

Engaging Printables to Use with
Social Studies

**INTERACTIVE
STUDENT NOTEBOOKS**



Tons of Printables to Make Social Studies ISNs Fun & Engaging!

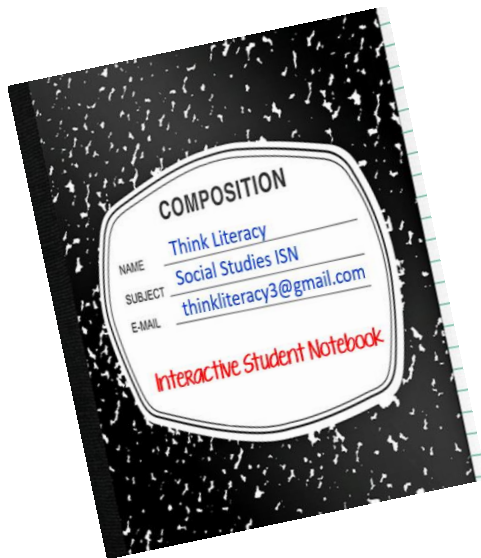




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Top Tips for the ISN from TCI

Top Ten Notebook Management Tips

1. Set Expectations
2. Include a table of contents
3. Encourage students to personalize their covers, author pages, and unit title pages
4. Use a clasp envelope
5. Glue or tape in the last three minutes
6. Keep a master notebook
7. Do random notebook checks
8. Give random notebook quizzes
9. Make sure students have the tools to do the job
10. Use peer pressure to your advantage

Top Tips for the ISN from TCI

Top Five Evaluation Tips

1. Start strong! Monitor aggressively by walking around and writing comments and suggestions in ISNs
2. Allow students to use their notebooks on quizzes
 - Helps students understand the importance of taking notes.
 - Encourages students to bring their notebooks daily.
 - Builds good work habits for the future.
3. Be clear on what your objective is
 - Focus more on process?
 - Focus more on product?
 - Use as a tool to study for state tests
4. Create an evaluation form
 - Make it easy to understand for you and your students.
 - Examples
 - Checklists
 - Rubrics
 - Your own design
5. Let your students create the rubric

TCI Free Lesson:

The Interactive Student Notebook

TCI Free Lesson: The Interactive Student Notebook

Starting the School Year Right – The Interactive Student Notebook TCI

Step by Step Directions:

1. Cut out the ISN tips and separate them into the four tips.
2. Go to one of the placards posted around the room.
3. Study the image(s).
4. Talk with your partner – Which two ISN tips do you believe apply to this placard?
5. Complete the tip sentence and tape your tips around the outside of the placard (not directly on).
6. Repeat the process for the remaining placards.

For over 25 years, teachers across the country have been using TCI's Interactive Student Notebook strategy in their classroom. The most popular free lesson on our site five years running has been our lesson on getting started with the ISN. We've updated and redesigned the lesson with a presentation and directions for print AND digital ISN's.

Everything you need to conduct this lesson from start to finish is in this slide show. Feel free to take this and make it your own and share it with teacher friends as well.

[Here is the link to the Google Presentation version of this lesson.](#) Below is a box.com embed where you can download the PowerPoint.

SSYR Day 2.pptx ▾

Starting the School Year Right – The Interactive Student Notebook TCI

Essential Question
How will a great notebook make you a great student?

Overview
Students analyze placards depicting portions of the interactive student notebook (ISN) and try to match them to a notebook tip. Afterwards, the class debates by conducting a blue ribbon poll on the "most important" tips to making a great notebook.

Preview Students complete a "buddy check or map" activity to be used in paired activities for this lesson and future lessons.

Activity Students working in pairs sort through tips on making a great notebook. They match the tip to 10 placards depicting notebook work around the room. After matching all the tips, the class debates which tips are the most important to making a great notebook.

Processing Students create a word cloud on the topic of notebooks including adjectives that describe what a great notebook would look like.

Objectives
In the course of this lesson and participating classroom activity, students will
• analyze the importance of working in pairs as a way to learn content.
• explain how maintaining a good notebook will allow them to deepen their understanding of content.

Materials
□ Copies of Buddy Check, Travel Planner, or Science & Engineering Practice Planner. There is one for all science and social studies classes. Use the one you want and label the other.
-Skills: Skills 10-14
□ Copies of Interactive Student Notebook tips = 1 copy per pair, cut into strips = Slide 21
□ Copies of each Interactive Student Notebook Images placards = Slides 22 to 32

LESSON PREPARATION
TEACHER SLIDE

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Interactive Student Notebook Set Up

In Social Studies this year, we will be using an Interactive Student Notebook. The interactive notebook is more than a notebook in which to take notes. It is a way of collecting and processing information. You will be responsible for keeping up with your ISN for the entire school year. The Interactive Student Notebook uses a right side and left side to help you organize your learning.

Interactive Student Notebook Set Up

Implementation:

- We will use the notebooks in class every day. You need to make sure you do not 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.
- 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 including markers, glue stick, tape, ruler, pencils, and colored pencils.
- Notebooks will be graded weekly using self, peer and teacher checklists.

Interactive Student Notebook Set Up

The top of the left page of the ISN will include quick exercises to prepare for the lesson including anticipation sets, activating background knowledge or connecting to previous learning. We will call this section the “Anticipation Set” section.

The right side of the notebook is a place for you to take notes, practice and process new learning and information. We will call this side the “Learning and Processing” page. You might use Thinking Maps or other tools to process your new learning.

The bottom of the left side will be the location for you to independently practice your new learning so we can assess everyone’s understanding of the big ideas. This will be your independent practice of the new learning.

page #

TITLE OF LESSON/TOPIC

page #

TOP LEFT SIDE

(ANTICIPATION SET):

- the “hook”
- background knowledge
- preview of lesson

RIGHT SIDE

(LEARNING AND PROCESSING):

- input
- teacher directed
- the “line”
- modeling and guided practice
- new information
- notes
- tape handouts of charts from lesson
- Thinking Maps
- graphic organizers
- diagrams
- articles

BOTTOM LEFT SIDE

(ASSESSMENT)

- output
- student directed
- the “sinker”
- implementation of new learning
- problem solving
- independent practice

Interactive Student Notebook Planning

Lesson: _____

page #

page #

Notes:

Lesson: _____

page #

page #

Notes:

PRINTABLES



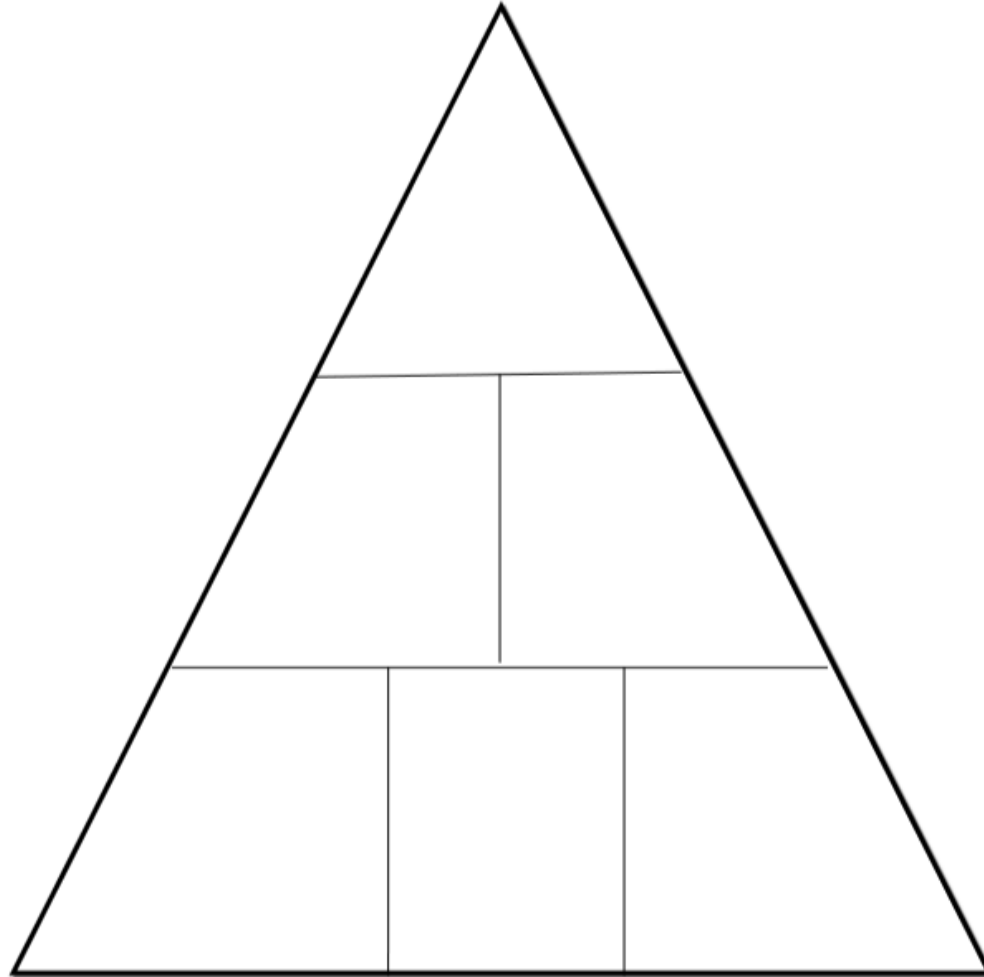
3-2-1 PYRAMID

On the pyramid below, write down 3 key words about the topic, 2 interesting facts about the topic and one thing you are still wondering about the topic.

1 question

2 interesting facts

3 key words



"AHH HAAA!" CHART

In the "Ahhh... section, fill in the boxes with facts that you already know about the country *before* reading.
In the "Haaa!" section, fill in the boxes with facts that you learned *after* reading.

Country				
Page #s				
Ahhh...				
Haaa!				

ALPHABOXES

Write down important words from the lesson in the appropriate box. You can include words, phrases or dates to describe the word.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	WX	YZ

BE THE THING

Choose one of the physical features we are studying and imagine that you ARE this physical feature. Using descriptive details, include at least 5-8 interesting facts about "yourself." Make sure to include a colorful illustration of the feature as well!



Billboard



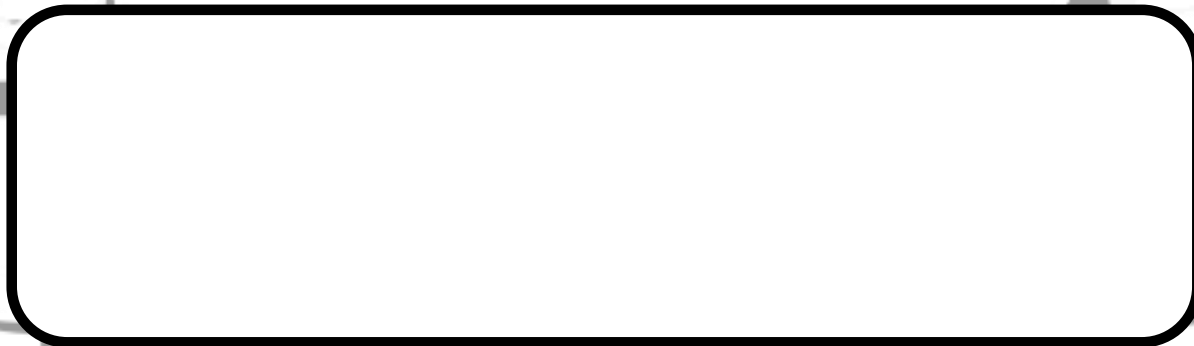
Create a billboard that includes images and words that help raise awareness for an issue that we are learning about. Include words and images. Reminder: A billboard should be fairly simple so that people can get the message as they drive by at high speeds. Get your ideas across quickly using large images and as few words as possible!

Bumper Sticker

Create a bumper sticker with a short statement or message convincing others who read it to solve one of the issues that we discussed in class.

You bumper sticker **MUST** include:

1. Thoughtful message or statement describing your choice of which issue to solve/
2. Colorful visual.
3. On the back of the paper, include a well-developed paragraph to describe the issue and your ideas for how it can be solved.



CARICATURES

Create caricatures of the key people in this unit.

- Give each person clothing and/or belongings to represent their personality, policies, beliefs and nation.
- Label each item and explain the significance.
- Each item should represent a different idea.
- Create a thought bubble that would best capture each person's perspective or their impact on their country.
- Be creative and make it visually appealing.

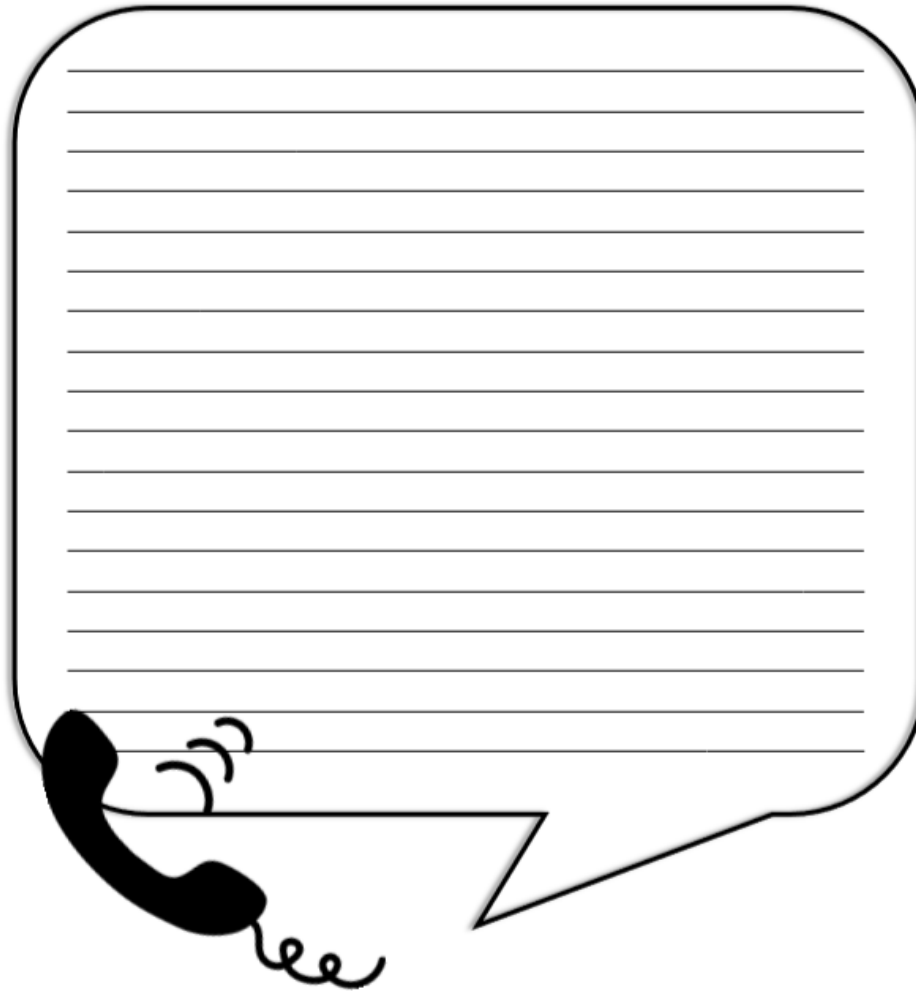


EXAMPLES:



Chief Executive Voicemail

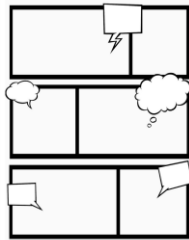
If you called the leaders of the countries we are studying, what would their voicemail messages say? Choose one of the leaders and create an accurate voicemail for what the leader could be doing instead of answering your phone call. Use information from your text and notes to help you come up with ideas.



COMIC STRIP

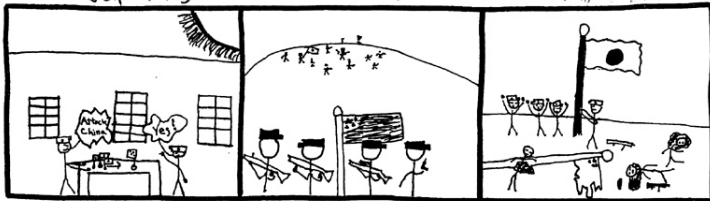
Directions: Create a sequence of events for the comic strip on the Rough Draft. Organize ideas on how to combine pictures, captions and dialogue to tell about a specific event or express a message.

Once your draft is finished, fold a piece of paper into 5-8 sections/frames for your final comic strip. Think about how you can convey the key points in a limited space to make sure the most important elements of the topic are included. Make sure the comic strip is creative and visually appealing.

