

# Interactive Student Notebooks

The background features a light blue gradient with several colored pencils (green, blue, yellow, red, purple) scattered across it. The text is overlaid on this background.

Have you ever heard  
your students say . . .

I can't find my . . .  
notes, homework, handouts . . .

I can't remember what  
we did in class yesterday.

I'm sure its in . . .

my desk...

my book bag . . .

my room . . .

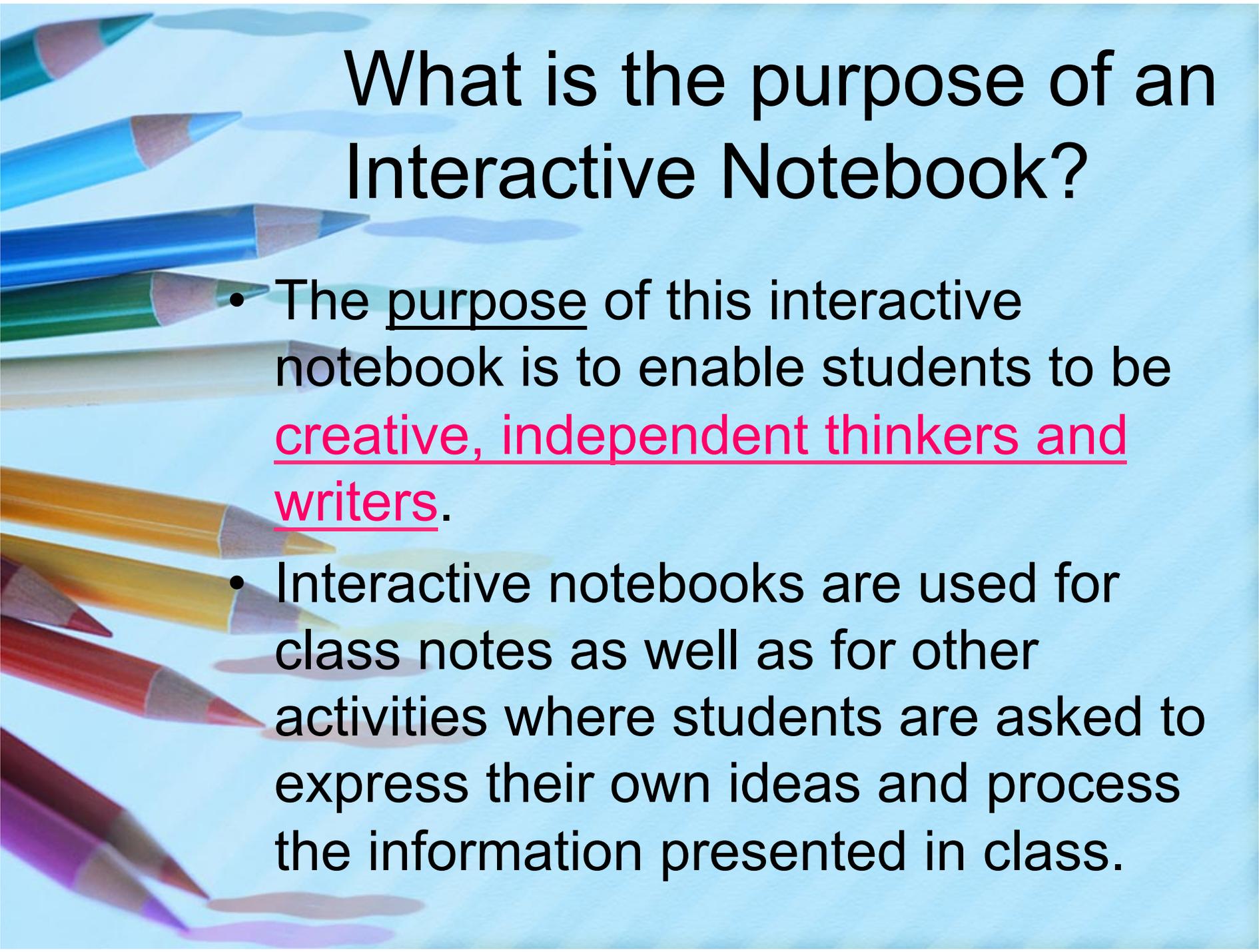
I was absent, did I miss anything?



**HELP THEM**

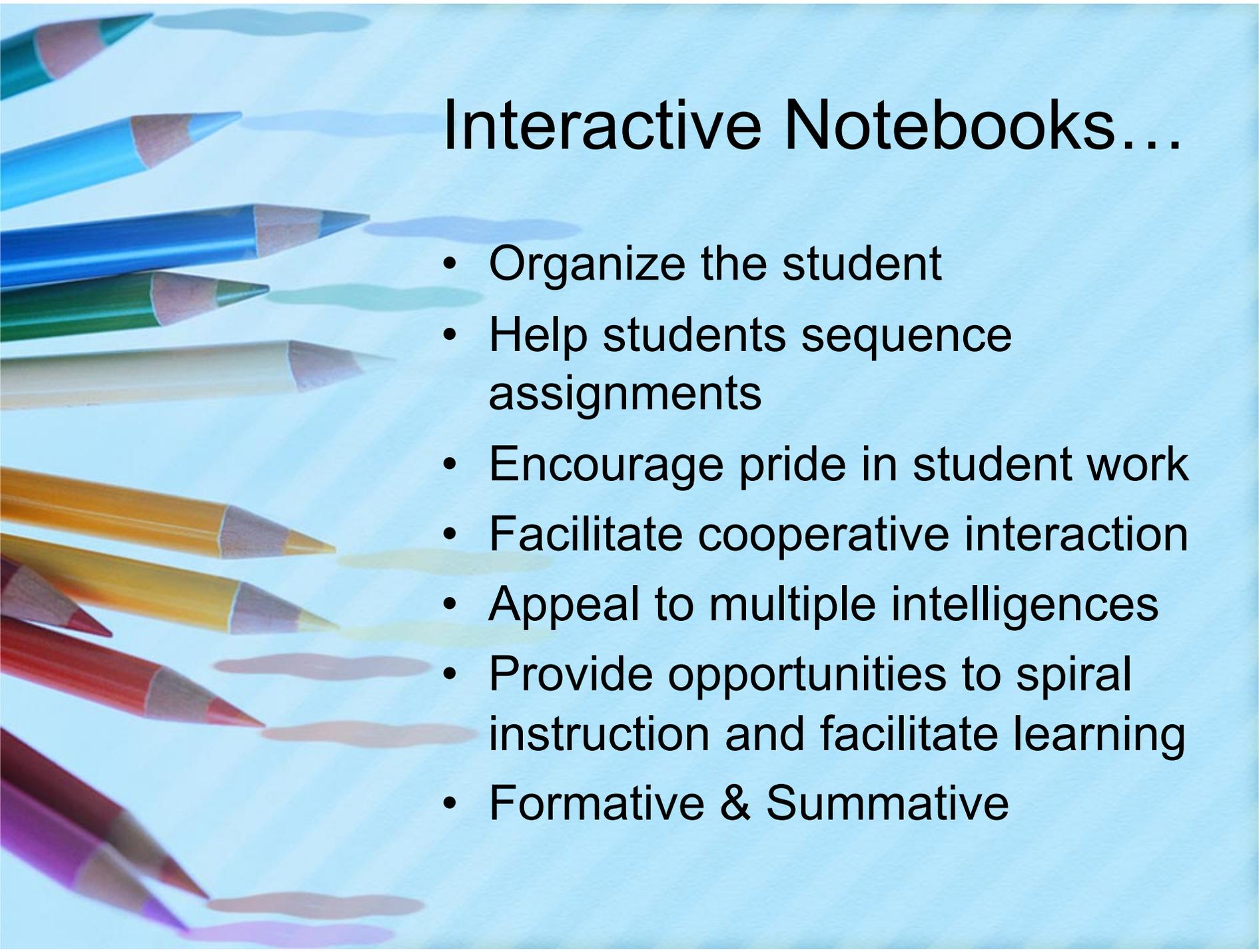
**GET IT TOGETHER**

**WITH THE ISN!**



# What is the purpose of an Interactive Notebook?

- The purpose of this interactive notebook is to enable students to be creative, independent thinkers and writers.
- Interactive notebooks are used for class notes as well as for other activities where students are asked to express their own ideas and process the information presented in class.



# Interactive Notebooks...

- Organize the student
- Help students sequence assignments
- Encourage pride in student work
- Facilitate cooperative interaction
- Appeal to multiple intelligences
- Provide opportunities to spiral instruction and facilitate learning
- Formative & Summative



# Students can...

- Transform written concepts into visuals
- Find main points of a lesson or concept
- Organize historical events into a topical map
- Draw whatever illustration that makes sense to them
- **Personalize** the historic event or lesson.



