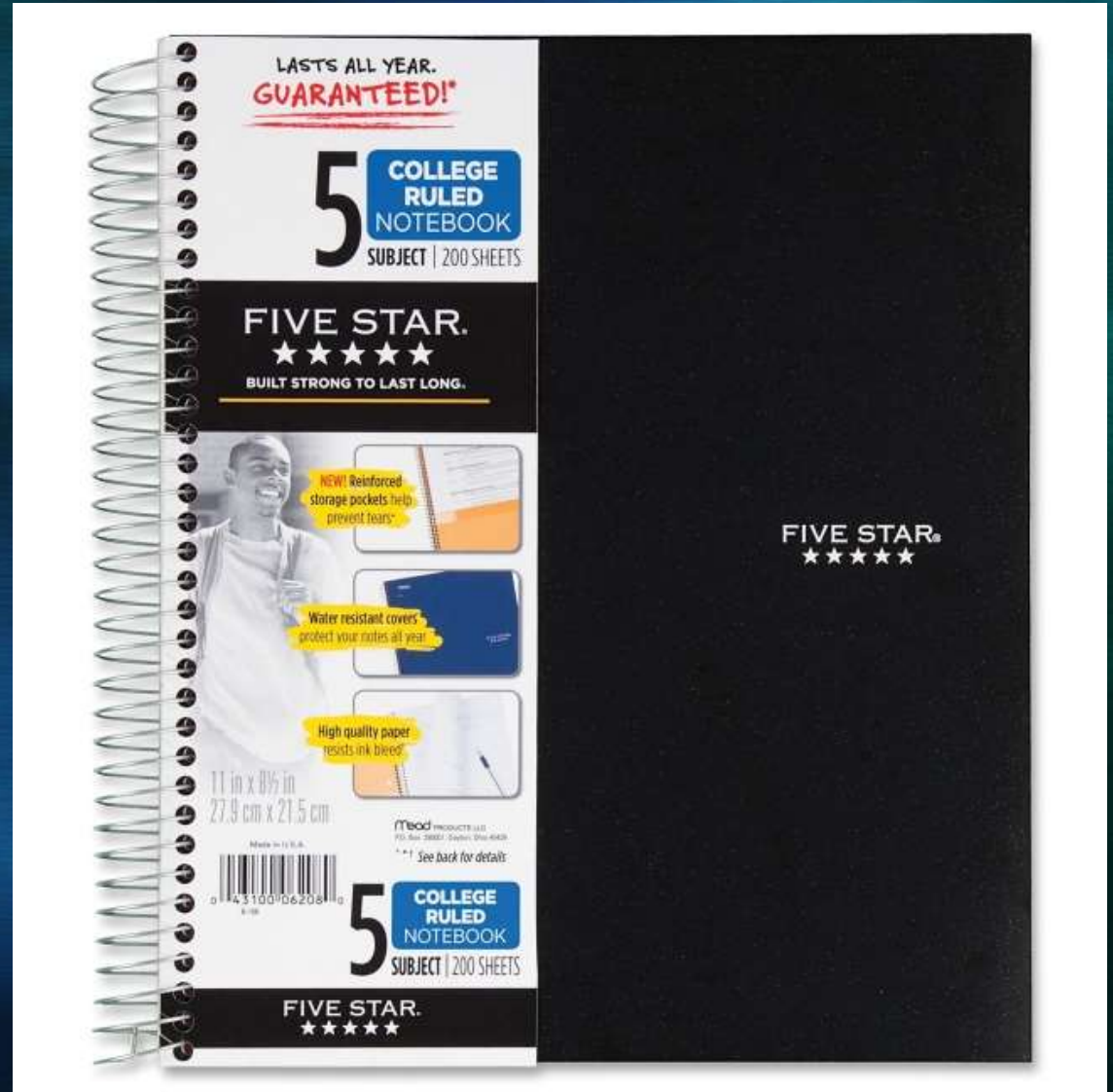
1. Teaching students how to use the ISN takes a lot of time at the beginning of year, at least a month
(think of this as scaffolding)
2. Staplers work better



Disclaimers...

3. Notebook:

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



Disclaimers...

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

What Students have to say...

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

What teachers have to say...

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

What teachers would change...

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

Individual Application

Questions?

Feel free to contact us!

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