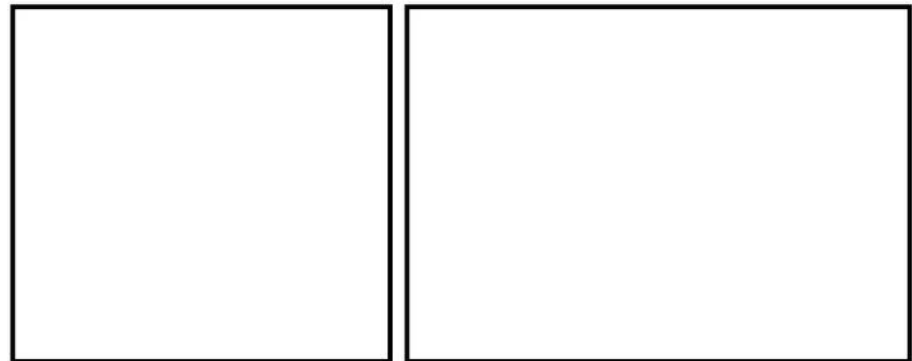


TITLE: Japan Against China (1937)

AUTHOR:

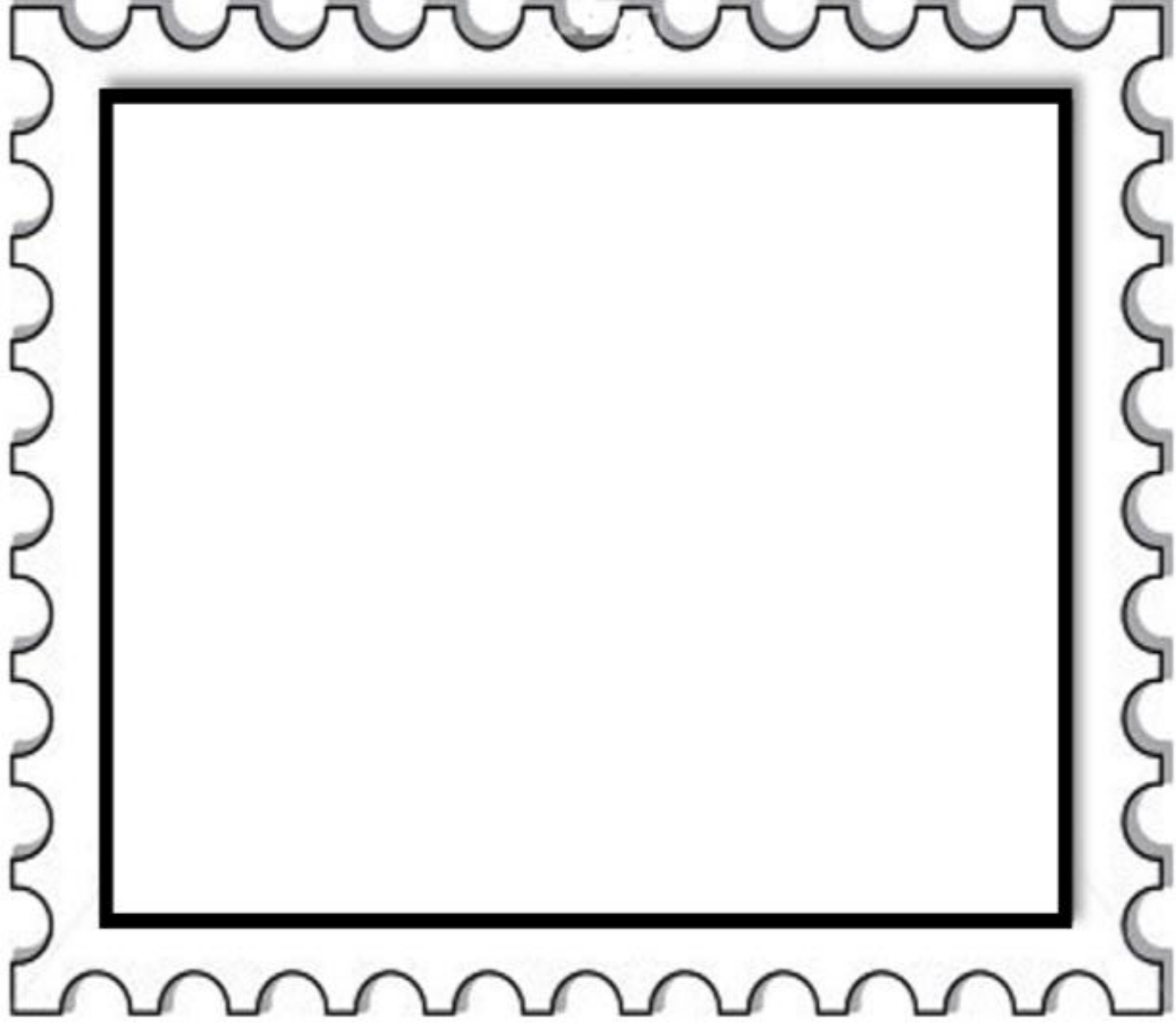


Title Frame



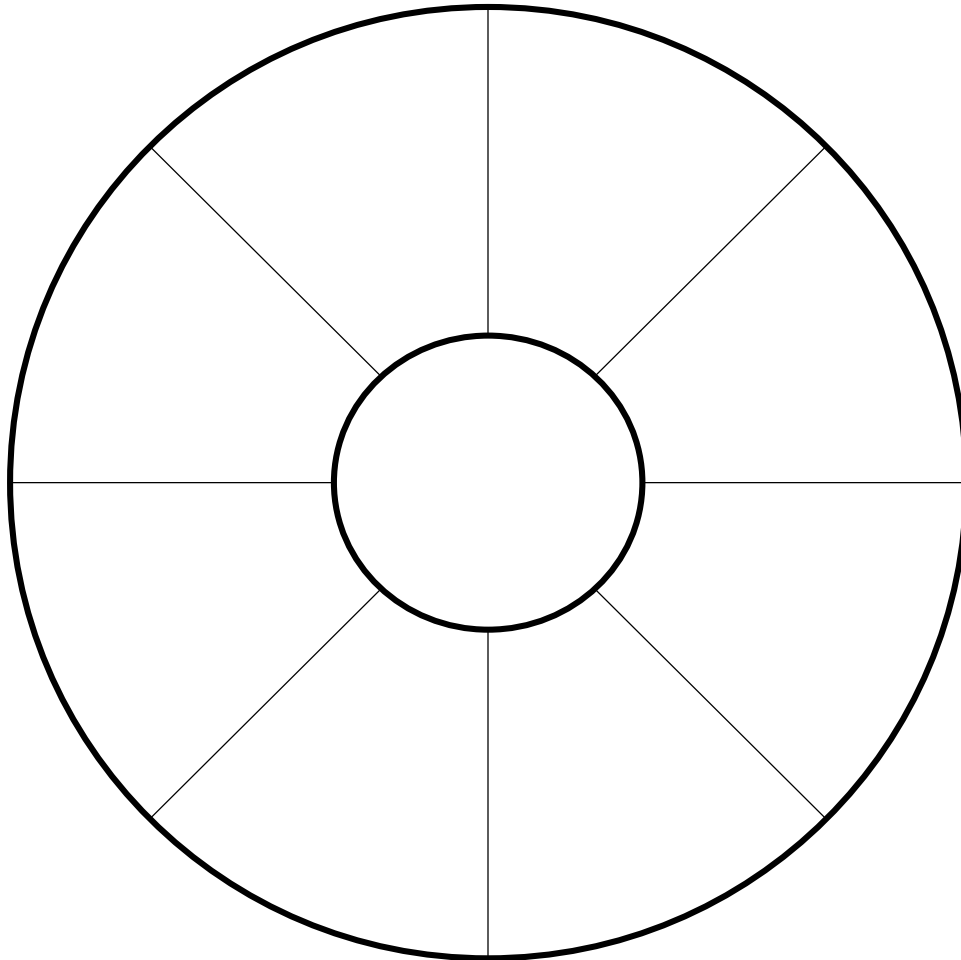
Commemorative Stamp

On the postage stamp below, design a stamp that features something that we have studied in this unit. It could be a location, event or person as long as it is significant to what we are learning about. Don't forget to add the postage rate and to color your stamp! On the back of the paper, write a persuasive paragraph that explains why you chose this particular location, event or person for your stamp.



CONCEPT WHEEL

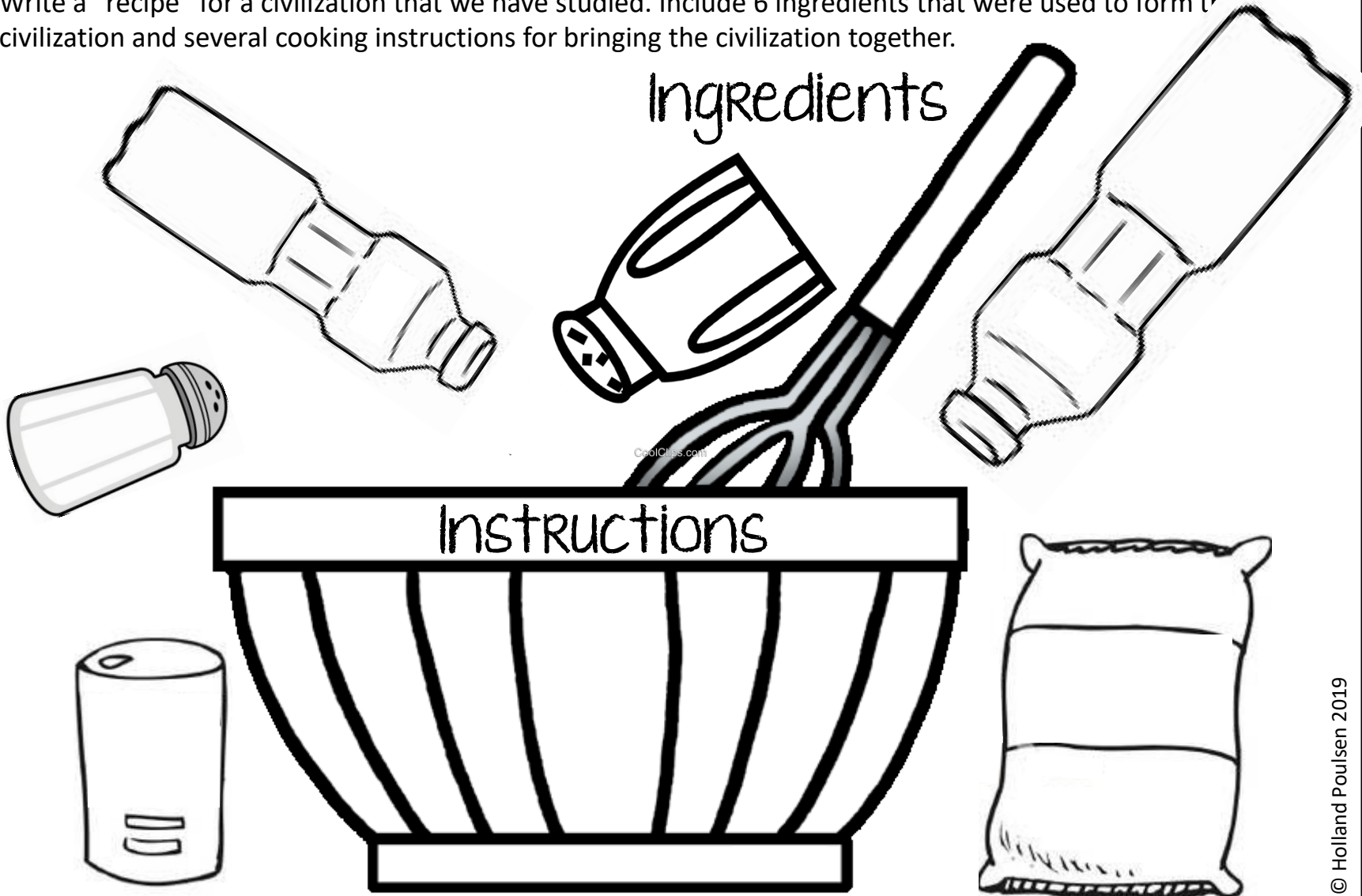
- As we review our new learning for this unit, fill in the concept wheel with information about each section.
- Draw an illustration that represents the main idea in the center section of your wheel.
- Be creative!



COOKIN' UP A CIVILIZATION

Write a "recipe" for a civilization that we have studied. Include 6 ingredients that were used to form the civilization and several cooking instructions for bringing the civilization together.

Ingredients



COOKIN' UP A CIVILIZATION

Write a "recipe" for a civilization that we have studied. Include several ingredients that were used to form the civilization and write out special cooking instructions for bringing the civilization together.

INGREDIENTS	DIRECTIONS	RECIPE

COUNTRY MASCOTS



Your group has been chosen by the United Nations to come up with a mascot to represent some of the countries that we are studying. Think about all the information that you have learned about these countries. Your group will need to create and illustrate of each mascot and write an explanation as to why the mascots were chosen to represent each country. Use the chart below to brainstorm ideas. Then you will draw your final illustrations and write your explanation on a separate piece of paper.

1st Mascot's Name:	2nd Mascot's Name:
Explanation:	Explanation:
Mascot Illustration:	Mascot Illustration:

CULTURAL COLLAGES

You will create a collage of cultural information regarding the area that we are studying. We are going to display the collages around the classroom and hallway and then we can walk around and observe cultural artwork.

You may include words on your collage but the majority of space will be filled with interesting and vivid images. The visuals can be hand drawn, cut from magazines, or printed of the Internet.

It is important that **ALL** aspects of culture are represented in your collage so you must include at least one image for each of the following:

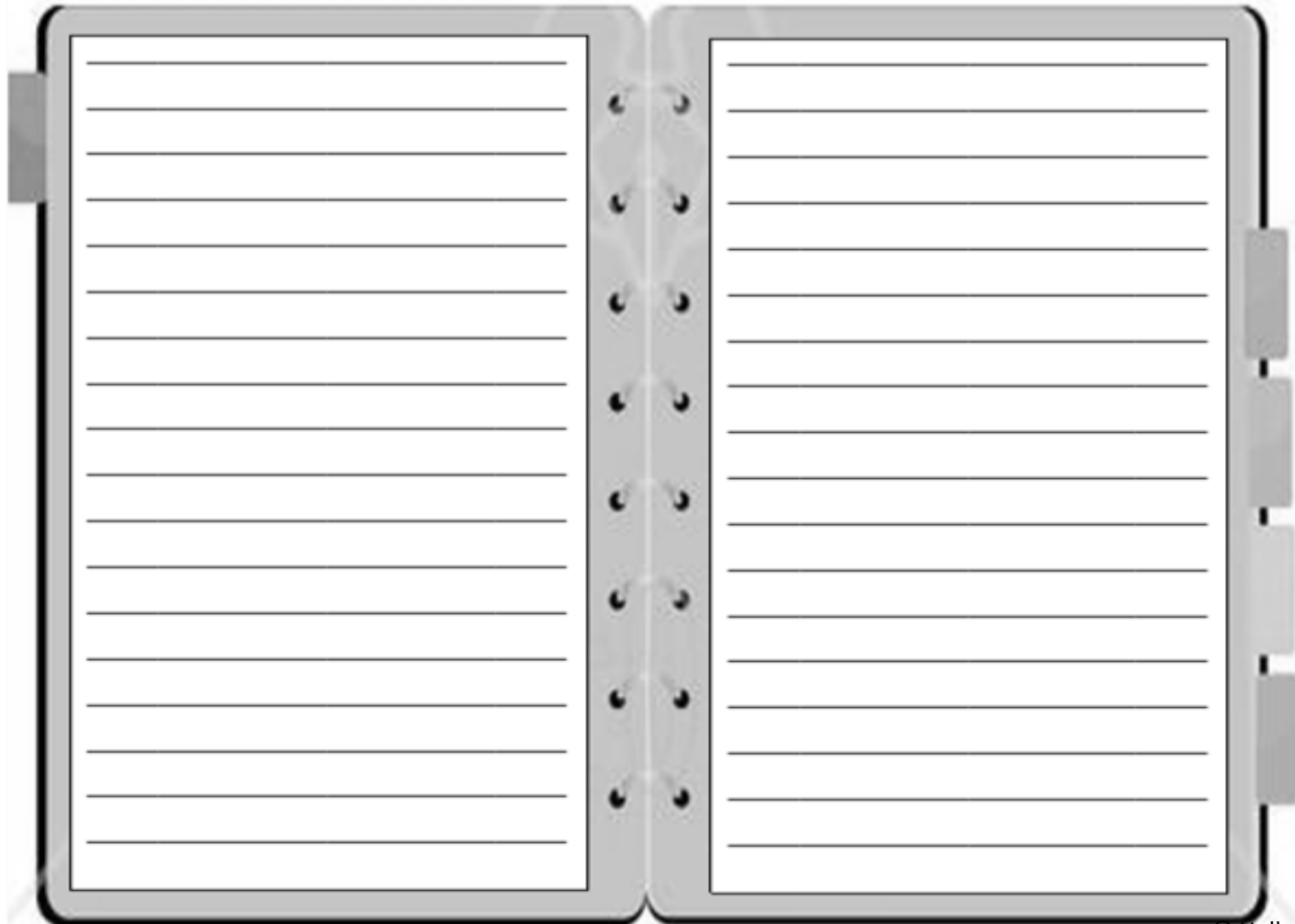
- art
- music/dance
- food
- language
- religion

CULTURAL COLLAGES BRAINSTORM

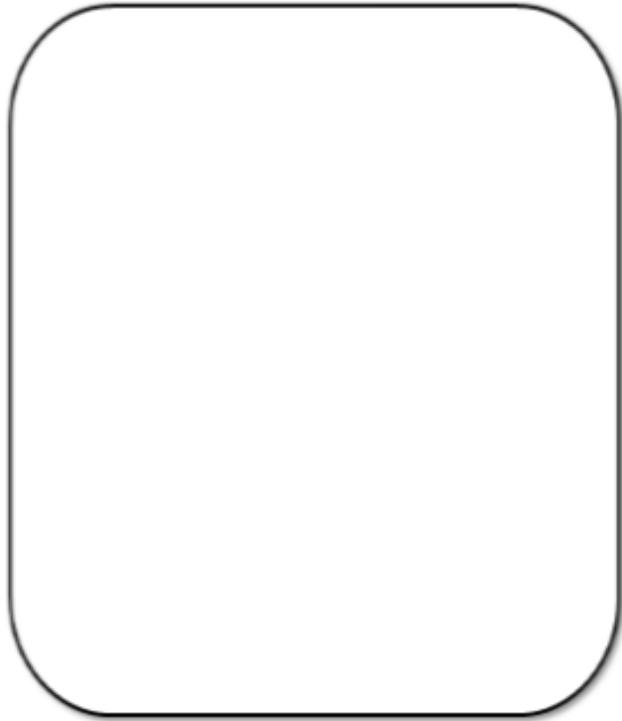
Day Planner

Imagine that you were a person living in a civilization that we are learning about. Create a day planner that details what you will be doing each hour of the day.

- Start with the hour of the day you would probably wake up and end with the hour you would probably go to sleep.
- Include an entry for every hour between those times.
- Each entry needs to be a complete sentence and must include details.



Design an App



Description

A large, empty rectangular box with a thin black border, intended for writing a description of the app.