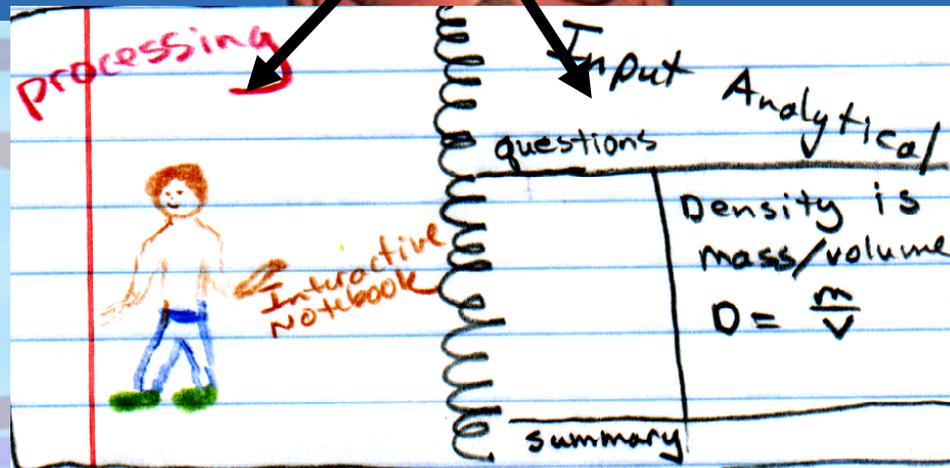
# Parts of the Notebook

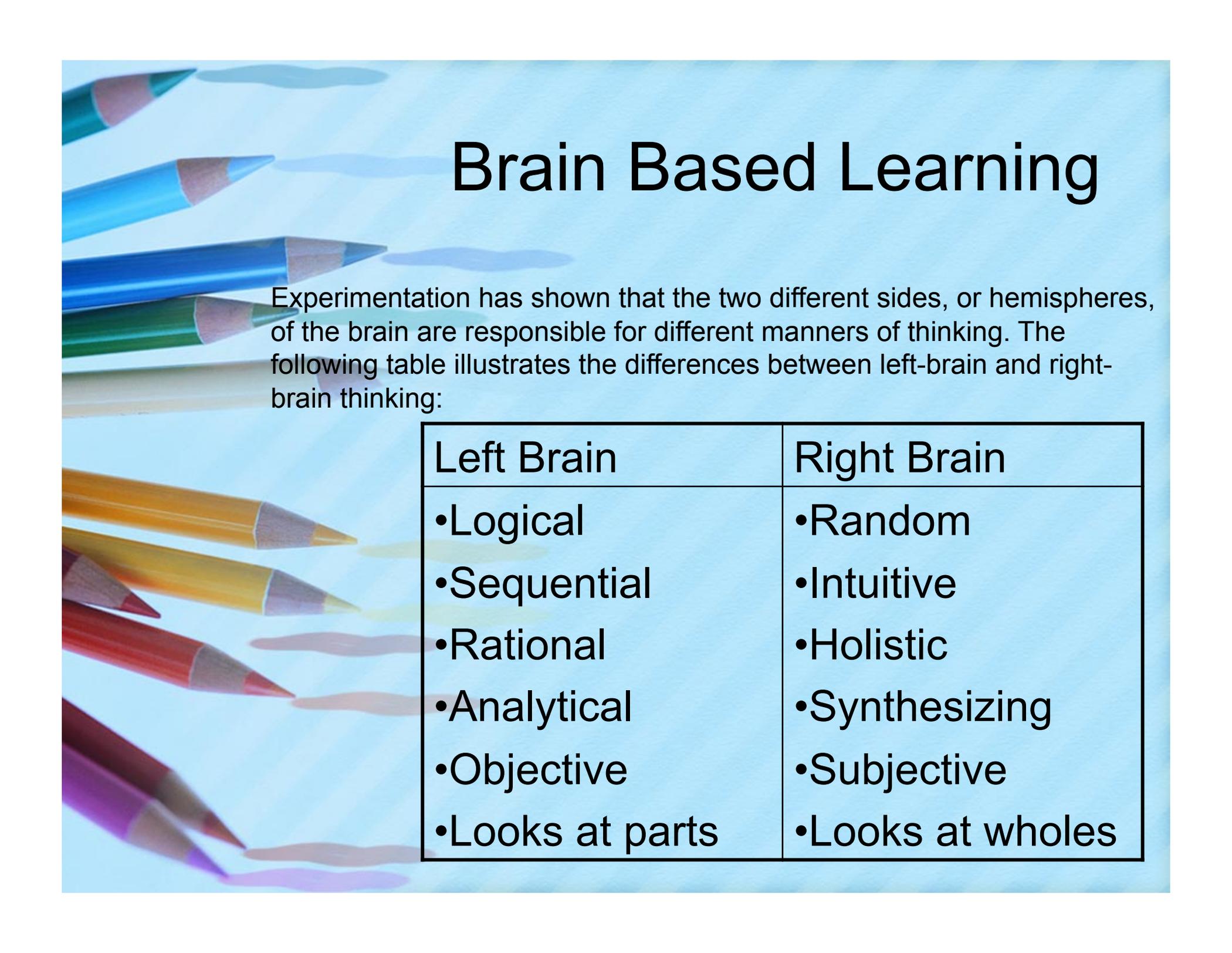
- Cover Page
- Rubric
- Table of Contents
- Unit Cover Page
- Standards/objectives
- Notes/Activities
- Student Reflection

# Right vs. Left side of the spiral

Left brain  
controls the  
right side

Right brain  
controls the  
left side





# Brain Based Learning

Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

Left Brain	Right Brain
<ul style="list-style-type: none"><li>• Logical</li><li>• Sequential</li><li>• Rational</li><li>• Analytical</li><li>• Objective</li><li>• Looks at parts</li></ul>	<ul style="list-style-type: none"><li>• Random</li><li>• Intuitive</li><li>• Holistic</li><li>• Synthesizing</li><li>• Subjective</li><li>• Looks at wholes</li></ul>

# How is it organized?

Left Side

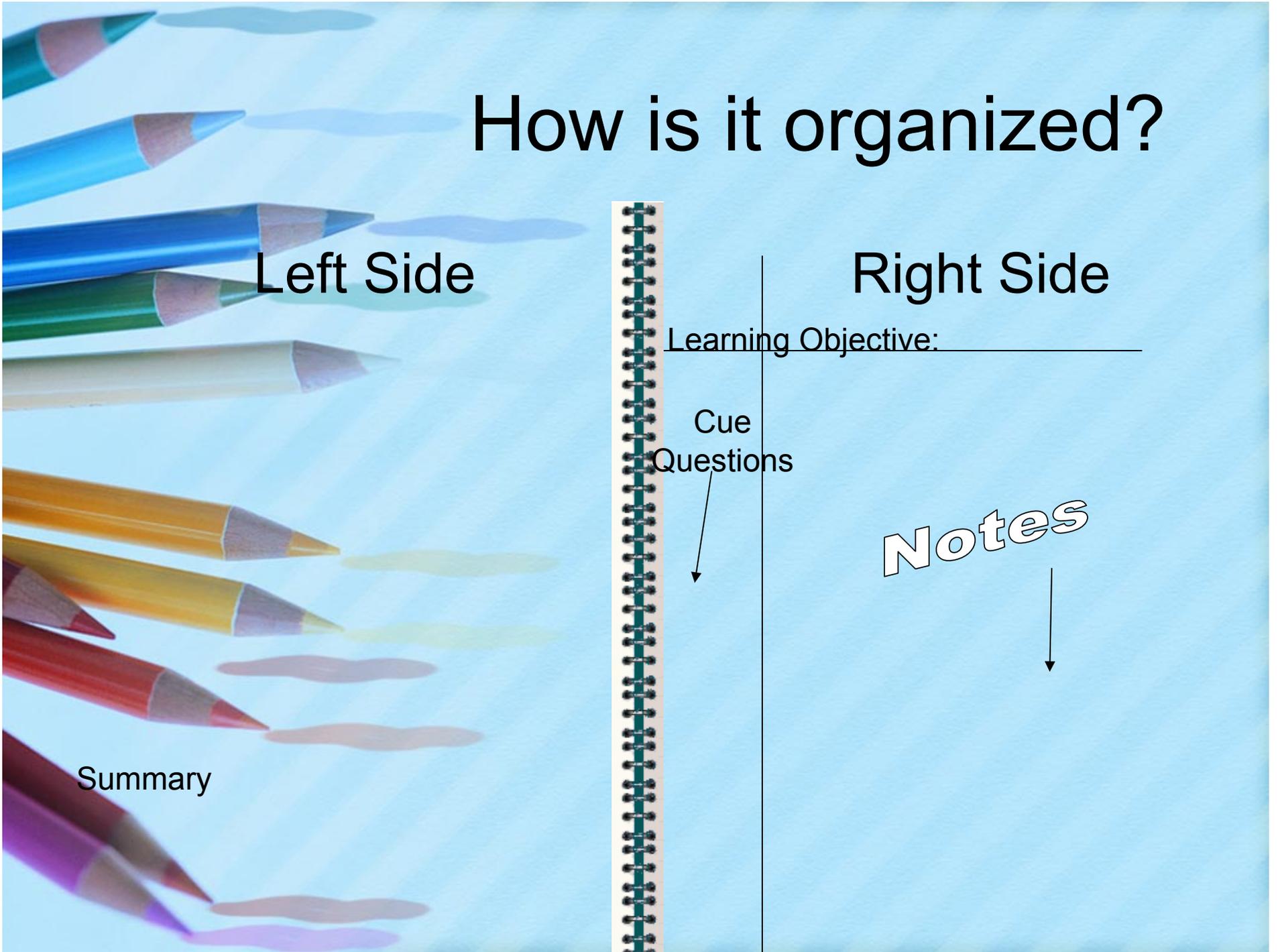
Right Side

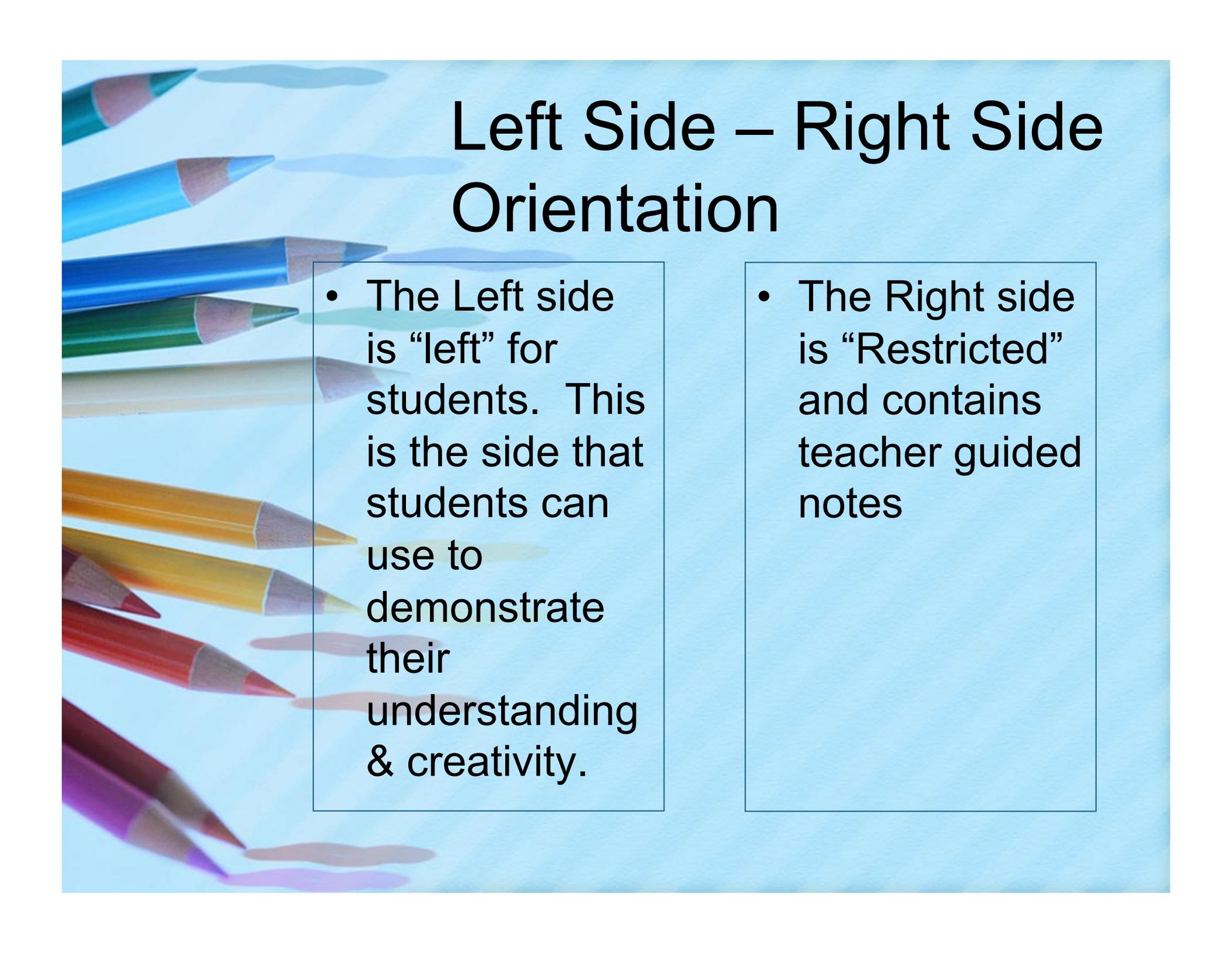
Learning Objective: \_\_\_\_\_

Cue  
Questions

*Notes*

Summary





# Left Side – Right Side Orientation

- The Left side is “left” for students. This is the side that students can use to demonstrate their understanding & creativity.