App Title: _____

Creator: _____



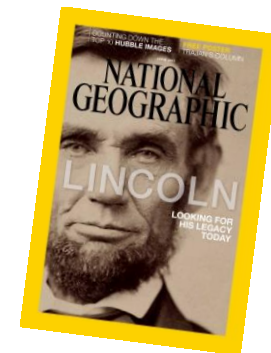
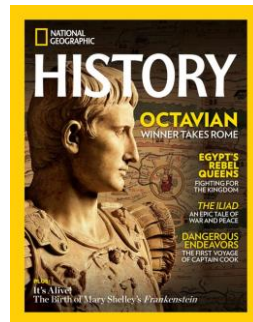
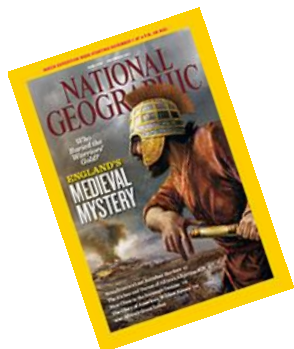
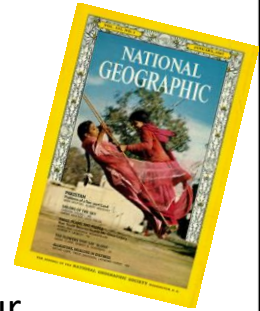
Rating

\$

DESIGN A MAGAZINE COVER

You are going to design a magazine cover that might have been seen during the time period we are currently learning about. You will need to include the following on your cover;

- base your cover on one specific event from that time period
- create a title that is catchy, grabs the reader's attention and goes along with the topic
- draw a graphic or illustration that explains the title
- in the "features" section, write 3-4 titles of various articles that could be featured in the magazine along with the page number for each
- color the magazine cover



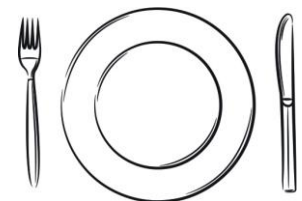
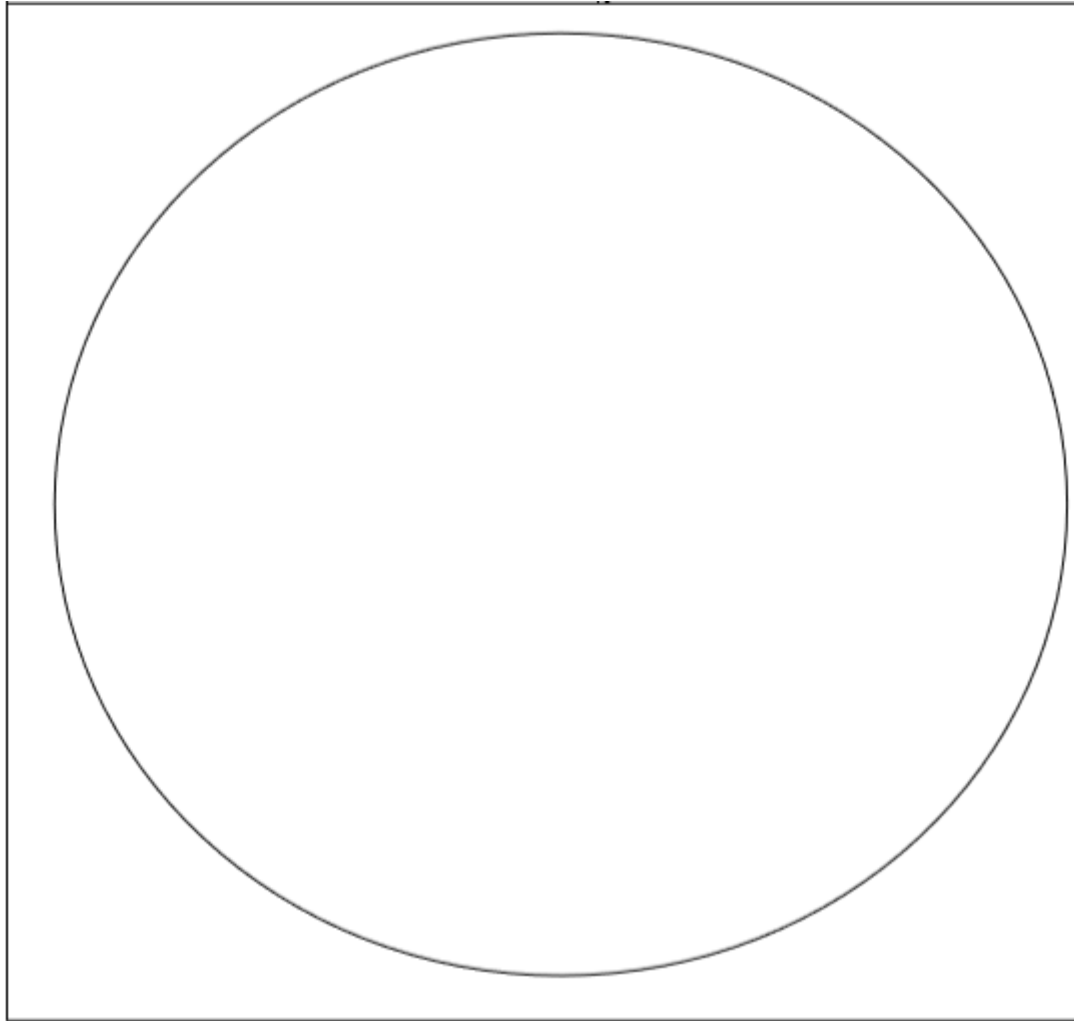
Vol 33, No. 1

FEATURES



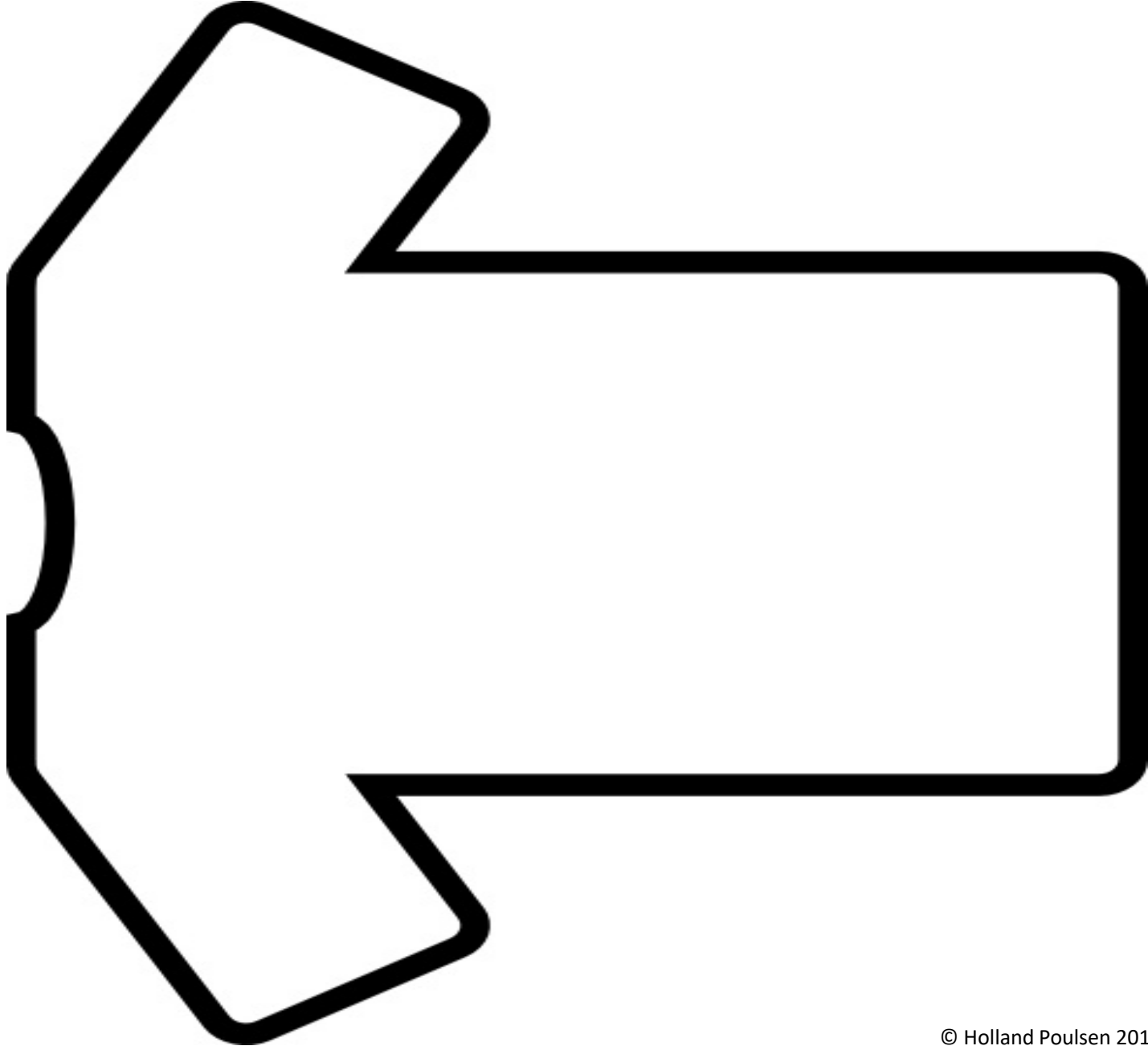
Design-A-Plate

There is a new restaurant in town and the owner needs a special plate to serve his delicious meals on. He needs your help in designing plates that could be used in his restaurant and wants you to create a plate the includes important features and symbols of the unit that we are studying! The plate should be colorful, creative and especially informative!



DESIGN A T-SHIRT

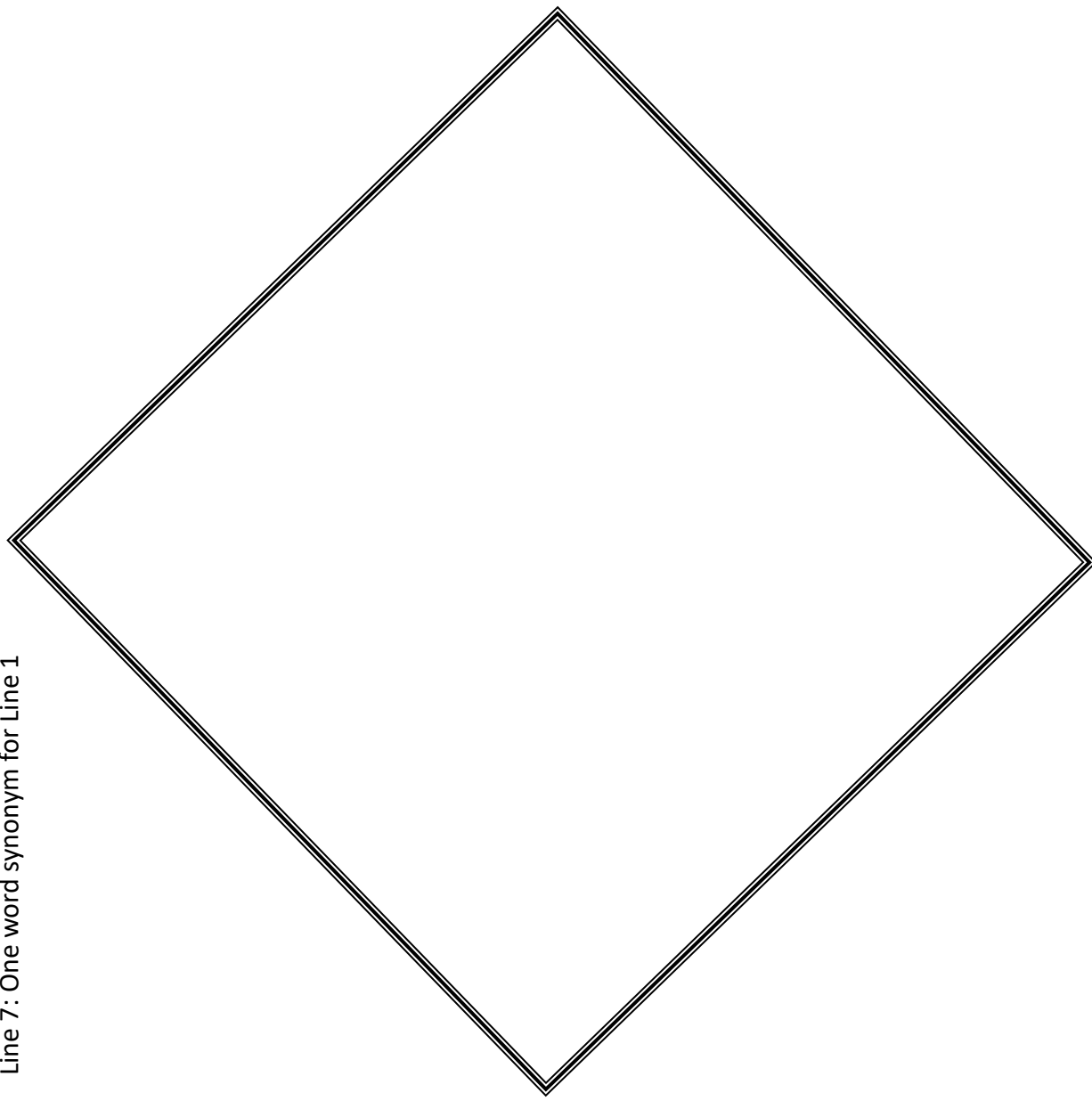
Design a t-shirt that explains something from the unit that we are studying. Make sure to include a slogan and a symbol on your shirt and make the shirt colorful and creative!



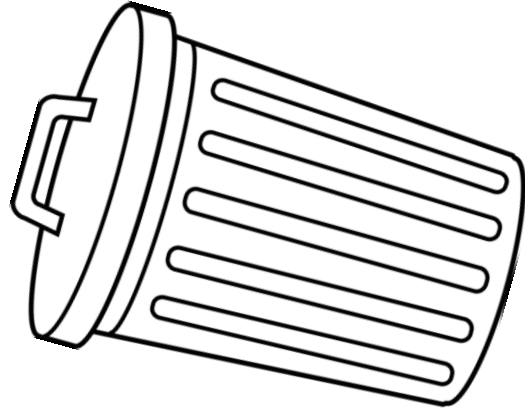
DIAMANTE POEM

Compose a diamante poem about the topic or concept that we are studying. The poem will be written in the shape of a diamond. You can follow the format below for your draft and then write your final draft on a separate piece of paper. Please include an illustration with your poem!

- Line 1: Subject (one word)
- Line 2: Two adjectives that describe Line 1
- Line 3: Three “-ing” words that describe Line 2
- Line 4: Four nouns that are connected with Lines 1 & 7
- Line 5: Three “-ing” words that describe Line 7
- Line 6: Two adjectives that describe Line 7
- Line 7: One word synonym for Line 1



DUMPSITE DINING

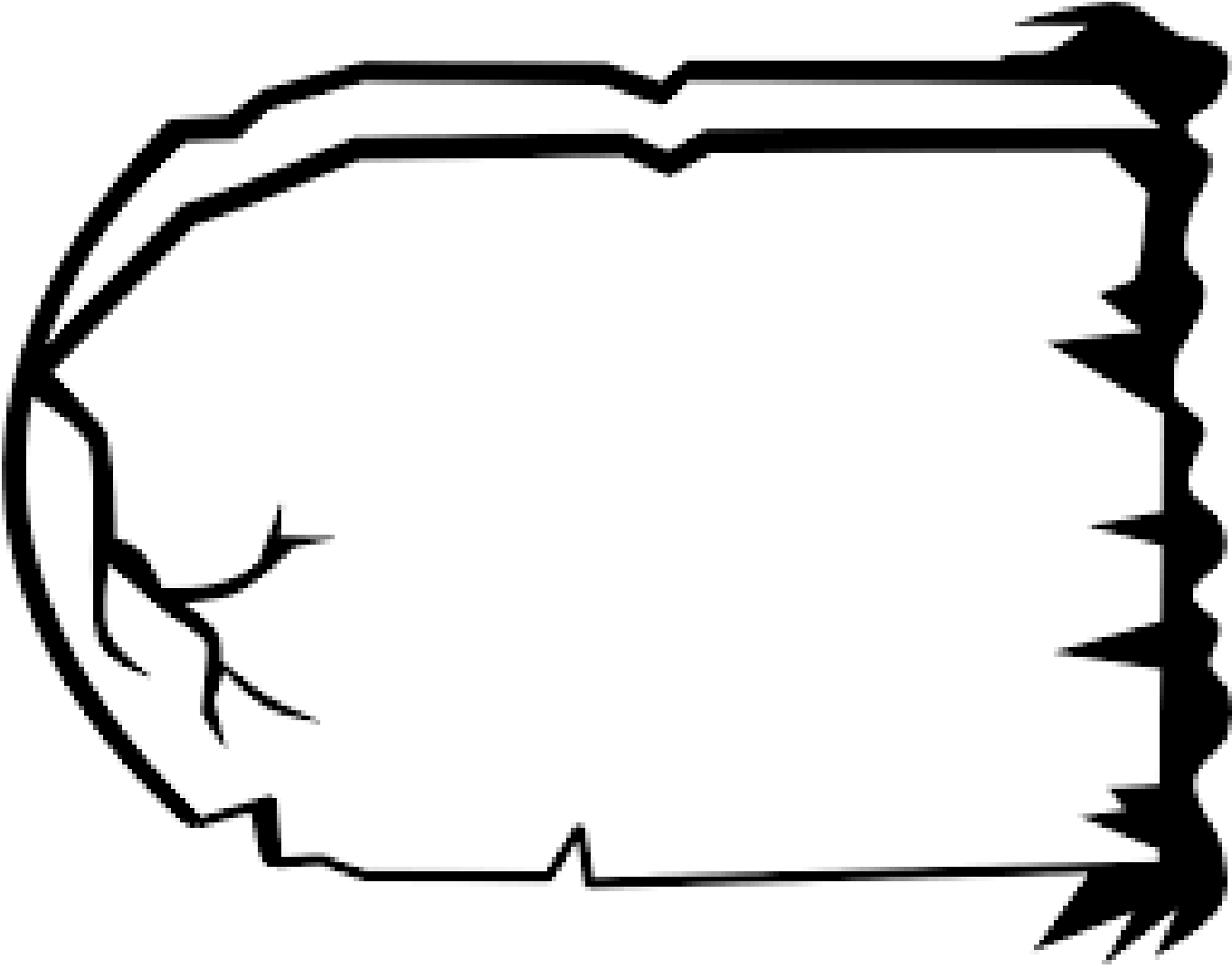


Choose one of the significant people that we have been learning about in this unit and imagine that you discover the person's trash can sitting on the curb. You are very nosy and cannot help but take a little peek inside the trash can. What kinds of things do you find in his or her trash? Explain the significance of the items and how they connect to the person and this particular period in history.