- The Right side is “Restricted” and contains teacher guided notes



# Right Side

## Teacher presents new info

An opportunity for teachers to model how to think graphically

- Class notes (Cornell)
- Discussion notes
- Reading notes
- Video notes
- Handouts with new information
- Graphic organizers
- Vocabulary
- Foldables

Odd Pages

# Left Side- Students Process New Ideas

- Reorganize new information in creative formats
- Express opinions and feelings
- Requires students to actively do something with the information to **internalize** it
- Gives students permission to be playful, imaginative, experimental, creative
- Allows various learning styles to process information

Even Pages



10.15.06



Abraham Lincoln!

Summary: The significance of Lincoln's Emancipation Proclamation was to weaken the Confederate because the slaves were essential to them. He declared his proclamation on January 1, 1863.

# Emancipation Proclamation

- LO:
- Q1 why was Lincoln slow to end slavery?
  - Q2 why did Lincoln decide in favor of emancipation?
  - Q3 why did Lincoln only free the Confederate slaves?
  - Q4 How did the Americans react to the Emancipation?

-To explain significance of Lincoln's Emancipation Proclamation

## Emancipation Proclamation

January 1, 1863. Lincoln declared after Battle of Antietam, all slaves living in Confederate states were free

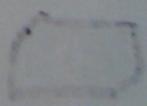
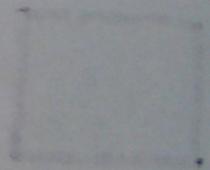
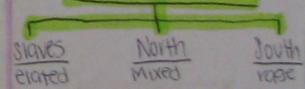
Emancipation means to set something free. A proclamation is public statement or announcement

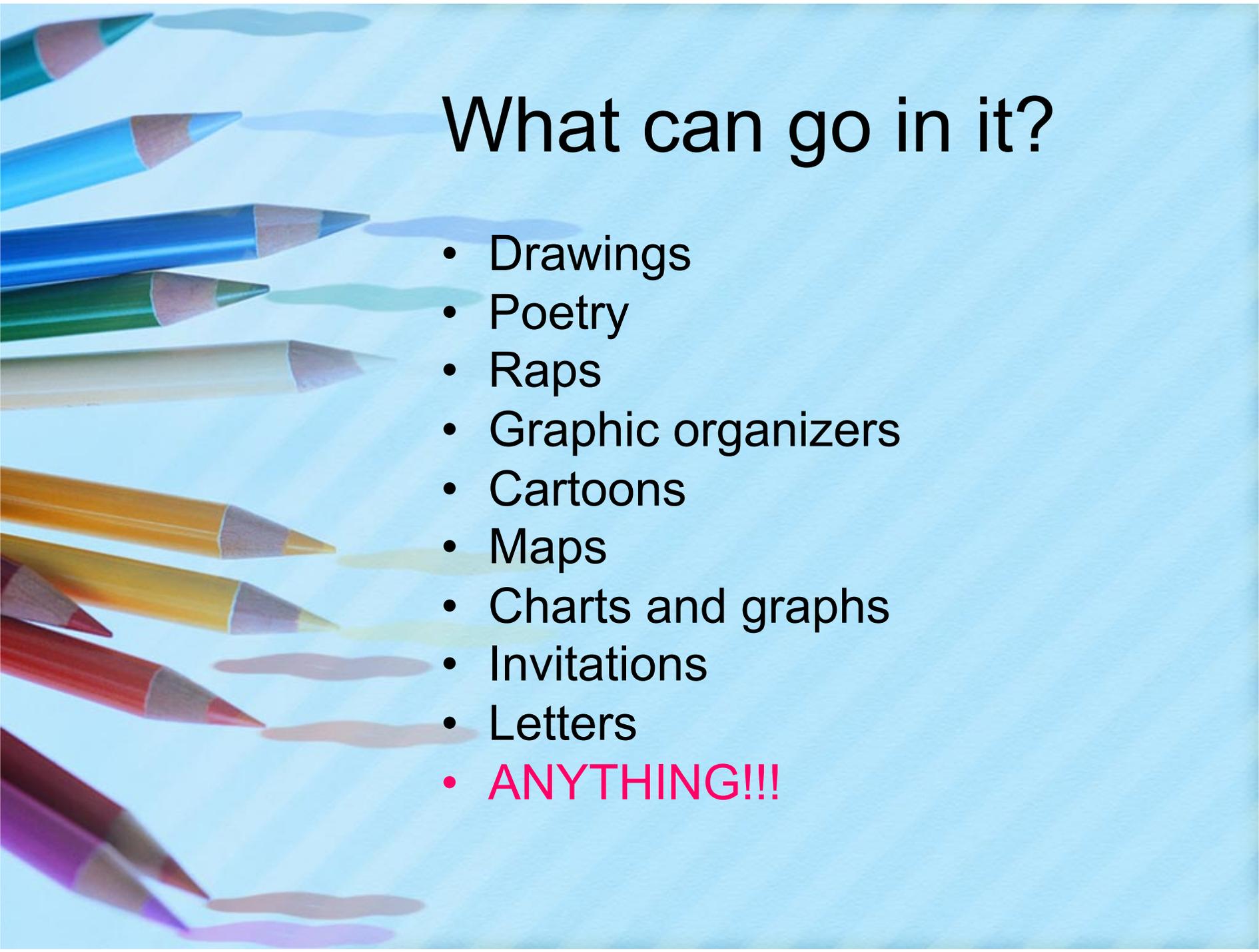
Q2: He wanted to weaken the Confederate because the slaves were essential to them.

Q3: He didn't free the Union slaves because he didn't want the Union states to secede.

54<sup>th</sup> Massachusetts Regiment:

## Q4 Reaction to EP





# What can go in it?

- Drawings
- Poetry
- Raps
- Graphic organizers
- Cartoons
- Maps
- Charts and graphs
- Invitations
- Letters
- **ANYTHING!!!**

# More Examples of Left Side

Making Real World Connections

Thinking Maps

Political Cartoons & Comic Strips

Advertisements

Annotated Illustrations

Illustrated Proverbs

Journaling

Book or CD Covers

Cartoons

What if...situations

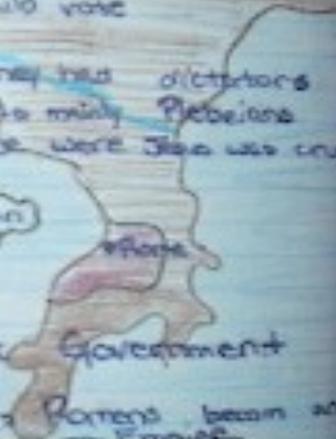
Poetry

Sensory Figures

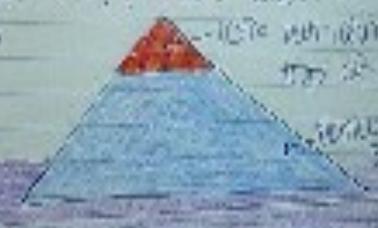
Facial Expressions

# Acrostics

**A**queduct used to carry water  
**N**ot all could vote  
**E**conomy was mainly  
**R**epublic Government  
**O**ver years Romans began to  
**M**any people fought in wars  
**E**dict made Christianity an  
 accepted religion.

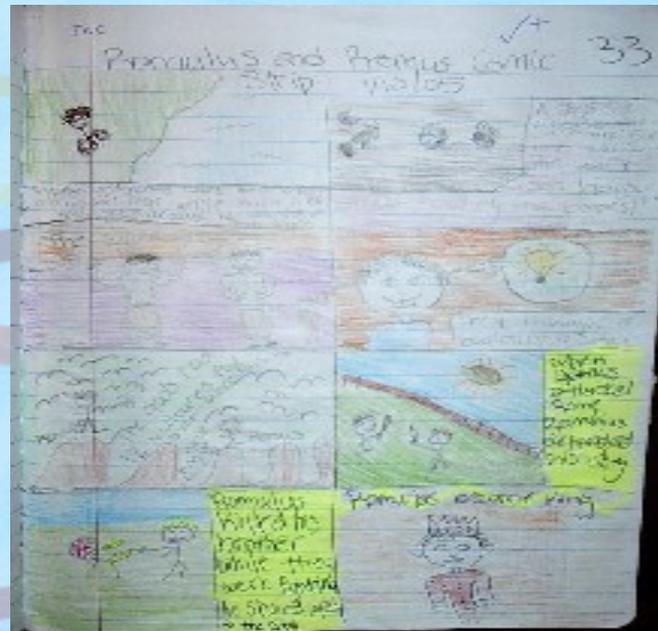
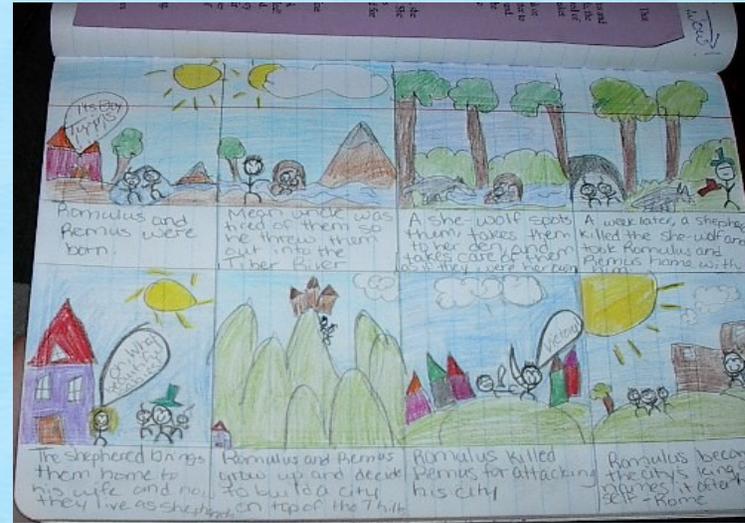
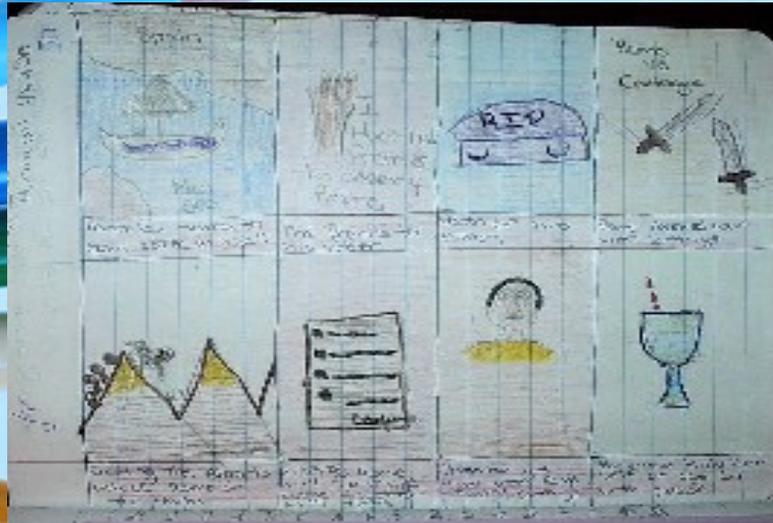


participated in government for  
 - patricians' power was partly reduced  
 - new laws passed by the  
 - The tribunes' authority enabled  
 - plebeians to elect  
 - to convene courts and frame  
 - laws



**R**enaissance was the beginning of  
 a new age  
**E**urope was dominated by the  
**N**othing helped them more than  
**A**rt was something becoming more  
 important  
**I**mportant goods were brought  
 by India  
**S**pices and goods reformed Europe  
**S**urplus grain made merchants  
 rich  
**A**nd the Leonardo da Vinci painted  
 the great Mona Lisa  
**N**ew invent from this master mind  
 da Vinci  
**C**ompasses and telescope  
 in this age

# Comic Strips



- describe how fighting in the Civil War affected the individual's life.
- explain how the end of the Civil War might change the individual's life.
- be free of misspellings and grammatical errors.

The  
war  
end?

Who - General Lee + C  
When - April 9, 1865  
Where - Appomattox Co



Union Soldier

I am so excited to go home to my wife + kids to tell them we won! This experience made me braver and stronger. It has certainly affected + changed me forever.



Confederate wife

I'm so upset that we lost + the war. My husband has yet to return, our crops have been burned and on top of that, our slaves have been freed! I don't know how we will go on! I feel scared and this war has changed our country and each of us as individuals.

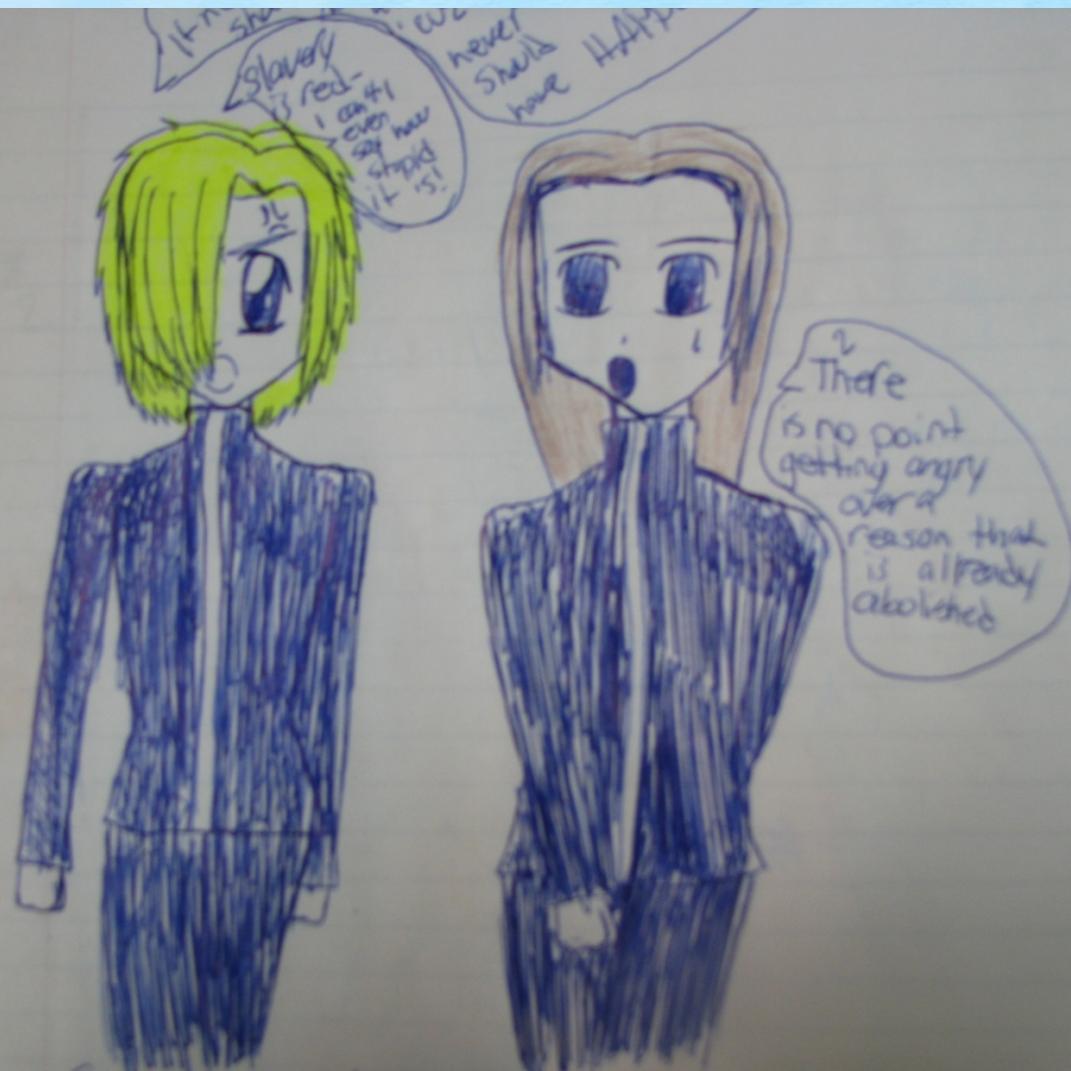
It's unbelievable to think that after being born + raised into slavery, that I am now finally free! I can't wait to start a family and begin a whole new life. Fighting the war for the Union made me feel I have earned my freedom.



Confederate slave

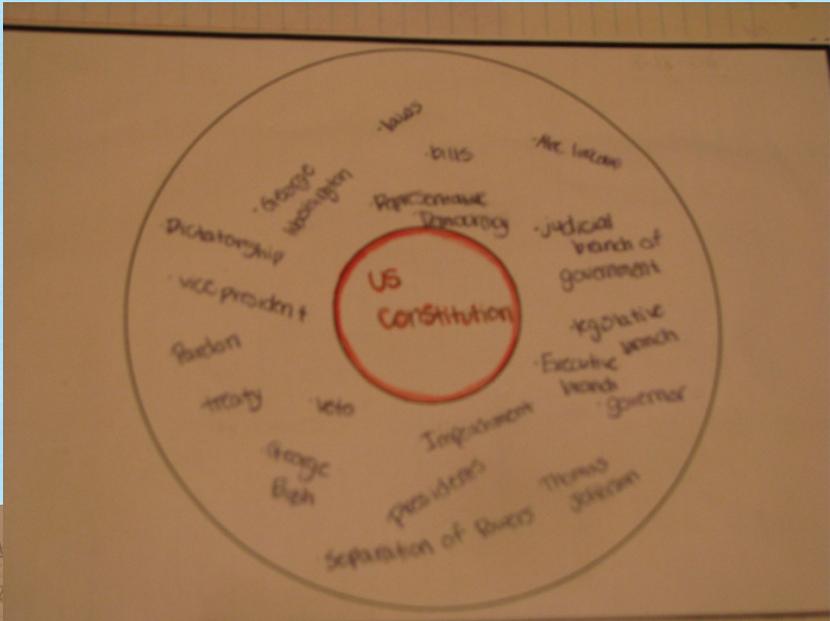
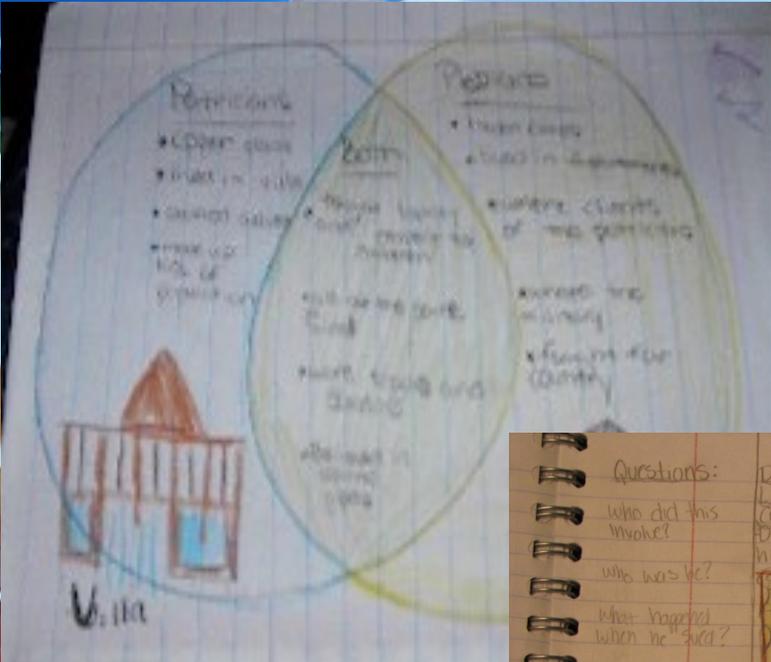
fact - the  
town, a  
living r

Government  
B  
W  
+



Summary: Okay, today I learned about Compromise. This is Social Studies, not local people! Anyway, come on if California wants to be a free state we let it be! Those slaves states have no rights to say

# Venns & Thinking Maps



Questions:

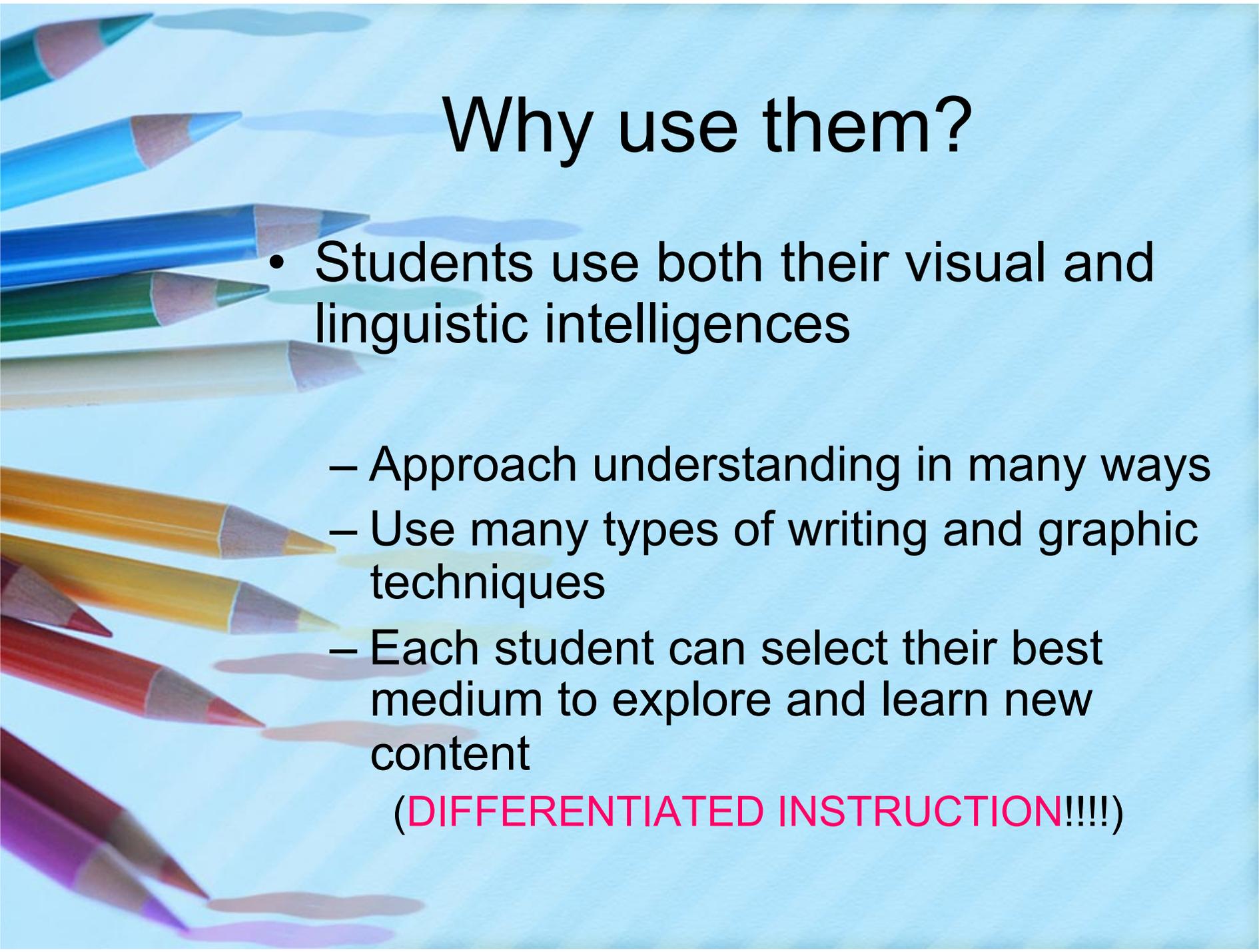
Who did this involve?  
 who was he?  
 what happened when he sued?  
 who did this affect?

Dred Scott  
 L.A. Deser  
 Conflict b  
 Dred Scott  
 his freedom

Scott was taken to Illinois, a free state. He was taken to Wisconsin, a free territory. He was a slave. Returns to Missouri, his master threatened.

DRED SCOTT sued for his freedom on the basis that he lived in a free territory therefore he should be free  
 DRED SCOTT vs SANDFORD  
 1857

Dred Scott Results =  
 - Dred Scott was still a slave  
 - African Americans free or slave were not citizens and therefore could not sue  
 - Congress could not ban slavery



# Why use them?

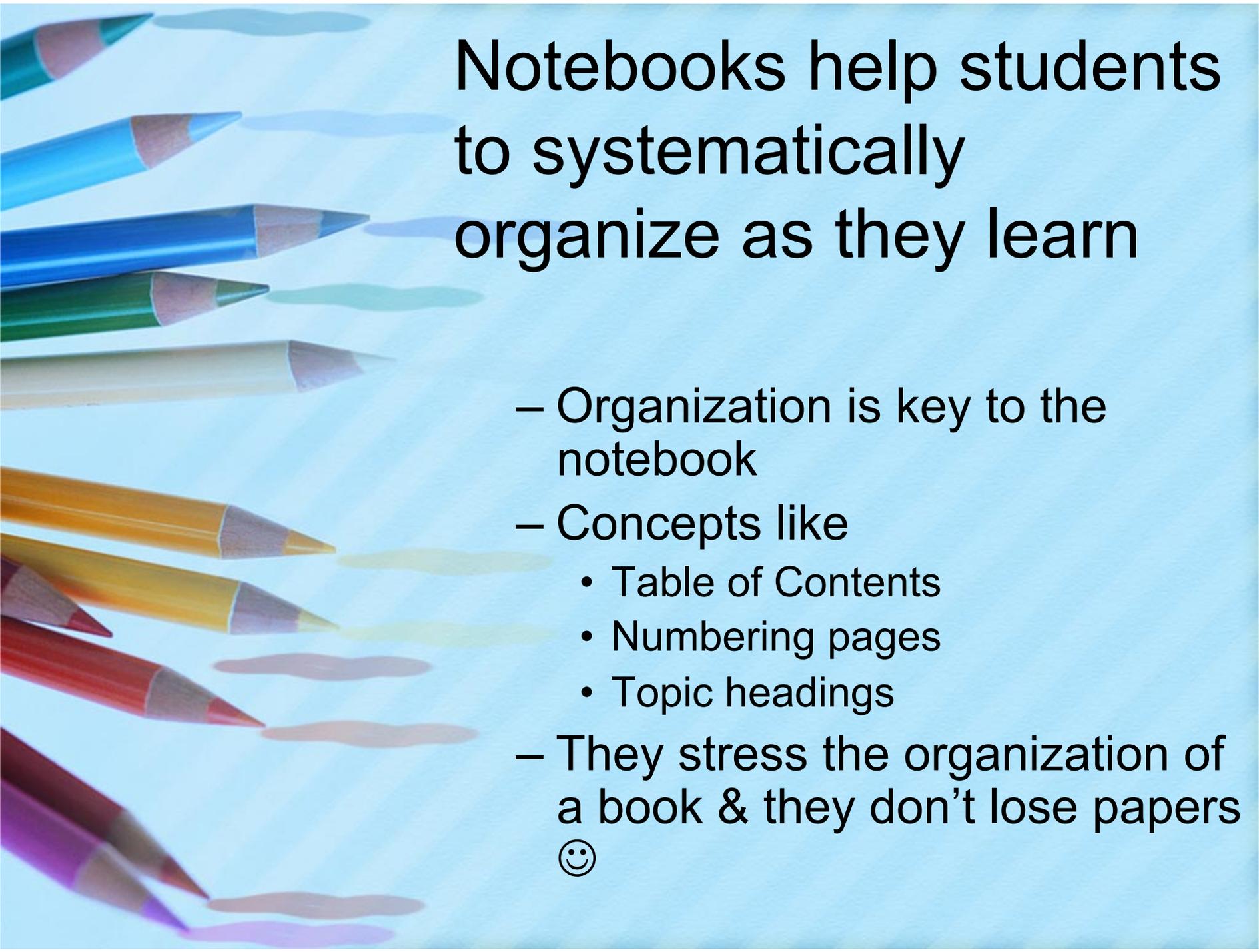
- Students use both their visual and linguistic intelligences
    - Approach understanding in many ways
    - Use many types of writing and graphic techniques
    - Each student can select their best medium to explore and learn new content
- (DIFFERENTIATED INSTRUCTION!!!!)

# Note taking becomes an active process

What do students think about it?

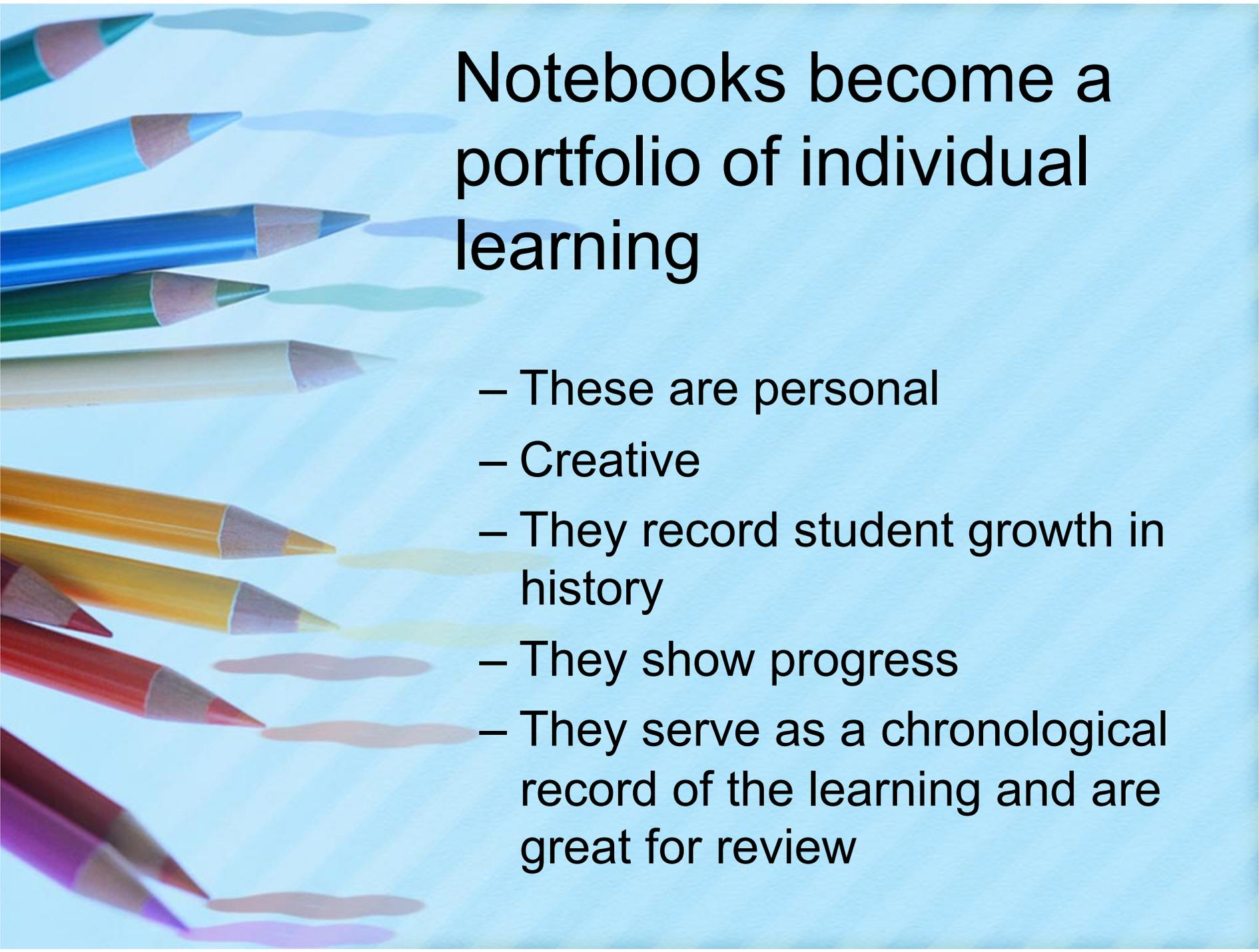


- Students are invited to take notes—it's fun! 😊
- Students will read their notes—they have to in order to process for the left side
- Students will be working with (rehearsing) the information which facilitates learning
- Students will actively be involved with the information