Trash Item Found	Explanation

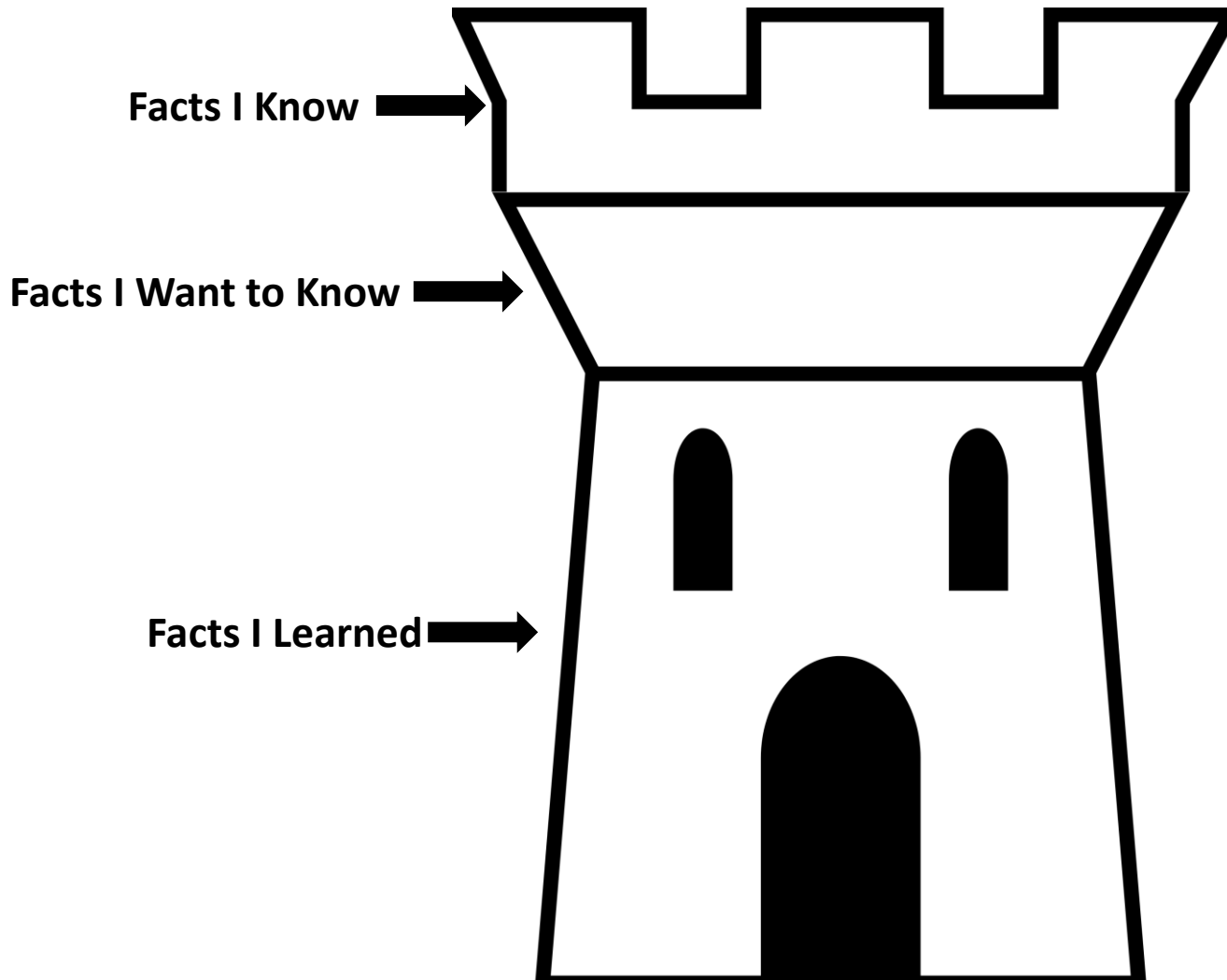
EPIGRAPH

Write the epitaph like you would find on a gravestone for one of the key figures we have been studying in this unit. Your gravestone should include: Here lies... Born... Died... Famous for... Remembered for... and a picture that represents the person.



Fact Finder Tower

Fill in the two top level of the tower with two facts that you already know about today's topic. Fill in the middle level of the tower with two questions that you have about today's topic. After the lesson, you will be able to go back and write down two additional facts that you learned about today's topic on the two bottom level of the tower.



Famousbook

Name:

Location:

Occupation:

Education:

Profile Picture

Activities:

Interests:

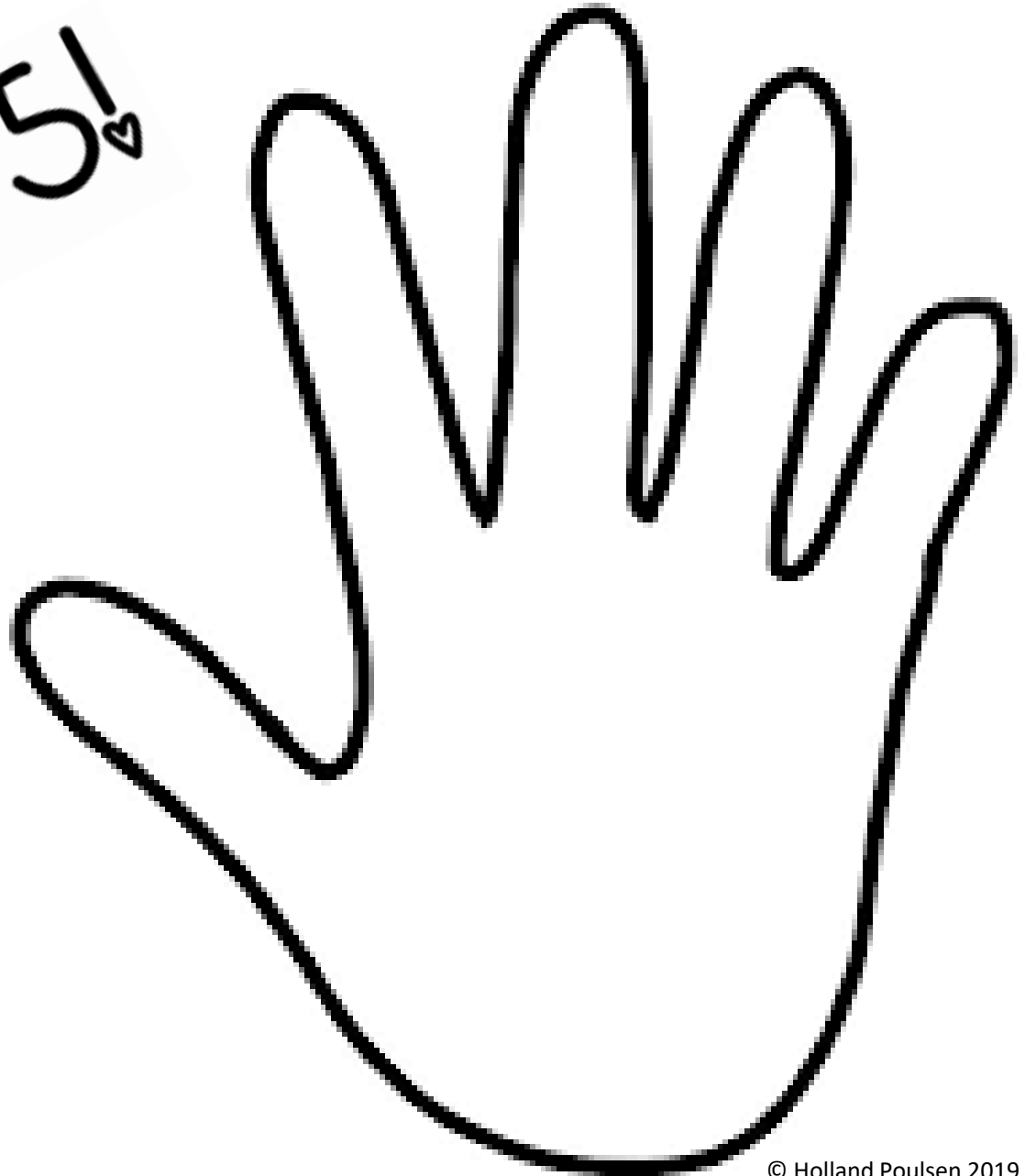
Accomplishments:

GET YOUR GAME ON

Create a video game about an historical event that we have been learning about. On the right side (front), design a cover that portrays the event. Be sure to include significant people or things involved. Write your game title on the spine. On the back, design a screenshot of the most exciting “level” in your game and write a brief summary of the game (historical event.)

The image shows a template for a video game case, divided into three main sections: the front cover, the spine, and the back cover. The front cover (right side) features a dark grey header with the PS3 logo and PlayStation Network logo. Below the header is a large white area for the cover art. At the bottom left of the front cover is the ESRB rating 'TEEN T'. The spine (middle section) is a narrow vertical strip for the game title. The back cover (left side) is divided into two horizontal sections: the top section is for a screenshot of the most exciting level, and the bottom section is for a brief summary of the game. A barcode is located at the bottom right of the back cover.

GIVE ME 5!



Write down the five most important things that you learned during today's lesson on the fingers of the hand. In the middle of the palm of the hand, write a one sentence summary of what you learned.

Google It!

Write key vocabulary terms from this unit in the search bars below. Then write several important facts that would pop up about the term in the “search results” boxes.

1. Google It!

Search

Search Results:

2. Google It!

Search

Search Results:

3. Google It!

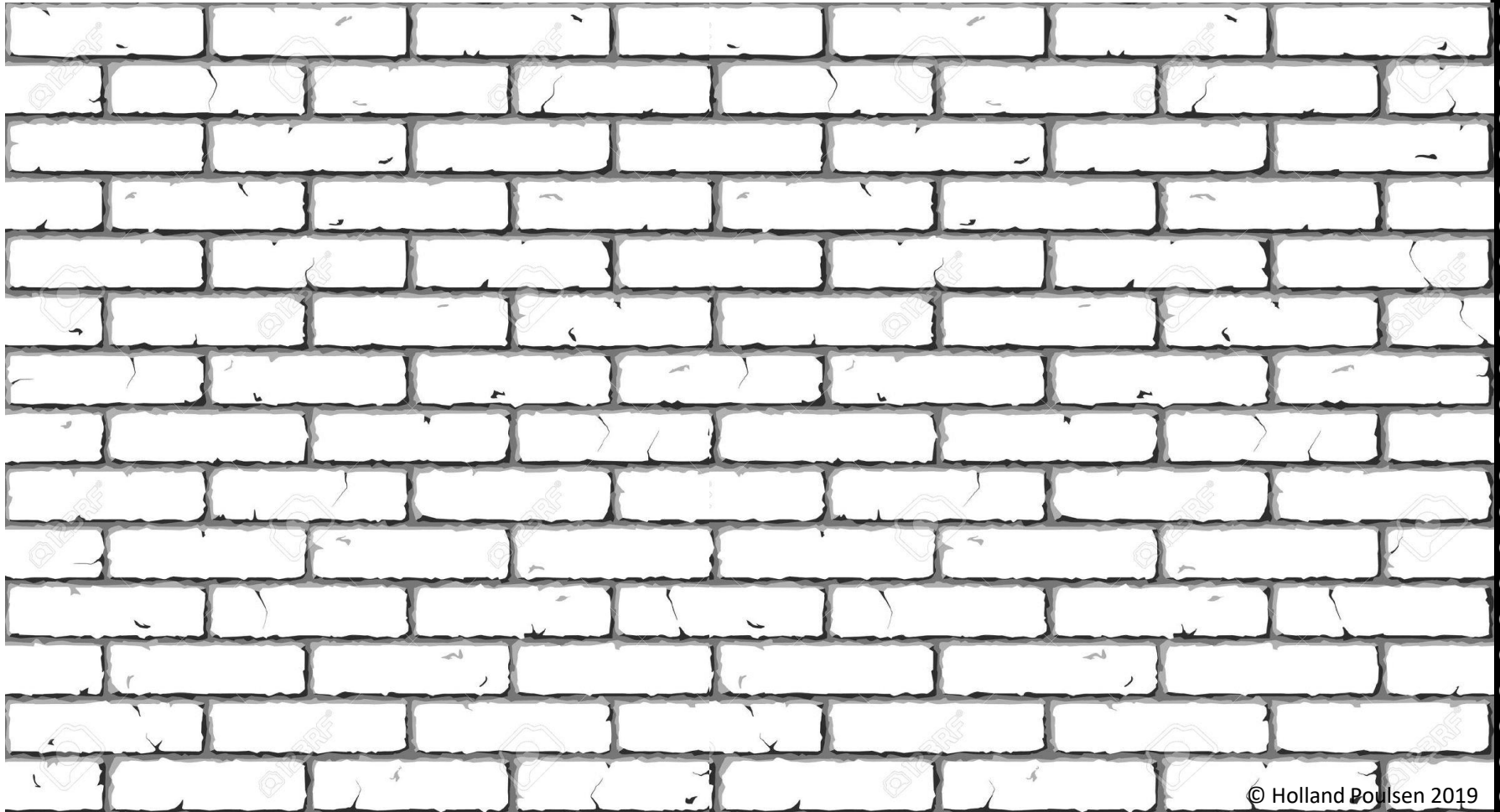
Search

Search Results:



GRAFFITI BOARD

Write the topic in the center of the wall and then write down everything you've learned about the topic or concept including facts, dates and people. Write ALL over the wall! Then, switch papers with a partner. Read your partner's wall and respond with your thoughts and feelings about the information. Use different colors so it looks like a real graffiti wall!



HELP WANTED

After learning about the geography of the area we are studying, choose one of the features mentioned and create a Want Ad for a job that could be found in or near this feature. Make sure to include a brief description of the job as well as an illustration. You don't need to write where the job is located because your group members are going to try to guess the mystery region based on your job description!

1. Job Title:
2. Who is eligible to apply for this job?
3. Job Description:
4. Illustration of someone doing the job:



Here's My Card...

Description:

Awards:

Available Products:

Name: _____

Company: _____

Email: _____

Logo

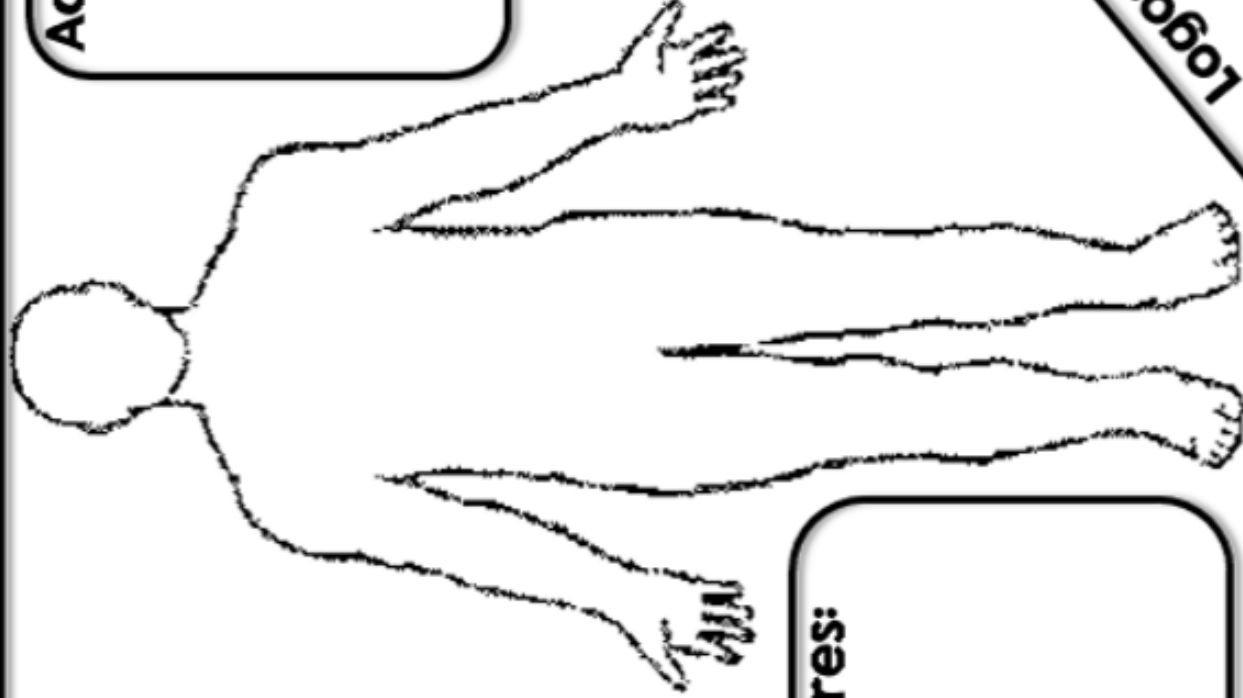


Slogan:

HISTORICAL ACTION FIGURES

Congratulations! You have been hired by a major toy company and your first project is to design an action figure from the unit we are studying. Be sure to dress your action figure in ways that reflect the historical figure. Choose at least three special features that your action figure will have. These features should relate to the historical person's life. You will also include at least three accessories that come with your figure that are appropriate for this person. Create a catchphrase, logo or motto for your figure also. You may also include the name of your historical figure's arch nemesis if one exists.