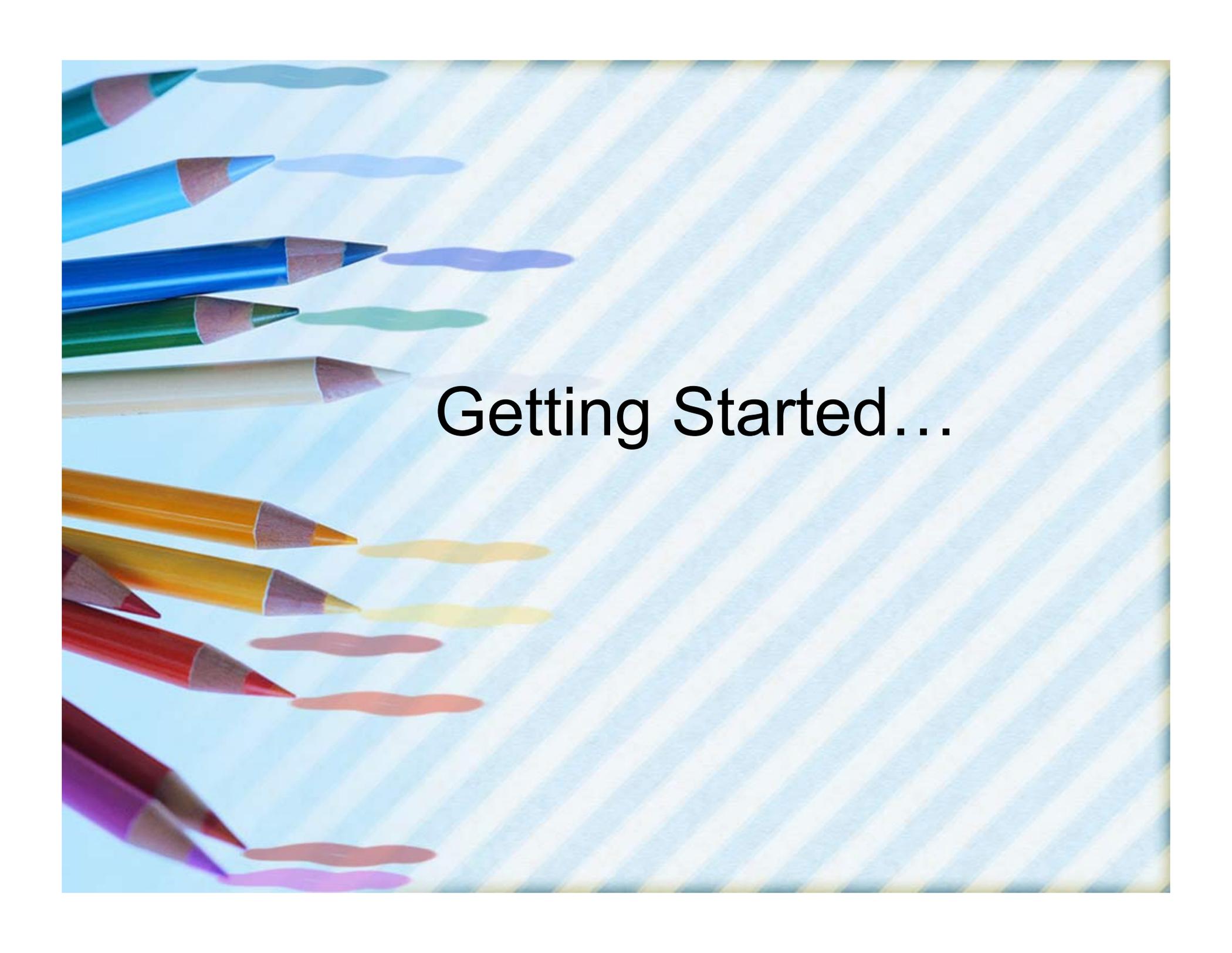
# Notebooks help students to systematically organize as they learn

- Organization is key to the notebook
- Concepts like
  - Table of Contents
  - Numbering pages
  - Topic headings
- They stress the organization of a book & they don't lose papers  
😊

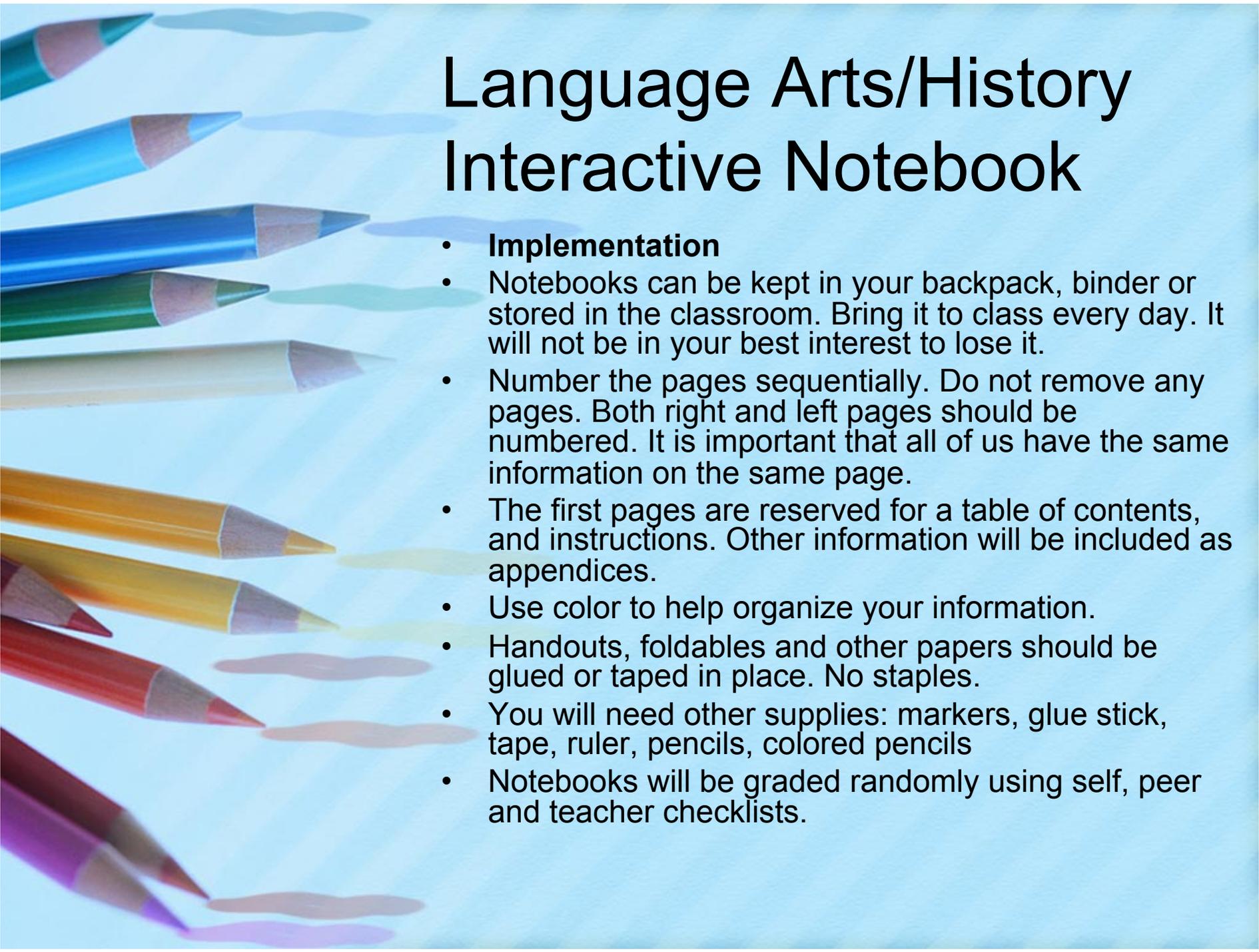


# Notebooks become a portfolio of individual learning

- These are personal
- Creative
- They record student growth in history
- They show progress
- They serve as a chronological record of the learning and are great for review

A collection of colorful pencils (green, blue, yellow, red, purple) is arranged on the left side of the image. Each pencil has a corresponding colored smudge or shadow extending to the right. The background consists of diagonal stripes in light blue and white. The text "Getting Started..." is centered in the middle of the image.

Getting Started...



# Language Arts/History Interactive Notebook

- **Implementation**

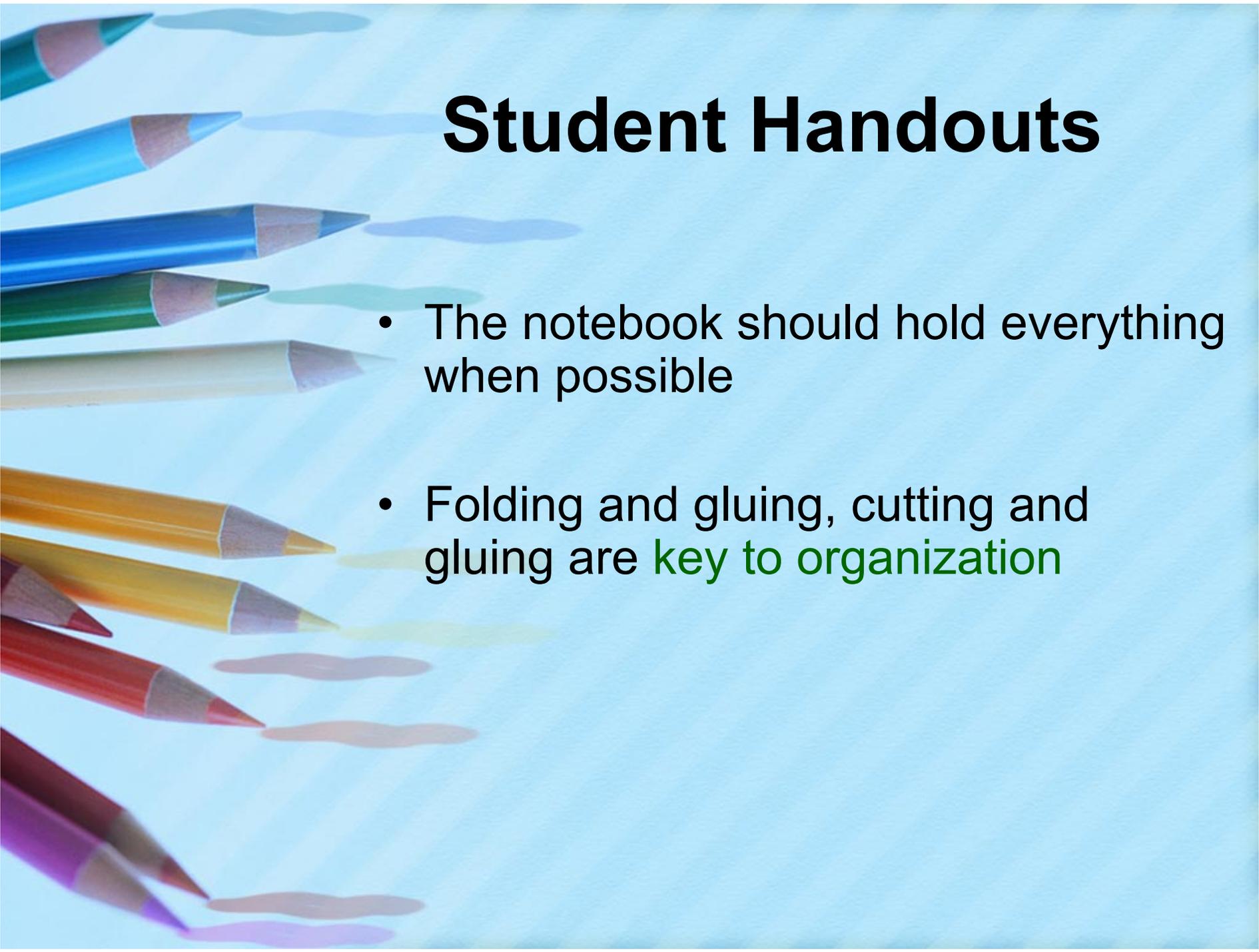
- Notebooks can be kept in your backpack, binder or stored in the classroom. Bring it to class every day. It will not be in your best interest to lose it.
- Number the pages sequentially. Do not remove any pages. Both right and left pages should be numbered. It is important that all of us have the same information on the same page.
- The first pages are reserved for a table of contents, and instructions. Other information will be included as appendices.
- Use color to help organize your information.
- Handouts, foldables and other papers should be glued or taped in place. No staples.
- You will need other supplies: markers, glue stick, tape, ruler, pencils, colored pencils
- Notebooks will be graded randomly using self, peer and teacher checklists.