Name:



Accessories:

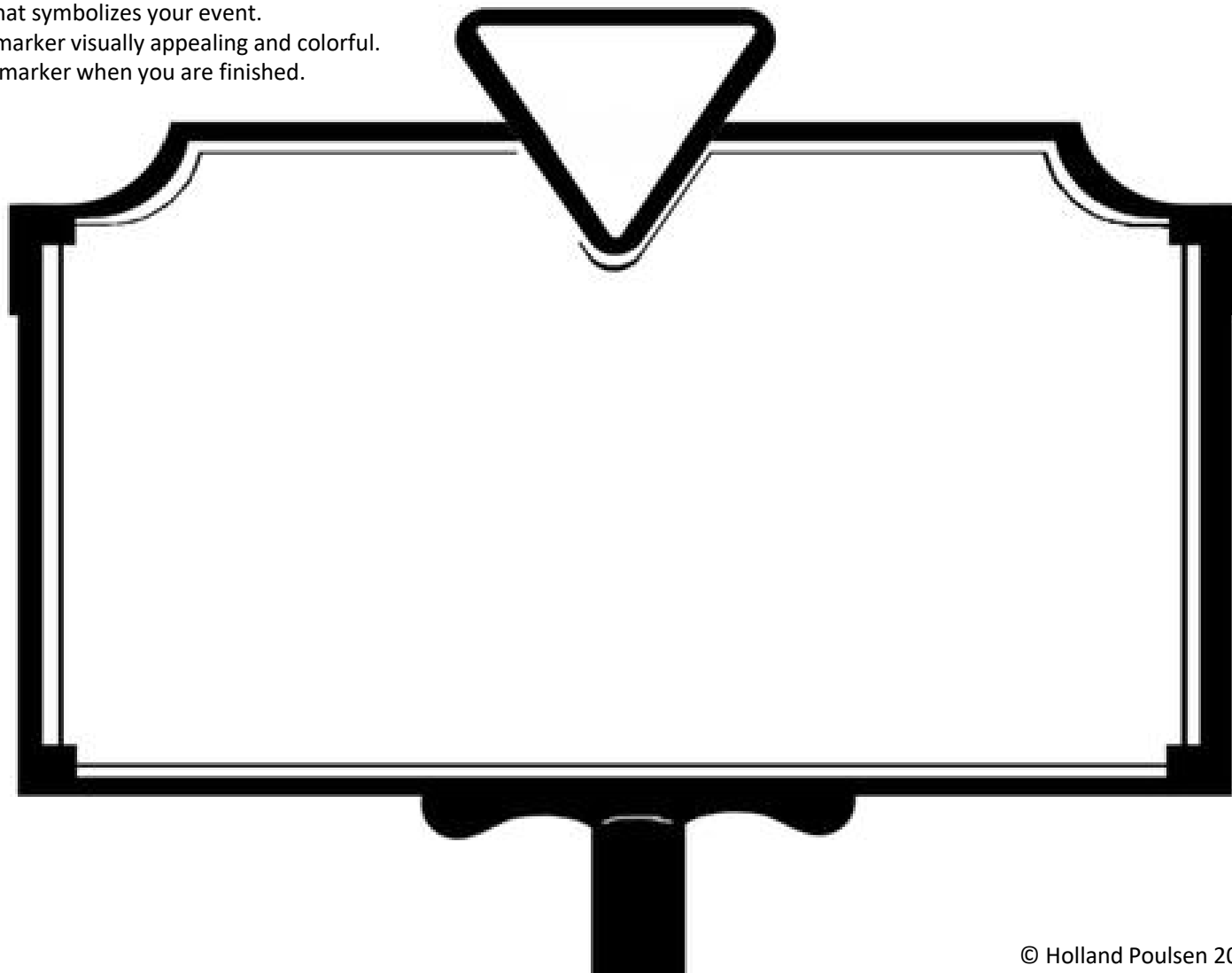
Features:

Logo:

Review the notes from this unit and decide which event you think is the most important event that we have studied. You will create an historical marker that will tell tourists about the significance of that event.

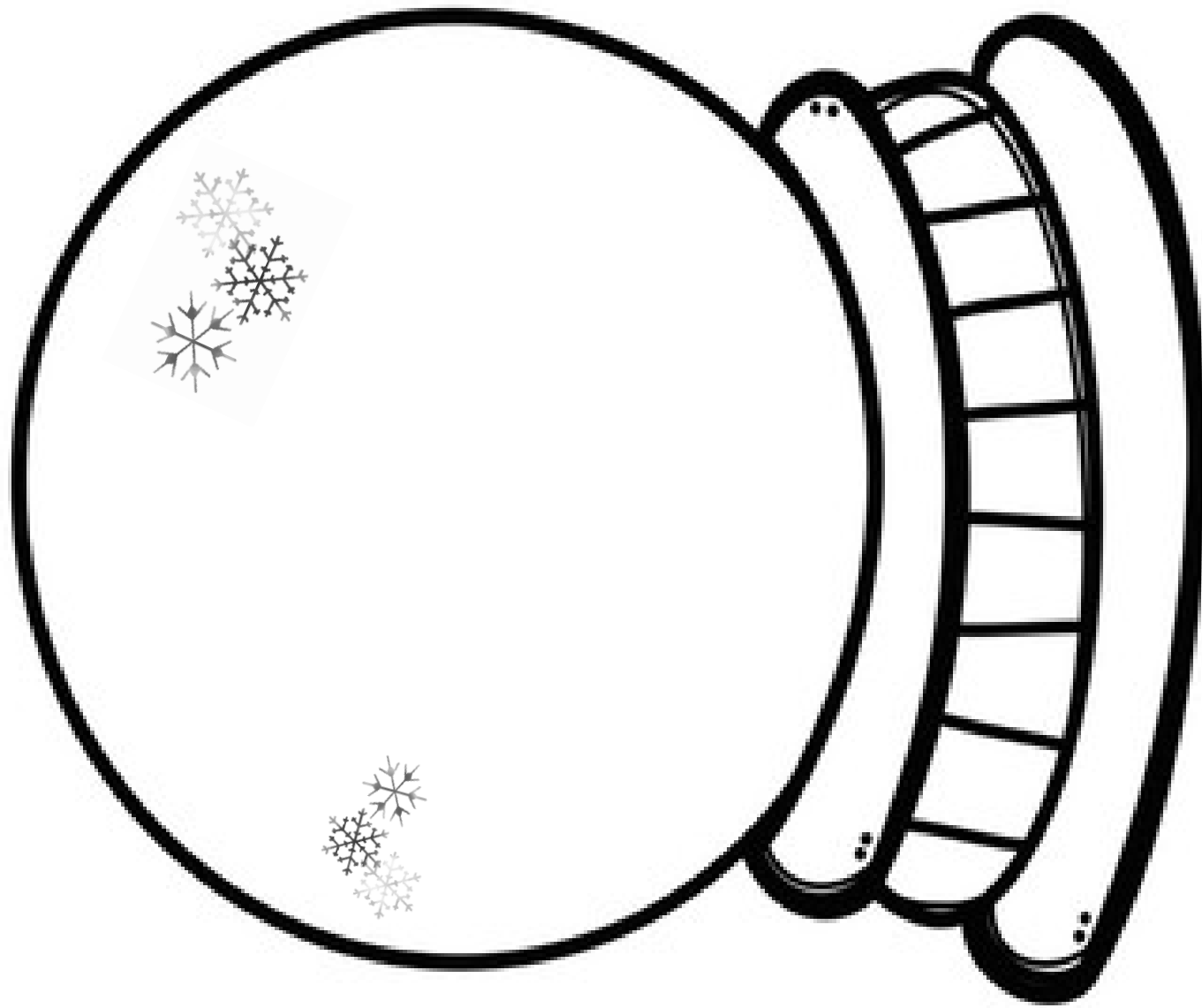
1. Choose the event and write what it is in the triangle at the top of the marker.
2. Write a short description of the event.
3. Then write a brief opinion statement on why you think this event is important.
4. At the bottom of the marker, write the place where your marker will be located.
5. Draw an illustration that symbolizes your event.
6. Make your historical marker visually appealing and colorful.
7. Cut out the historical marker when you are finished.

HISTORICAL MARKER



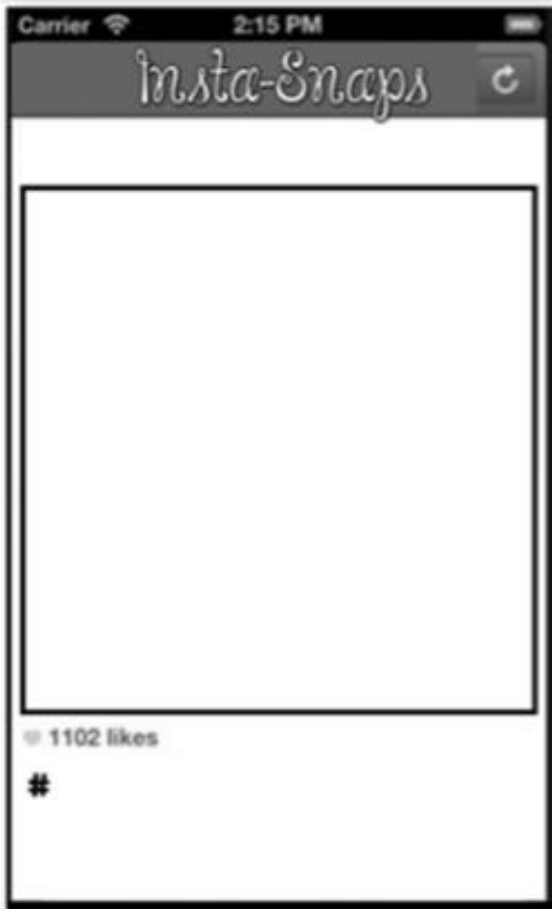
Historical Snow Globe

Capture a significant event from our current unit by drawing a scene in the snow globe. On the back of the paper, describe the scene and its significance to history.



Insta-Snaps

Directions: Imagine that you just took a trip around the area that we are studying. What are three noteworthy things that you would want to take a picture of and post on Instagram for all of your followers to see? Make sure you include a # ____ so that they know what your picture is showing. Yes, you can use filters when coloring your pictures! Be creative!

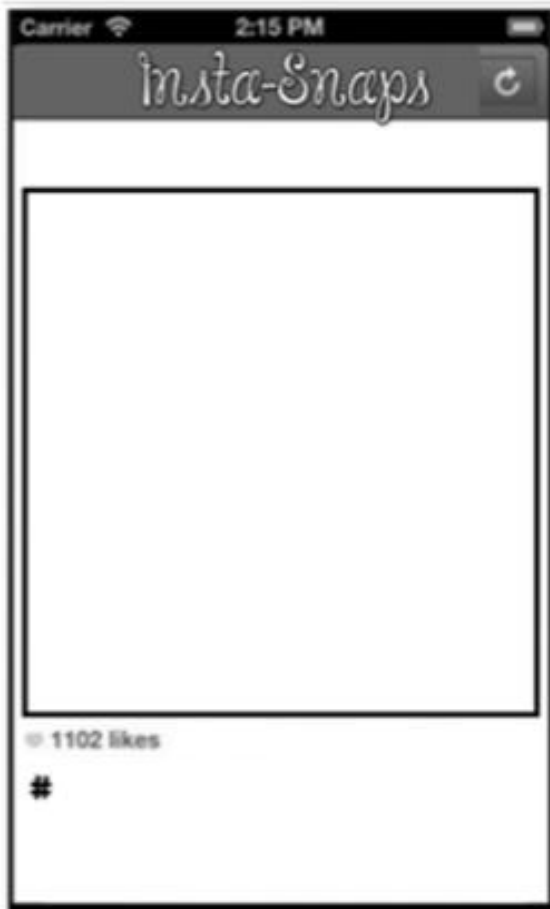


Carrier 2:15 PM

Insta-Snaps

1102 likes

#

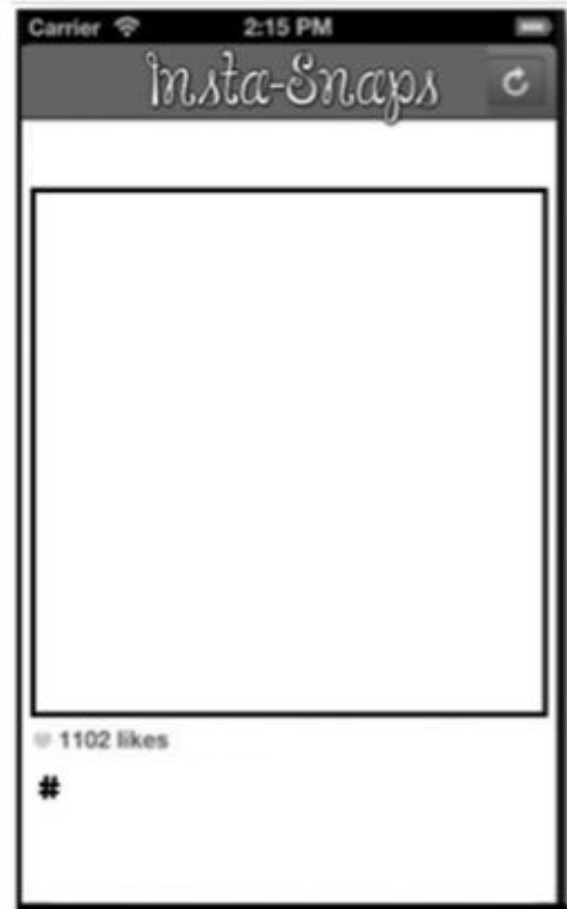


Carrier 2:15 PM

Insta-Snaps

1102 likes

#



Carrier 2:15 PM

Insta-Snaps

1102 likes

#

It's a...!

A Birth Announcement for the New Nation

Create a birth announcement to announce the birth of the country that we are currently learning about. Think about how it was formed, who is responsible for creating it and why it was formed.

Include the following:

- Title
- Date of "birth"
- Creators
- Summary of how the nation was formed
- Summary of why the nation was formed
- Description of how the people within the country feel about its formation
- Colorful illustration that relates to the event



LICENSE PLATE COVER

Design a license plate cover to represent the topic that we are learning about. Include a short tagline, a symbol and the location of the plate.



MEMORY CLUES

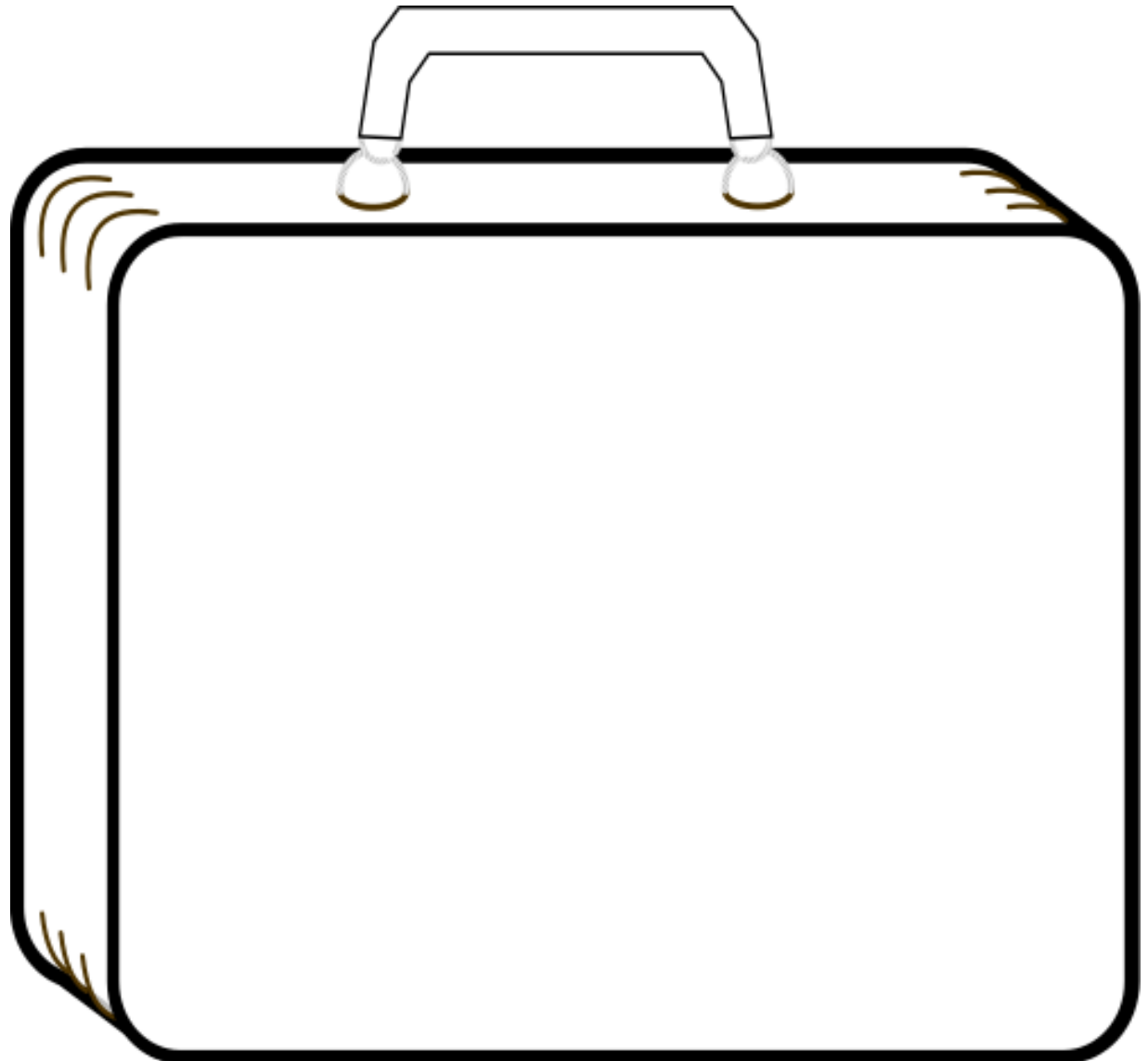
Directions: Create a memory clue that represents each vocabulary words that we have studied in this unit.



Vocabulary Term	Memory Clue (Symbol)	Explanation

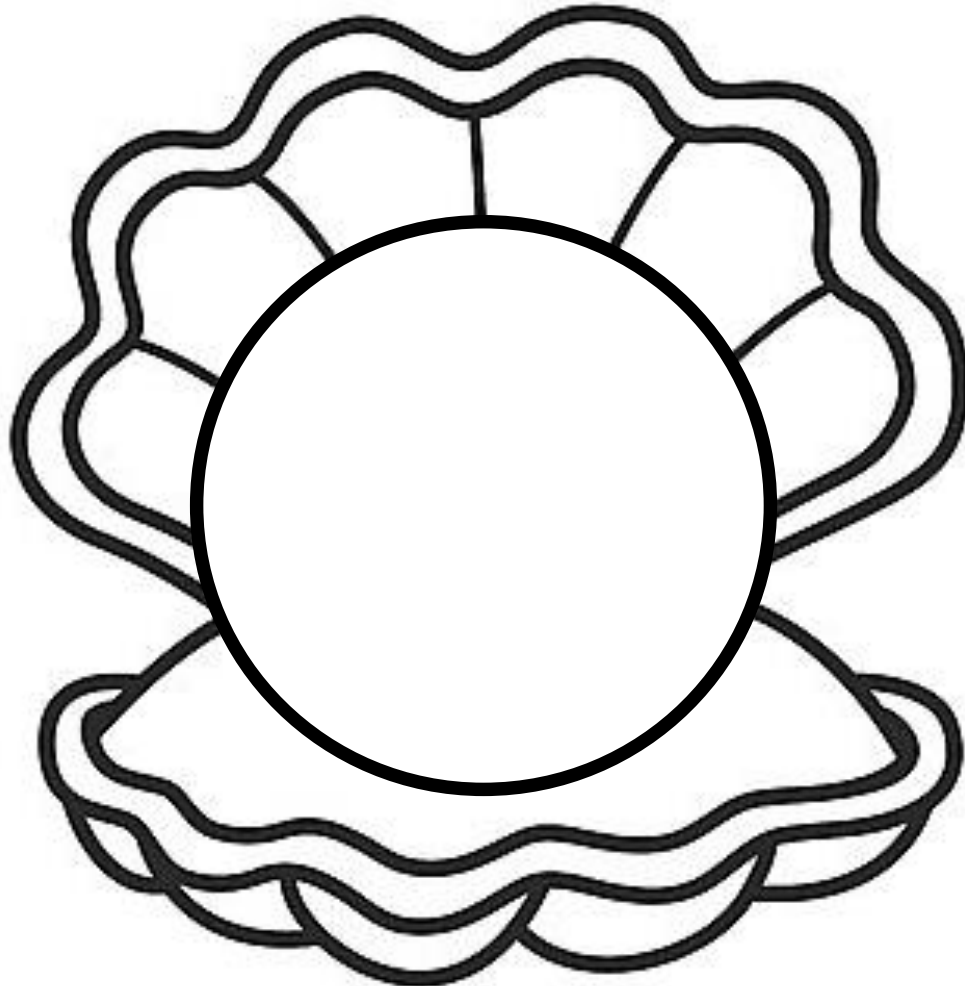
Pack Your Bags!

Inside of the suitcase , draw five things that you are going to take with you on our class trip to _____ . Make sure to consider the location, climate, physical features and natural resources of the country. Then include a brief description of he why you chose to bring each item. Be creative with decorating your suitcase!



PEARLS OF WISDOM

Choose one of the significant people that we are currently studying. Based on what you know about this time period, give the person advice on how to handle the situation that he or she is facing. Make sure that you also include why the person should listen to your “pearls of wisdom.”



Phone-A-Friend

Your BFF just called and wants to know what you learned in social studies today. Summarize what you learned during today's lesson in one paragraph. Remember, you should include the MOST important things you learned including facts, vocabulary words, dates, people, etc.

A large, empty speech bubble shape with rounded corners and a tail pointing towards the telephone handset, intended for writing a summary.

PHYSICAL FEATURES QUILT PATCH

You are going to work together to create a “quilt” out of the physical features in the area that we are learning about.

1. Choose your feature and write the name really BIG on the patch below.
2. Draw and color an illustration of the feature on your patch.
3. Write a description of the feature and where the feature is located on your patch.
4. Cut out the patch and tape it with your group members’ patches to create a quilt.



Picture Analysis



Work with your group to analyze the picture your group was assigned. Then answer the questions below.

Describe what you see in the picture.

What do you think the people are doing?

Imagine that you are in this photograph. What do you hear? What do you smell?

What do you think happened right
BEFORE this picture was taken?

What do you think happened right AFTER
this picture was taken?



Pin It

Have students write a title for their “Pin It” Board, draw pictures in the boxes and write a description that summarizes the box.

Ideas

1. Students create a Pin It board for a historical figure, “pinning” things that are important or symbolic to the person.
2. Have students plan a trip to an area that you are studying. The students will create illustrations of the different places and features that they want to visit. They will include a description of the place.



Search



Pin It



Name:



Pins

Likes

Board: _____

Following



repins



Repinned by



onto



repins



Repinned by



onto



repins



Repinned by



onto



repins



Repinned by



onto

POLITICAL CARTOON ANALYSIS

Visuals	Words
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption or title:</p> <p>2. Record any important words or dates that appear in the cartoon.</p>
<p>2. Which of the objects in your list (above) are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>3. Which words in the cartoon appear to be the most significant? Why do you think this is so?</p> <p>4. List some adjectives that describe the emotions portrayed in the cartoon.</p>

Questions to Consider:

- A. Describe the action taking place in the cartoon:
- B. Explain the message of the cartoon:
- C. What group would agree with the cartoon's message? Why?
- D. What group would disagree with the cartoon's message? Why?

POSTCARD



Dear:



To: _____

Sincerely,

QUICK SKETCH

While reading the text, think about words or phrases that help create a picture or visual in your head of the time period. Write these words and phrases in the box below. The more words you include, the better! Once you finish reading, sketch a quick picture that you created in your head based on the words or phrases.

Key Words & Phrases

Quick Sketch

READING: MAIN IDEAS

Read the assigned pages. As you read, write down the heading of each section, as well as the main idea for each heading. You may add boxes to the back of your paper if needed.

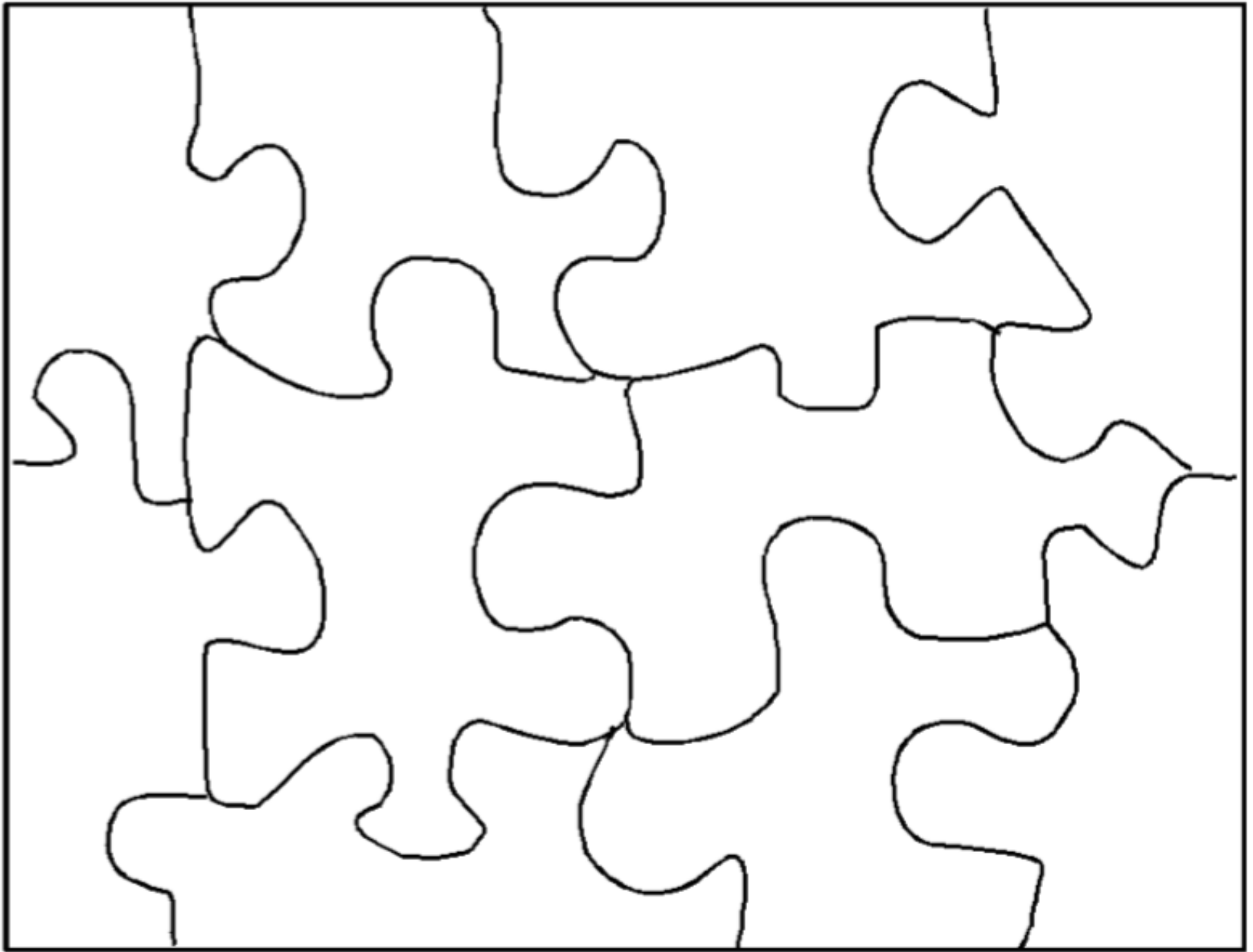
Headings	Main Ideas
1.	
2.	
3.	
4.	
5.	
6.	
7.	



Turn any study guide into a puzzle and the students will enjoy the review because it is
FUN!

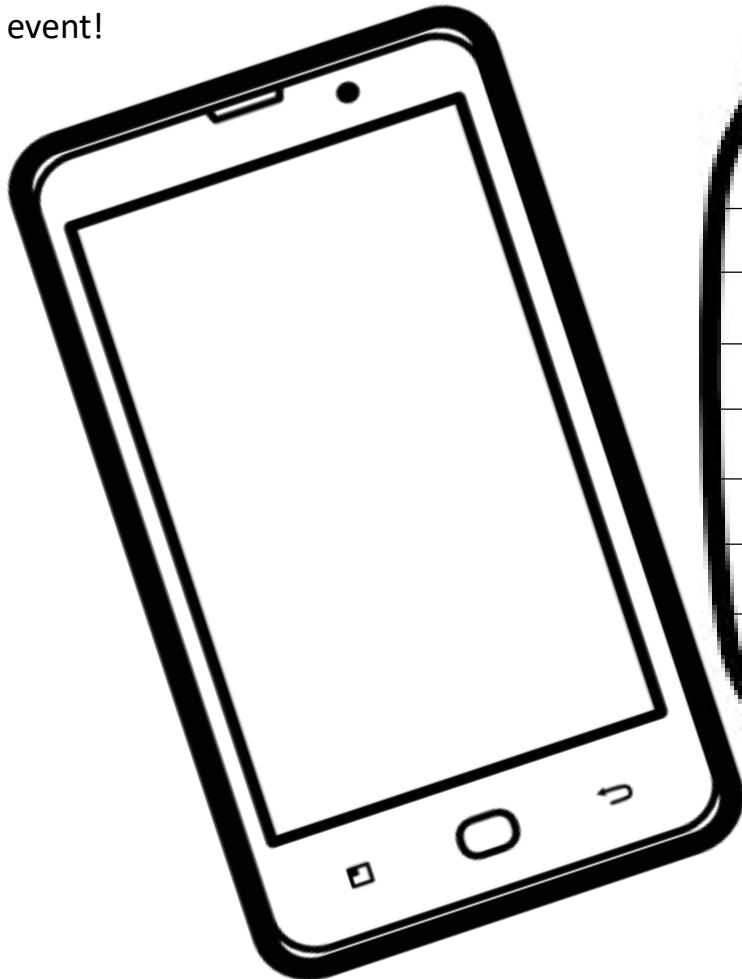
Some ideas...

1. Write questions and answers on touching sides of the puzzle pieces. This way the !&As will match up when the puzzle is put together correctly. Copy the puzzle for each student, cut it out and put it into baggies or envelopes if you are using an ISN. Students spend a few minutes each day putting their puzzles together.
2. Have students write their own questions and answers from the unit on the puzzle pieces. Each puzzle will be different so they can swap puzzles with classmates to review.
3. You can also write vocabulary words and definitions on the puzzle pieces and then have students illustrate the puzzle.





Sig Fig Selfie

Choose one of the significant figures that we have been learning about. Create a “selfie” that this person could have taken after accomplishing a major historical event. Draw the selfie inside the phone and then write about what happened during the event from the person’s point of view. Then create a username for the person and write the actual date and location of the event. Don’t forget to #hashtag the person’s thoughts and feelings about the event!



Username: Date:

Location: #

 Like  Comment

Name: _____

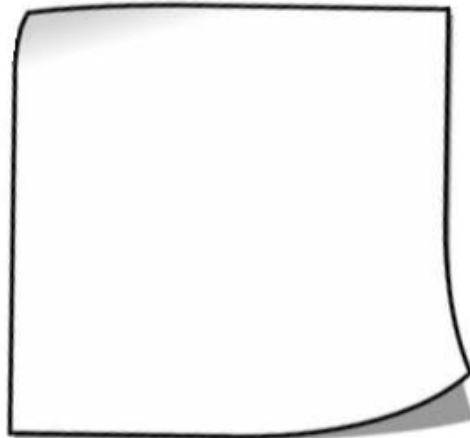
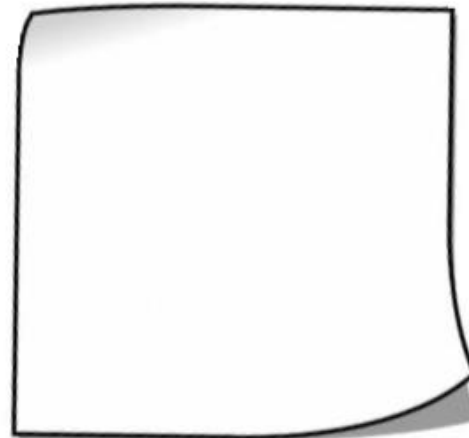
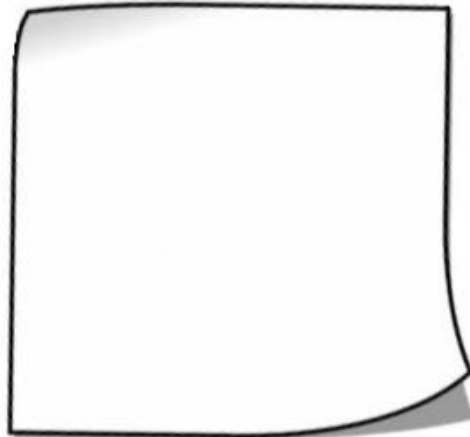
STORYBOARD

Directions: Create a Storyboard for major events in this time period. Write the Main Idea for each heading, and then sketch an illustration to represent each idea.

Illustration	1.	2.	3.
	1.	2.	3.
Illustration	4.	5.	6.
	4.	5.	6.

STUMP YOUR CLASSMATES

Think about the unit that we are currently learning about. In the spaces below, write down two true statements or facts and one false statement or fact about the topic. **Don't** label them as true or false! We are going to move around the room and challenge one another. Let's see if you STUMP YOUR CLASSMATES!



#Summarizeit

- First, define the word.
- Next, summarize what it means with a hashtag summary.
- You can have more than one!
- Be creative!

Topic or Word:

Definition:

#Summarizeit

Topic or Word:

Definition:

#Summarizeit

Take 5 Get 5

While watching presentation, write down 5 interesting facts that you learned. The facts can be new information or things you think are really interesting, even if you already knew the information. After the discussion, you will move around the room and collect 5 more facts from 5 different people. Remember... you can't have the same fact more than once!


Take 5

Get 5

TRADING CARDS

Your Task: Create trading cards for the important leaders of that we are studying.

Instructions:

1. Fill out each box in the cards below according to the template to the right. 
2. Be sure to rate how much political power each person has, and how interesting the person is to you.
3. Color your pictures and anything else that will make your cards look more realistic.
4. Cut out your trading card, fold along the middle, and tape the sides together.

Fold

Name of Person	Fact #1 about Person/Government
Picture of Person, Event, Object	Fact #2 about Person/Government
Gov. Position	How much power does he have? 1 2 3 4 5 6 7 8 9 10
Make a Logo	How interesting is he? 1 2 3 4 5 6 7 8 9 10

	Political Power Rating 1 2 3 4 5 6 7 8 9 10
	Interest Rating 1 2 3 4 5 6 7 8 9 10

	Political Power Rating 1 2 3 4 5 6 7 8 9 10
	Interest Rating 1 2 3 4 5 6 7 8 9 10

Travel Brochure Brainstorm

Fill in the boxes below with information from your various resources of research including your textbook, library books or articles from the Internet.

Natural Resources	Climate	Economy
Government	Neat Places to Visit	Physical Features
Environmental Concerns	Flag of Country (rough sketch)	Map of Country (rough sketch)

Creative Title of Brochure:

Flag of Country:

Map of Country:

● **Government:**

Illustration of something related to country:

● **Environmental Concerns:**

● **Natural Resources** (include description of each):

Your Name:

Date:

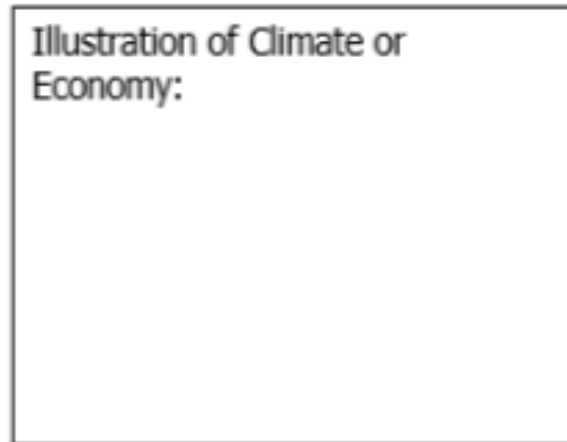
● **Places to Visit** (include why you should go there):

Illustration of Place to Visit:

● **Climate** (include when would be the best time to visit):

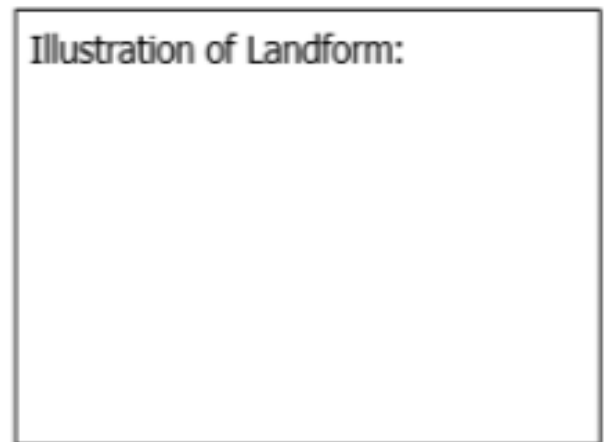
● **Economy:**

Illustration of Climate or Economy:



● **Landforms** (describe what they are):

Illustration of Landform:





TWEET IT OUT

Using only 140 characters, write a tweet from the perspective of one of the historical figures we have been learning about in this unit. Create a Twitter handle (@) and two hashtag (#) phrases that support the tweet.