# Lets Begin....

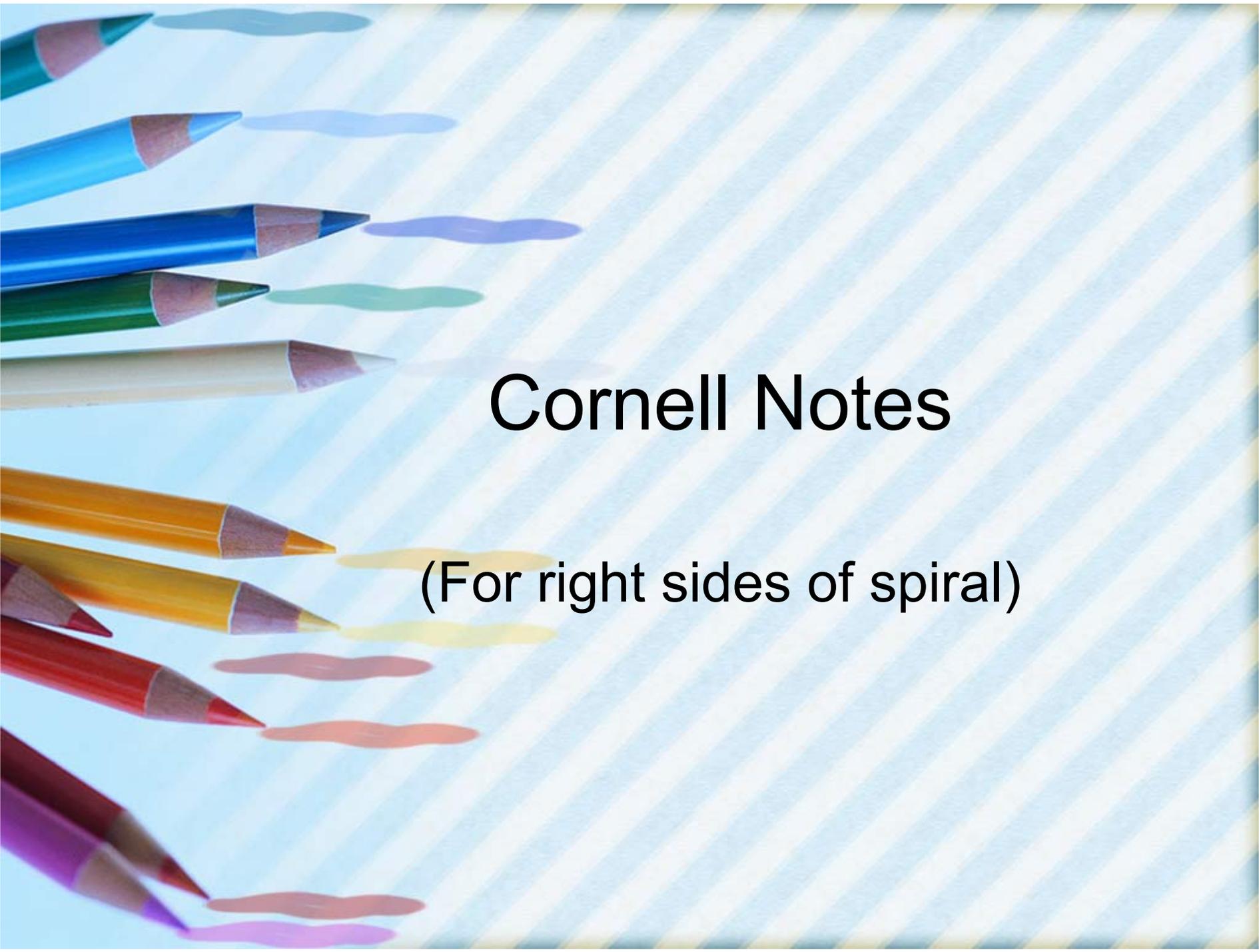
- Have them number the pages immediately so that they start in an organized fashion.
- Number each page front and back
- Odd pages on left Even pages on the right.
- There will be no blank pages
- **Pages do not get torn out!!!**





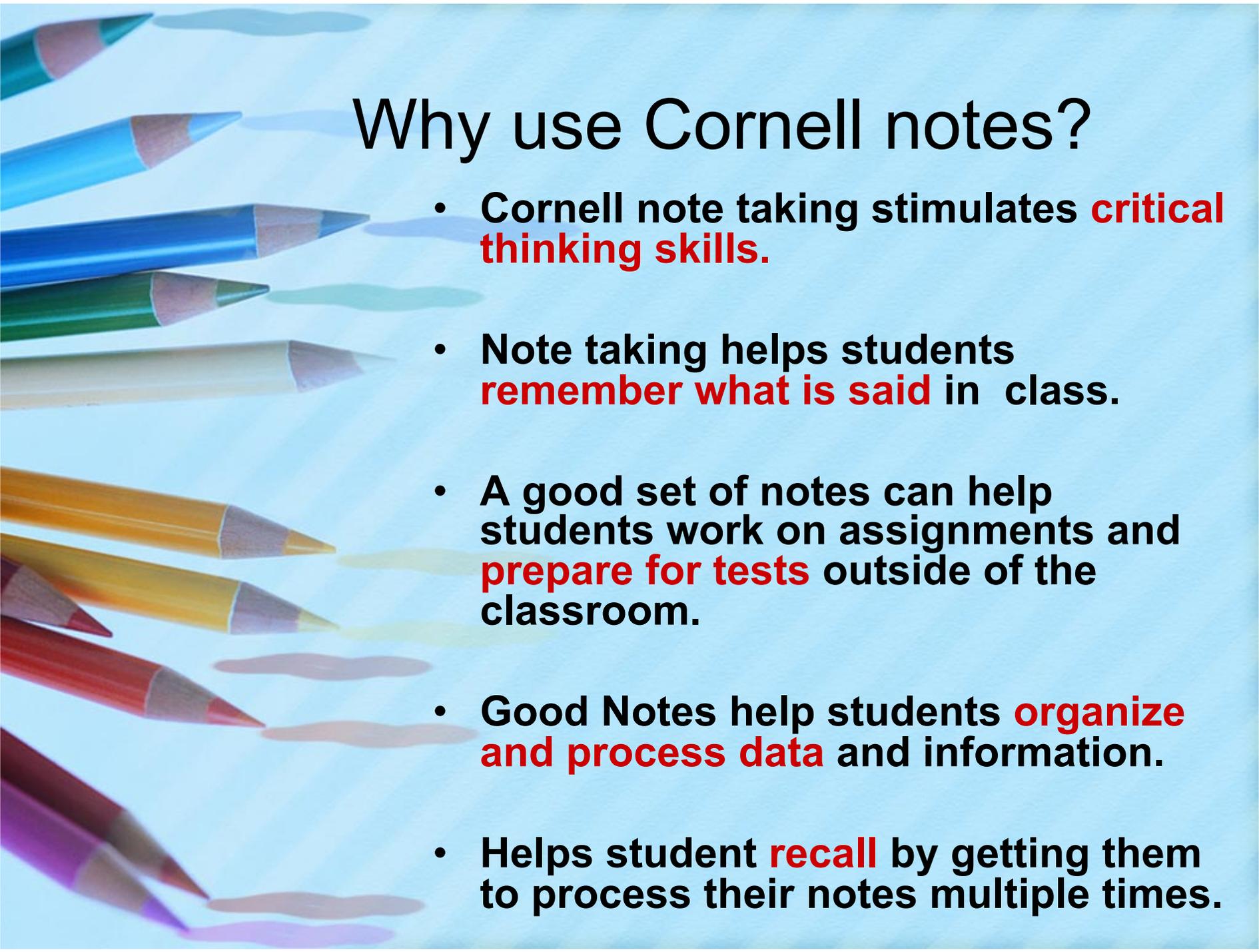
# Student Handouts

- The notebook should hold everything when possible
- Folding and gluing, cutting and gluing are **key to organization**



# Cornell Notes

(For right sides of spiral)



# Why use Cornell notes?

- Cornell note taking stimulates **critical thinking skills**.
- Note taking helps students **remember what is said** in class.
- A good set of notes can help students work on assignments and **prepare for tests** outside of the classroom.
- Good Notes help students **organize and process data** and information.
- Helps student **recall** by getting them to process their notes multiple times.