@ _____

What did you learn today?
What did you find tricky?
What can we do next time?



@

Today's Lesson Tweet.

#

Don't forget the hashtag # describes the lesson or something memorable from the lesson.

What did you learn today?
What did you find tricky?
What can we do next time?



@

Today's Lesson Tweet.

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Don't forget the hashtag # describes the lesson or something memorable from the lesson.

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What did you learn today?
What did you find tricky?
What can we do next time?



@

Today's Lesson Tweet.

#

Don't forget the hashtag # describes the lesson or something memorable from the lesson.

TWO VIEWPOINTS

"A VIEW FROM BOTH SIDES"

DIRECTIONS:

1. On the left lens of the glasses, think about the first view point and write reasons to support that perspective. Include an illustration that represents this viewpoint.
2. On the right lens of the glasses, write two reasons supporting the second viewpoint. Include an illustration that represents this viewpoint.
3. Cut out your glasses to turn them in.





TWO VOICES POEM

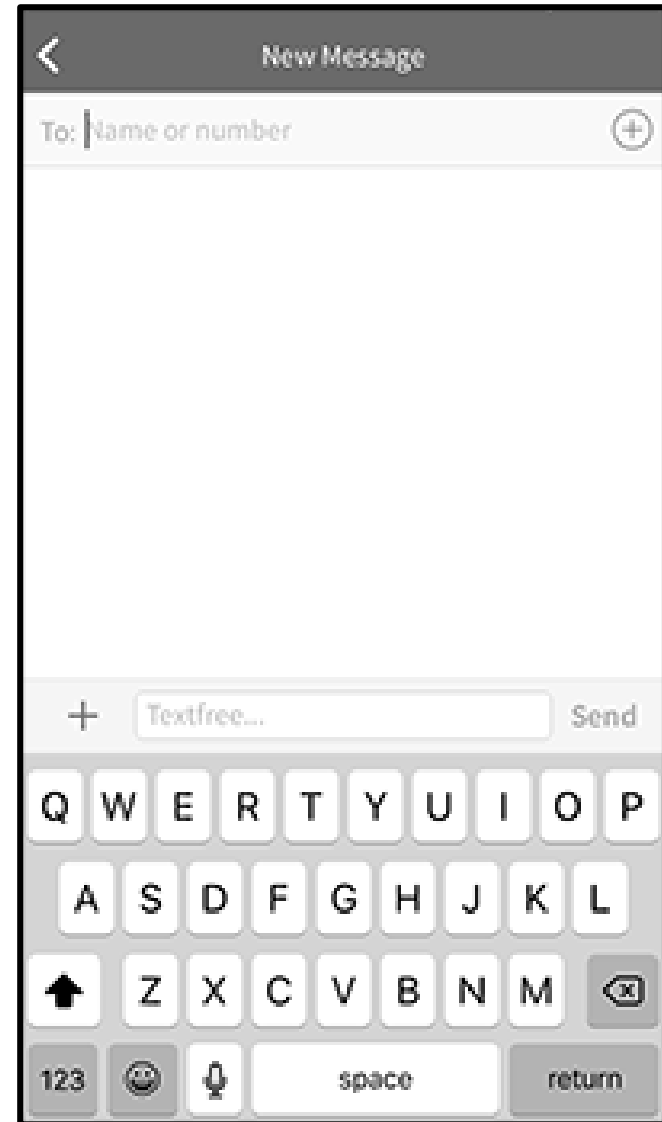
Based on what we have learned during this unit, you will create a poem that represents two voices during this time period. On the left side of the paper, you will write a poem from the perspective of _____. On the right side, you will write a poem from the perspective of _____. Your poem should reflect your feelings and emotions as if you were a person living during this time period.

Imagine you are sending a summary of an historical event to a friend via text message. Write the summary in text messaging language including abbreviations and emoticons. Pretend you are directly involved in the event that you are describing. On the back of this sheet, please include the non-text message version of the text.

Your summary must include the following:

- abbreviated words where appropriate
- all key points about the event
- at least one paragraph but short and specific

TXT MSG SUMRY





After the lesson, fill in the graphic organizers below with information about the Very Important People (VIP) mentioned.

Who	What	Where	When	Why	Illustration

Who	What	Where	When	Why	Illustration

Who	What	Where	When	Why	Illustration

Who	What	Where	When	Why	Illustration

VOCABULARY CHORUS

Write the vocabulary words for this unit in the squares below. Before we begin the unit, you need to fill in the squares with what you think each word means. Near the end of the unit you will go back and write any new information that you have learned about each term. You will also mark whether your ideas and the actual definitions are the same or different.

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

Word _____ What I think the word means:	Word _____ What I think the word means:
Definition:	Definition:
same _____ different _____	same _____ different _____

WANTED POSTER HERO POSTER



Create a Wanted/Hero poster for a person that we are learning about. If you consider the person to be a villain, you will create a “Wanted” poster. If you think the person was good, you will create a “Hero” poster.

The poster must include:

1. A sketch of what the person probably looks like.
2. A reward amount listing the specific crime or heroic action by the person.
3. A made-up quote from a person living at the time demonstrating what people might have said about this person.
4. The approximate date this poster would have been found.
5. A description of what the person has done in their life.

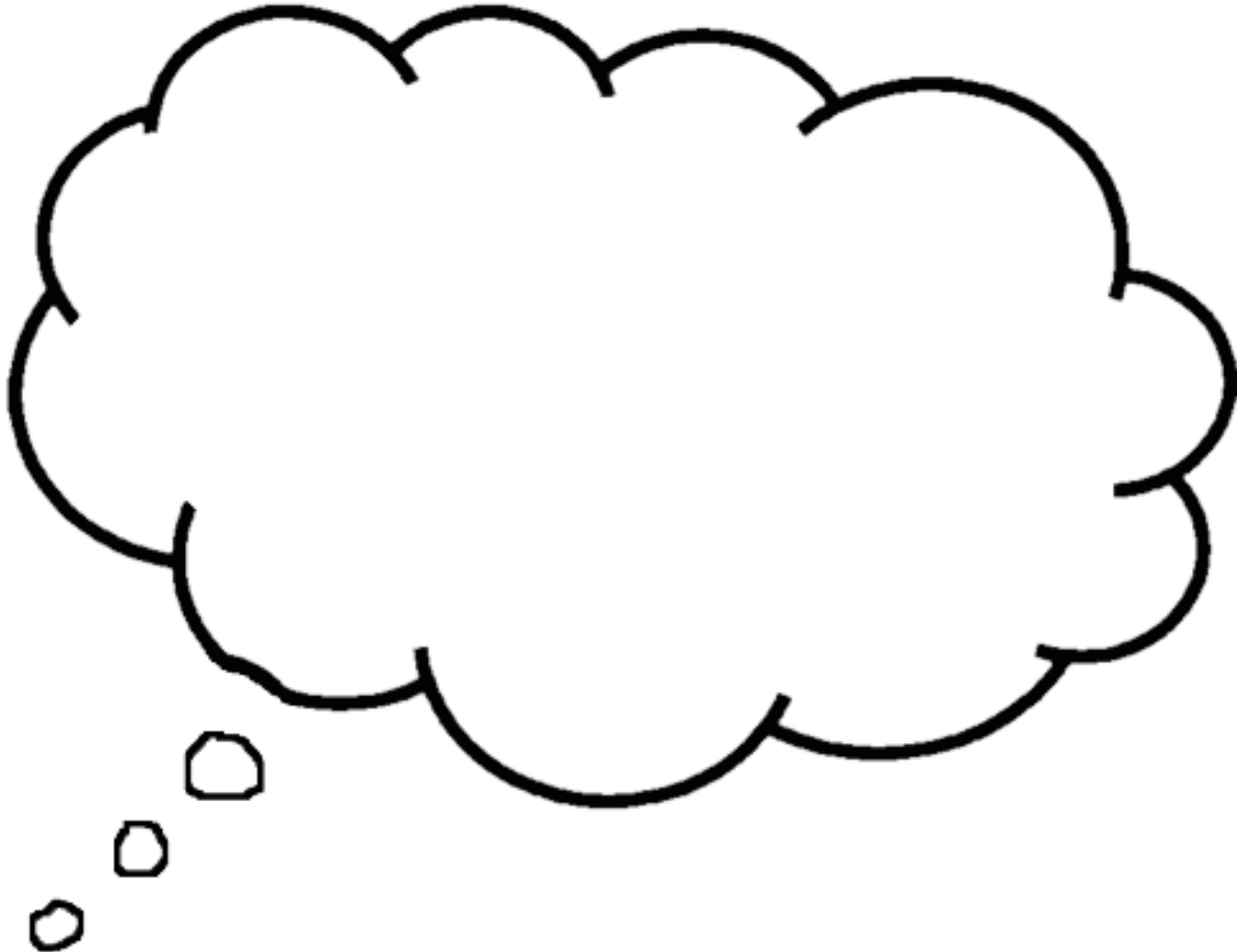


WANTED

HERO

WHAT'S IN MY HEAD???

Write the topic of today's lesson in the center of the thought bubble. Then write every single thing you know about the topic. You can include facts, names, dates, symbols, etc.



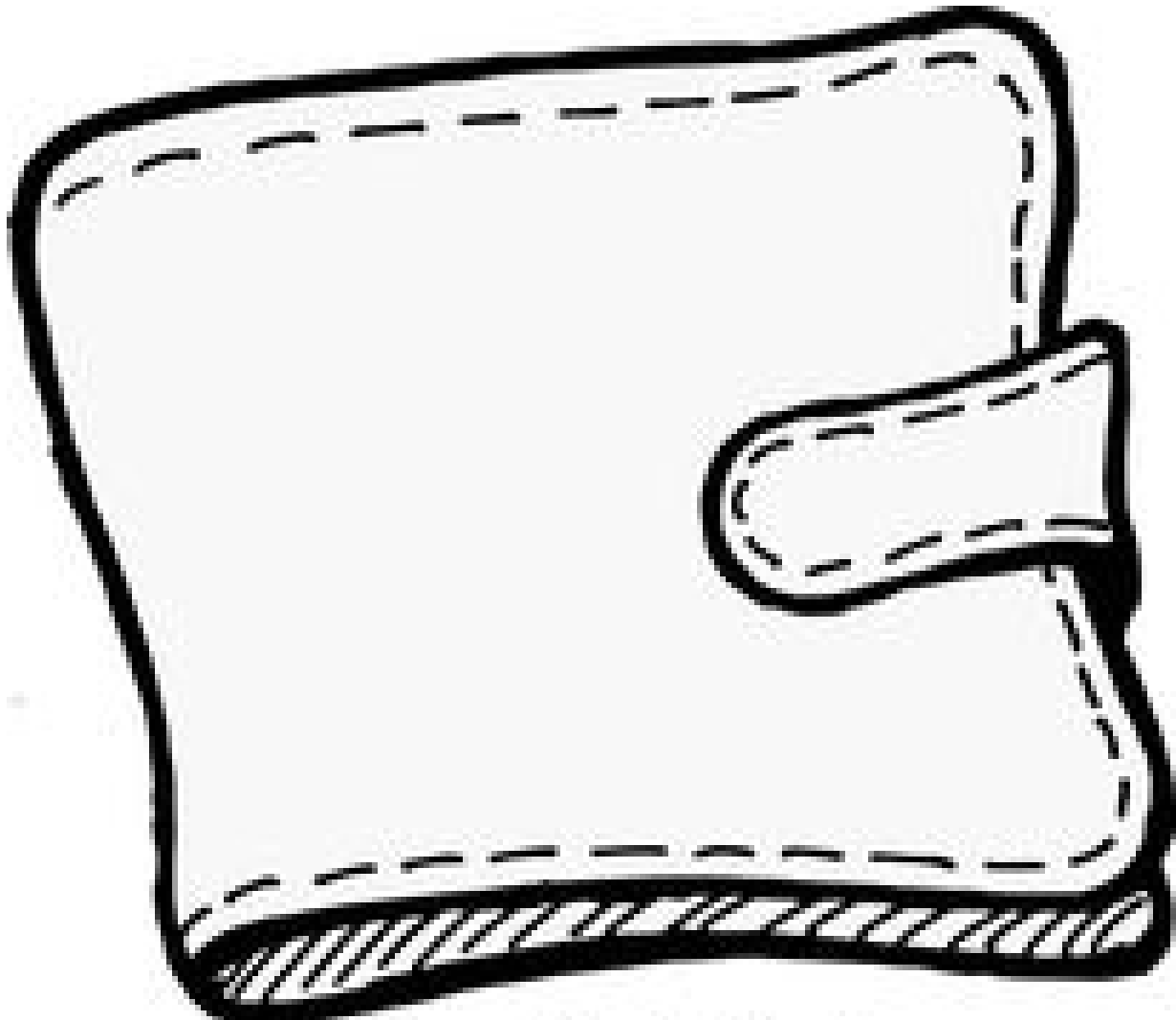
WHAT'S IN YOUR PURSE?

Uh oh! One of the historical figures that we are currently learning about has lost her purse! Help her find it by creating a "Lost Purse" poster that includes 3-5 pictures of the items in the wallet with descriptions of why or how each item is significant to her life.



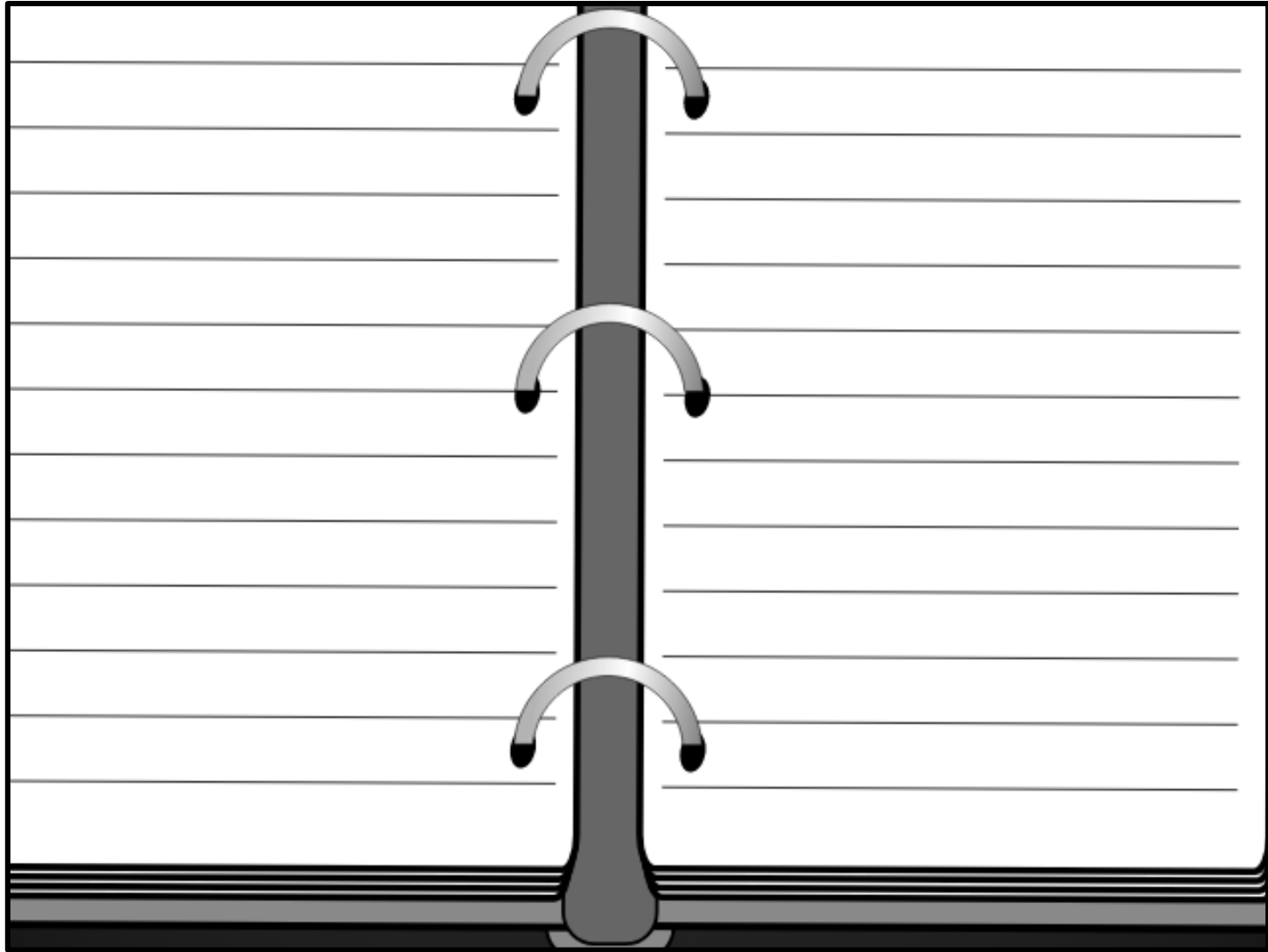
WHAT'S IN YOUR WALLET?