# How is it organized?

Left Side

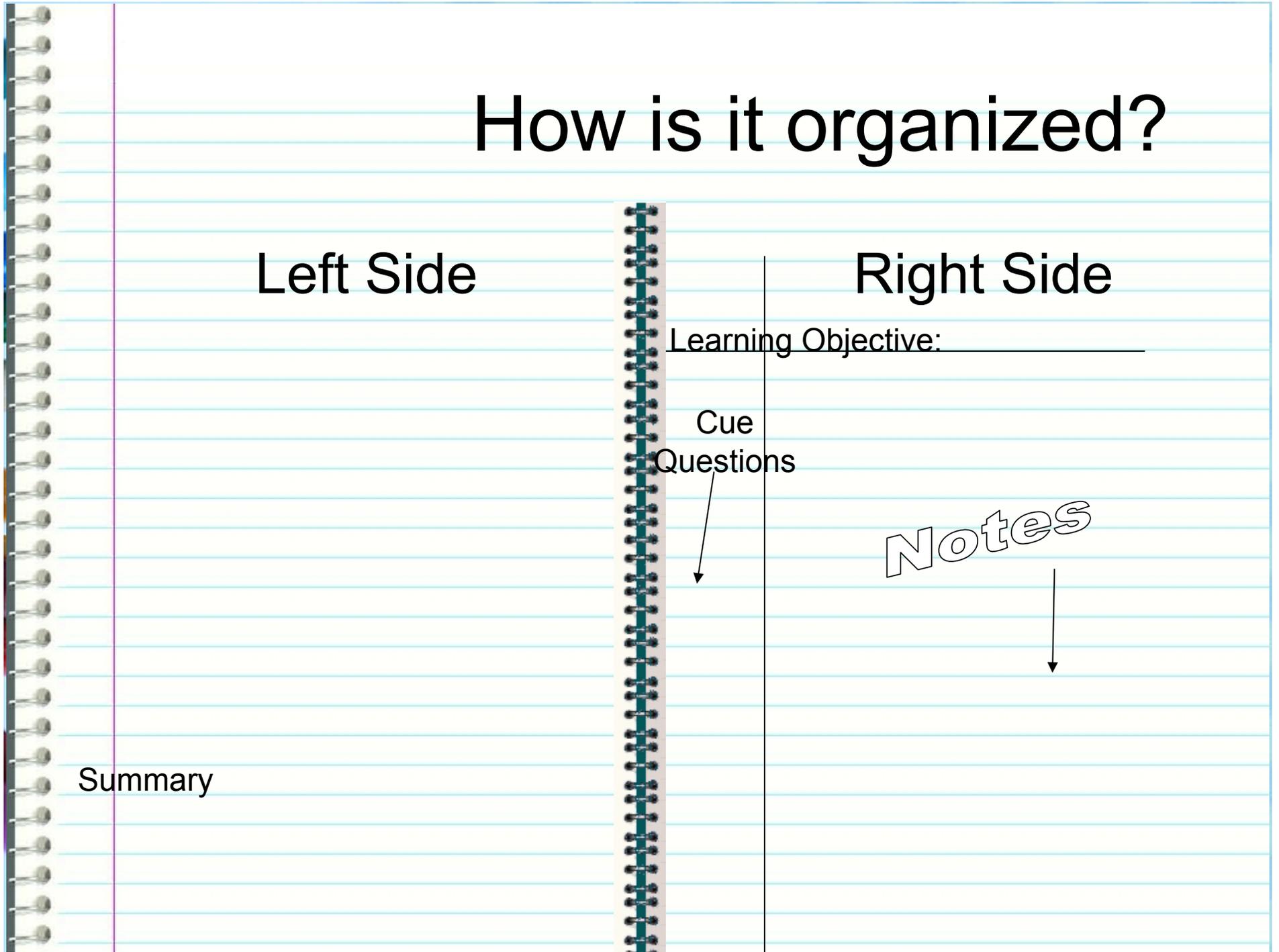
Right Side

Learning Objective: \_\_\_\_\_

Cue  
Questions

Notes

Summary



Page Number  
Date

Topic

Questions,  
Subtitles,  
Headings,  
Etc.

# Class Notes

← 2 1/2" →

3 to 4 sentence summary across  
the bottom of the **opposite page** of  
the day's notes



# Cornell Notes Step by Step

Learning Objective:

Explain the process involved in taking organized Cornell notes. How will this help me?

## Note-taking column

1. **Document**- Always write the date and topic at the top of the page
2. **Write Notes**- The large box to the right is for writing notes.

Skip a line between ideas and topics.

- Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using "&" for the word "*and*".
- Use whatever method works best for you

Questions

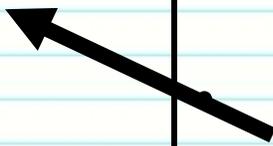
go

here

**3. Questions-** Review the notes as soon as possible after class.

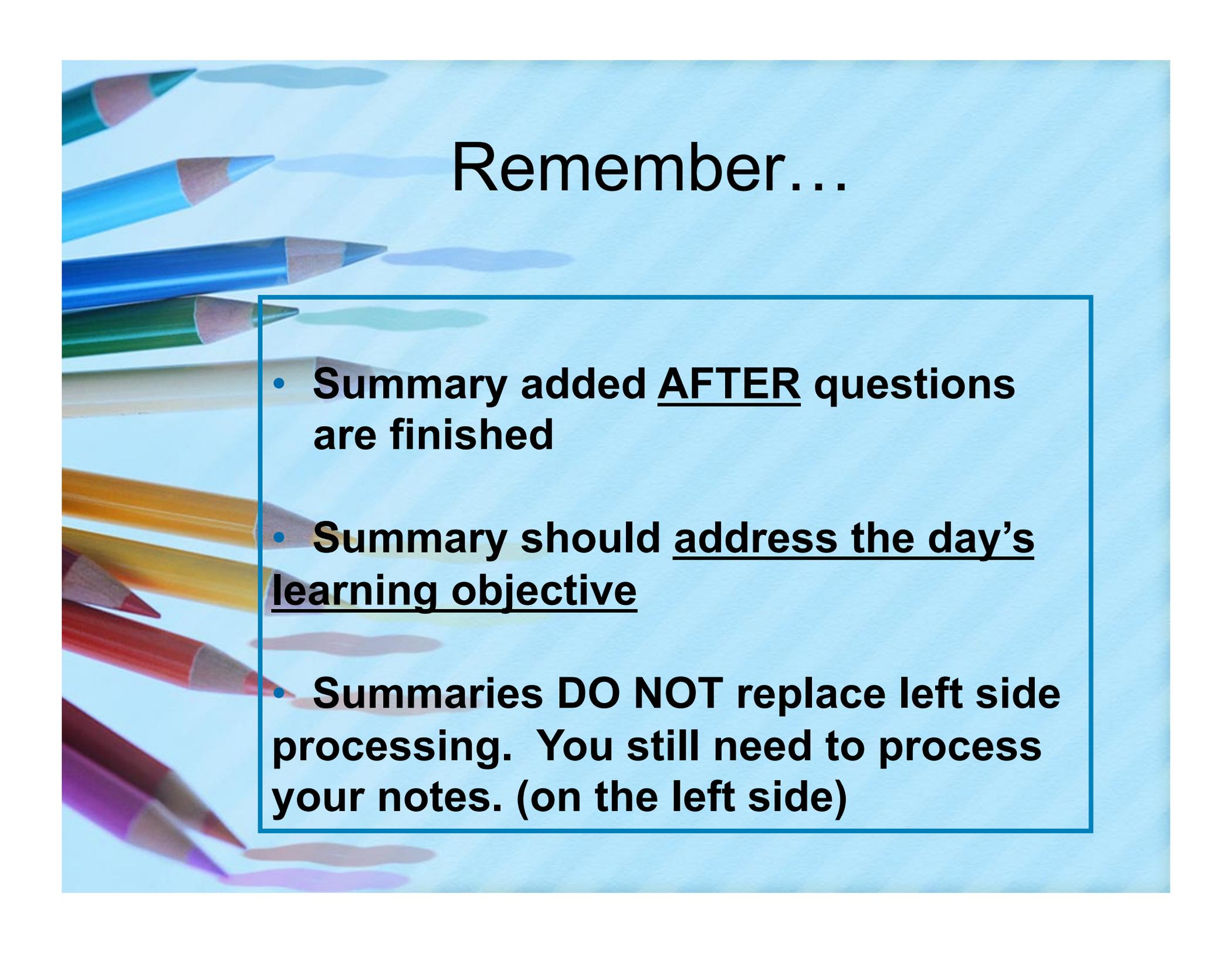
- Pull out main ideas, key points, dates, and people, and write these in the left column in the form of questions. Use **BLOOM's!!!!**

**4. Recite-** Cover the note taking column with a sheet of paper.



Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.

**5. Summarize-** Write a summary of the main idea of the notes at the bottom of your left hand page. Try to answer the learning objective question.



# Remember...

- Summary added AFTER questions are finished
- Summary should address the day's learning objective
- Summaries DO NOT replace left side processing. You still need to process your notes. (on the left side)

# Cover Page Examples



nice

Maria

TEXAS HISTORY  
8 B



FRIENDLY

athLETIC

SMART



Endless spirit



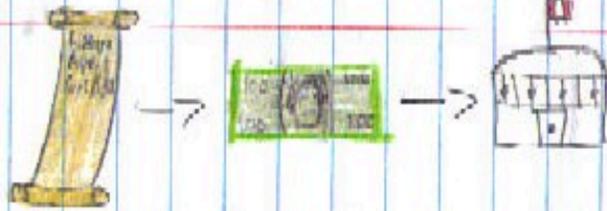
PERFECT EDGE MICRO PERFORATED FOR CLEAN TEAR-OUTS



# Student Page Samples

THE PEOPLES

Tribes	Location	Shelter	Food	Nomad or Permanent
Karankawa	Gulf Coast Plains	Rambs and Grass	High plants and deer meat	Nomad
Coahuiltecan	Gulf Coast Plains	animal skins moss bent branches	buffalo, deer, and small mammals	Nomad
Caddo	Central Plains	beehive shaped hut made of grass, sticks, mud	Corn, beans, squash, buffalo, deer, etc.	Permanent
Wichita	Central Plains	round house, made with grass, sticks, mud	Melons, corn, beans, buffalo, deer, etc.	Permanent
Kiowa	Mountains & basins	Adobe houses made of mud bricks	Fruits, vegetables, some buffalo	Permanent
Apache	Mountains & basins	Tree buffalo hide camp poles	Buffalo, some farmed	Nomad
Comanche	Great Plains	TP's, buffalo hides stretched over poles	buffalo, deer, and rabbit	Nomadic
Kiowa	Great Plains	TP's, buffalo hides stretched over poles	buffalo, berries, fruits, and nuts	Nomadic



Effects of the Event

The Law raised money for the government.

leading up to the main event

Mexican government took action that hurt white settlers.

Vicente Guerrero argued that the business and taxing depend on labor of some 1000 slaves in Texas.

Law of April 6, 1830

The people hate more Mexican and Catholic Europeans

Begin to tax all the imports coming into Texas.



Dr. Martin Luther King Jr.

Politician

equal rights

Voting rights

met w/ political leader (JFK)

SCDC

I

Have

Role Model

Goals can be achieved

without violence

Stood up for what he believed in

Pastor

Nobel peace prize

wasn't afraid to suffer for what he believed

respectful

Ghandi

accepting of others

A

Dream

leader

led people to freedom

led boycotts + marches

involved w/ church