Uh oh! One of the historical figures that we are currently learning about has lost his wallet! Help him find it by creating a "Lost Wallet" poster that includes 3-5 pictures of the items in the wallet with descriptions of why or how each item is significant to his life.



"You Are There" Diary

Write a series of diary entries as if you were living through an historical event. Keep in mind this is not a report on the event but rather the thoughts and feelings of someone living through it. Your diary should include any key terms or people involved with the event in some way. (You may also use the back of this paper if needed.)



You're Invited

Imagine that a significant person that we are learning about is hosting a special event. He or she has asked you to help with planning the event. First, you should choose an historical event that is relevant to the person and the time period. Then, you will need to create an invitation to this event. Make sure you follow the steps below so that your invitation is spectacular!

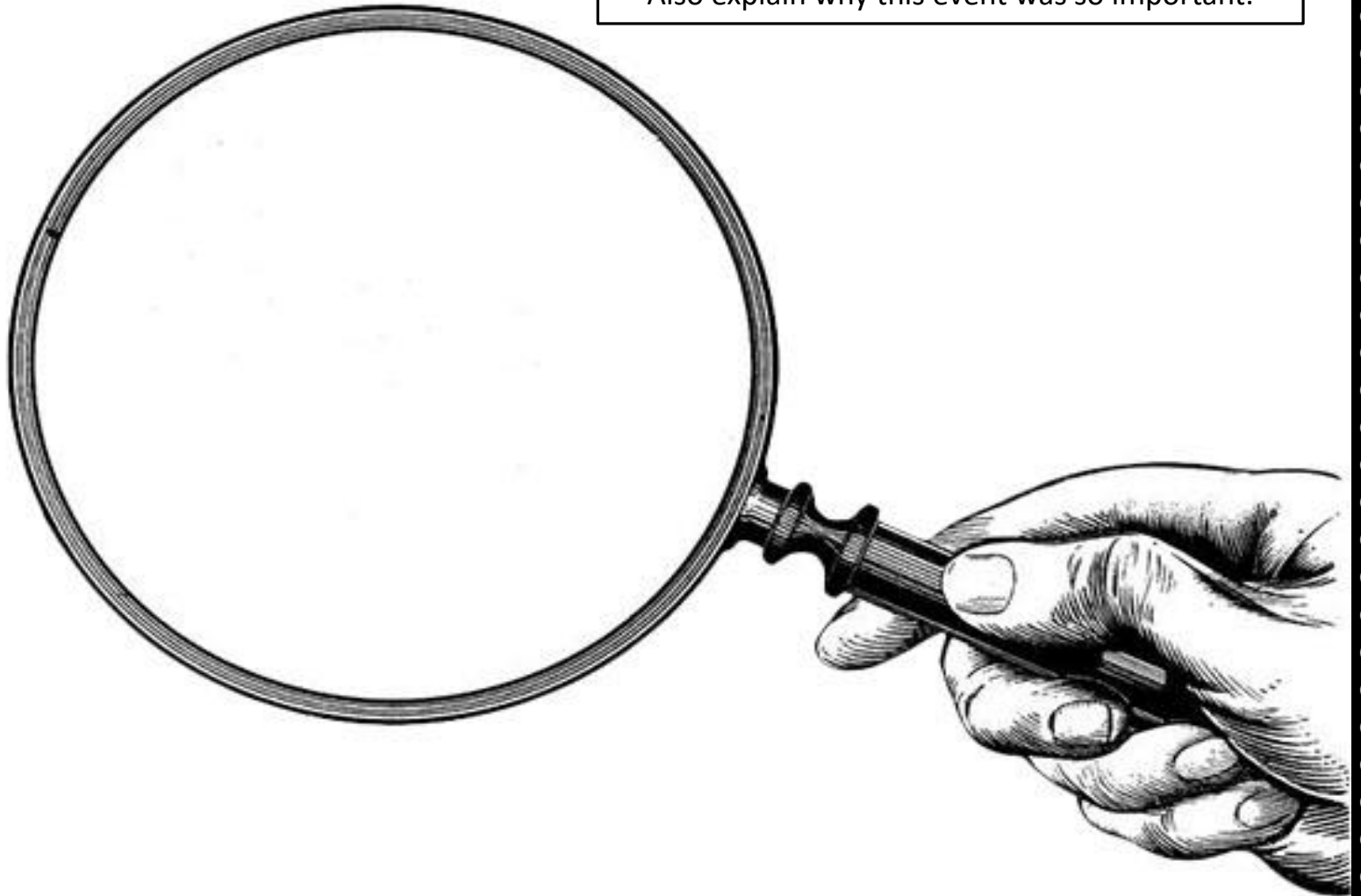
1. Who is hosting the event?
2. What is the event?
3. Where is the event located?
4. When will the event take place (time & date)?
5. Why should people attend?
6. What should a person bring with them to the event?
7. Who should people contact to R.S.V.P.?
8. Include a visual.



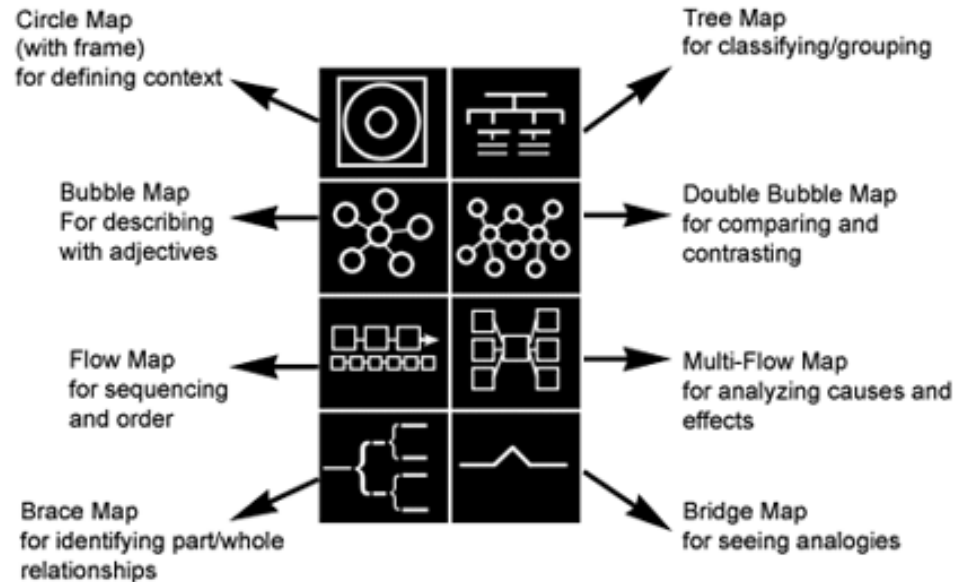
You're Invited

Zooming In...

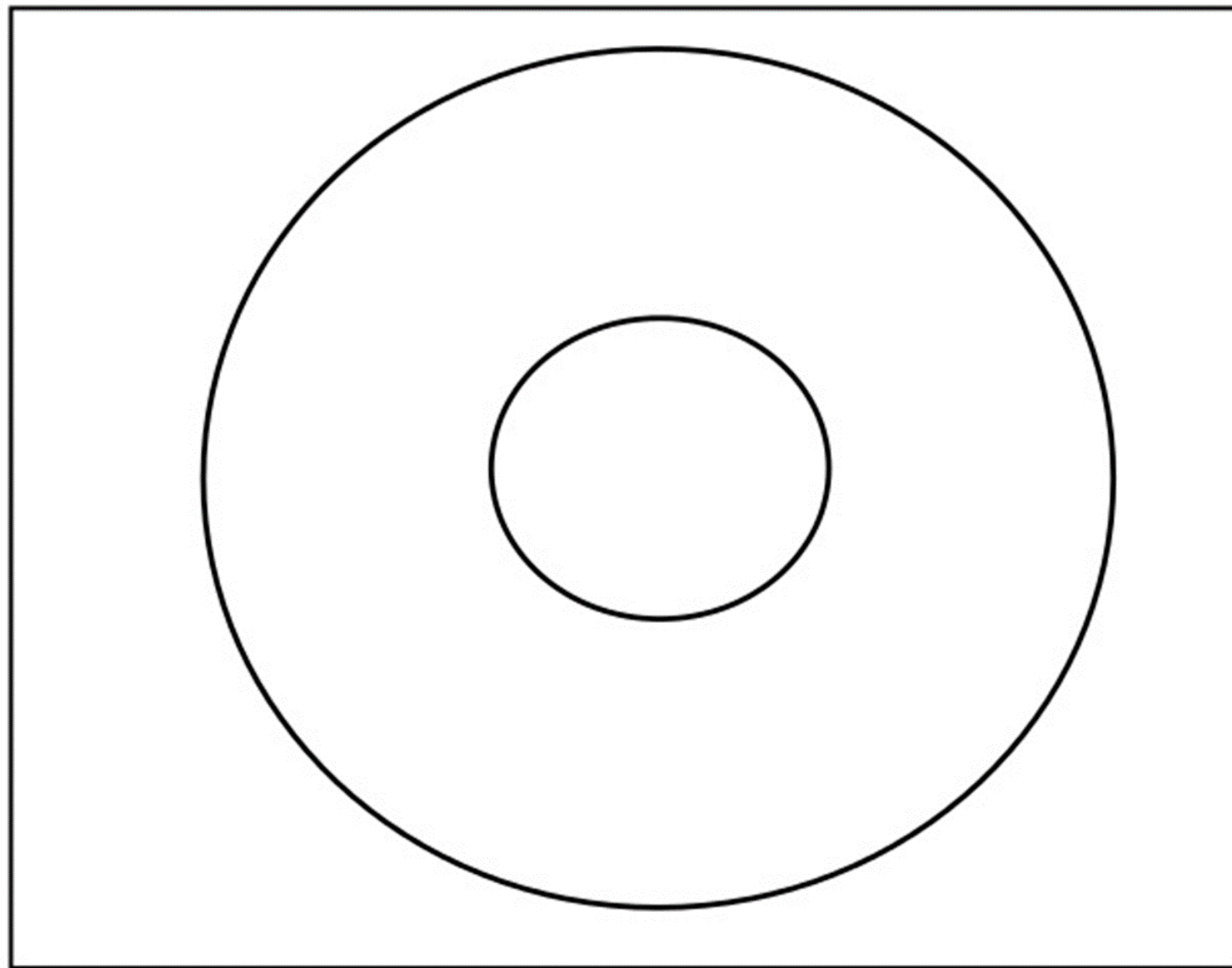
Pick the most important event from today's lesson. Take a close look at the event. In the magnifying glass, summarize the event and include facts, vocabulary words, dates and people. Also explain why this event was so important.



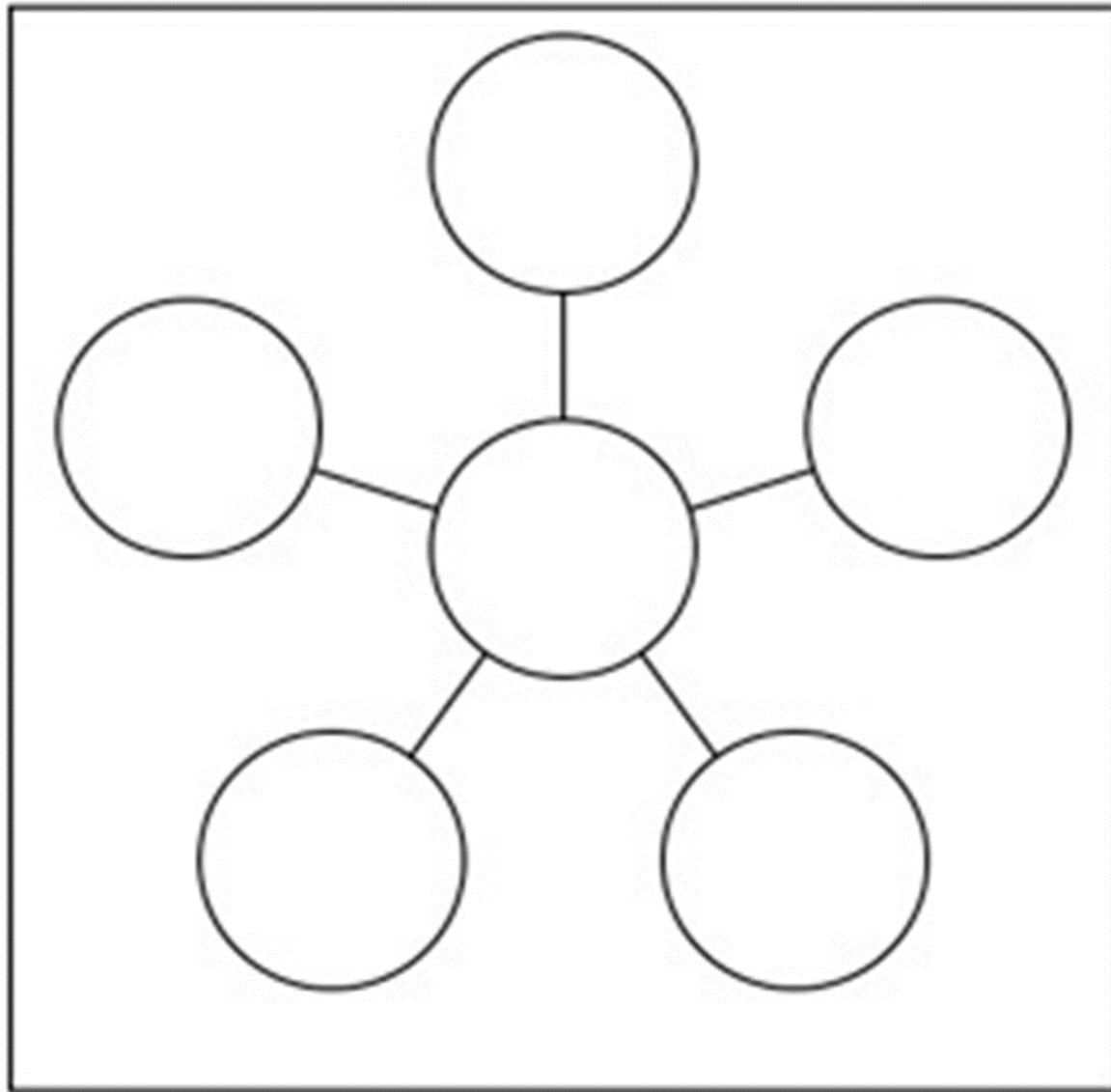
THINKING MAPS



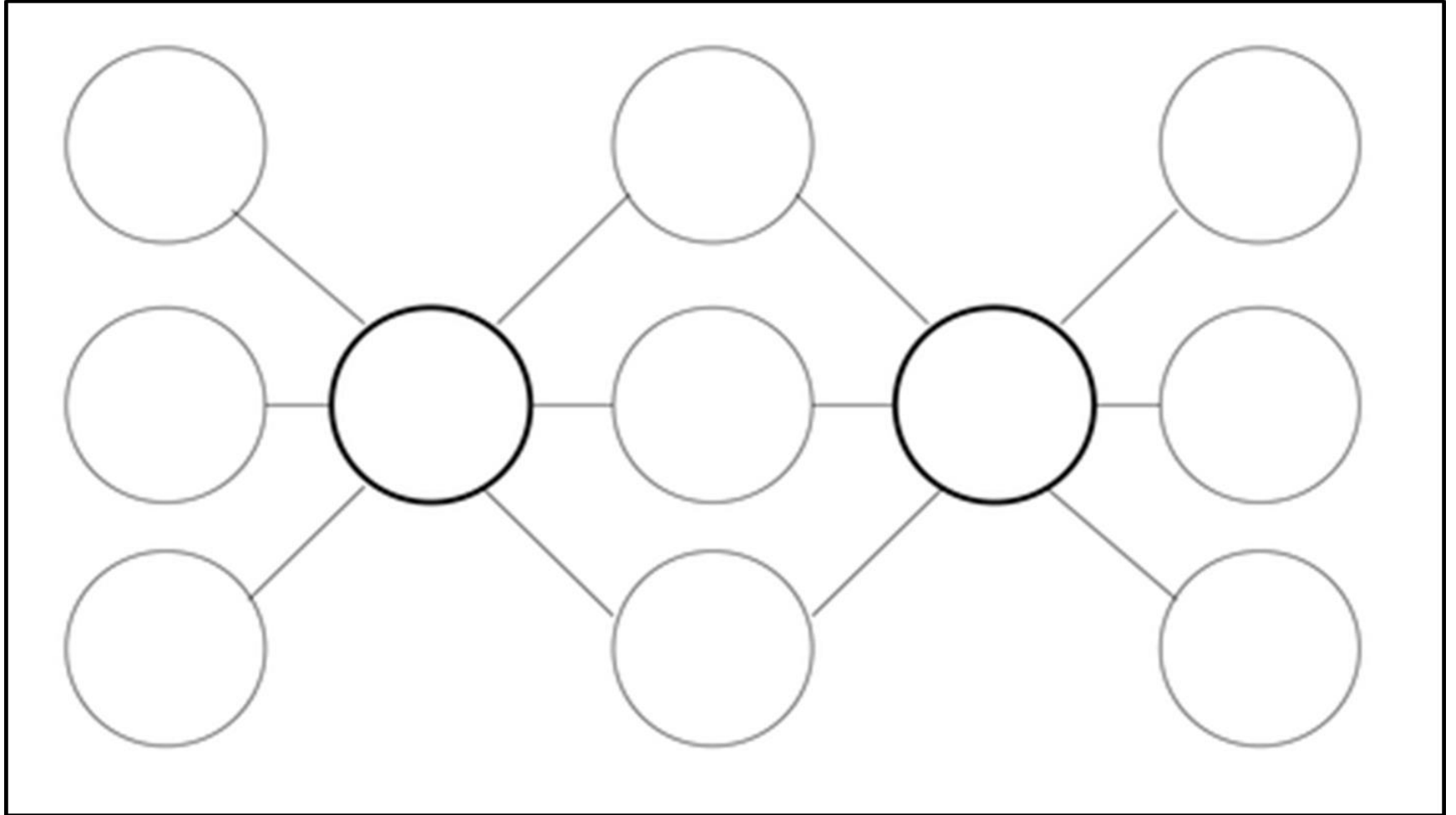
Circle Map



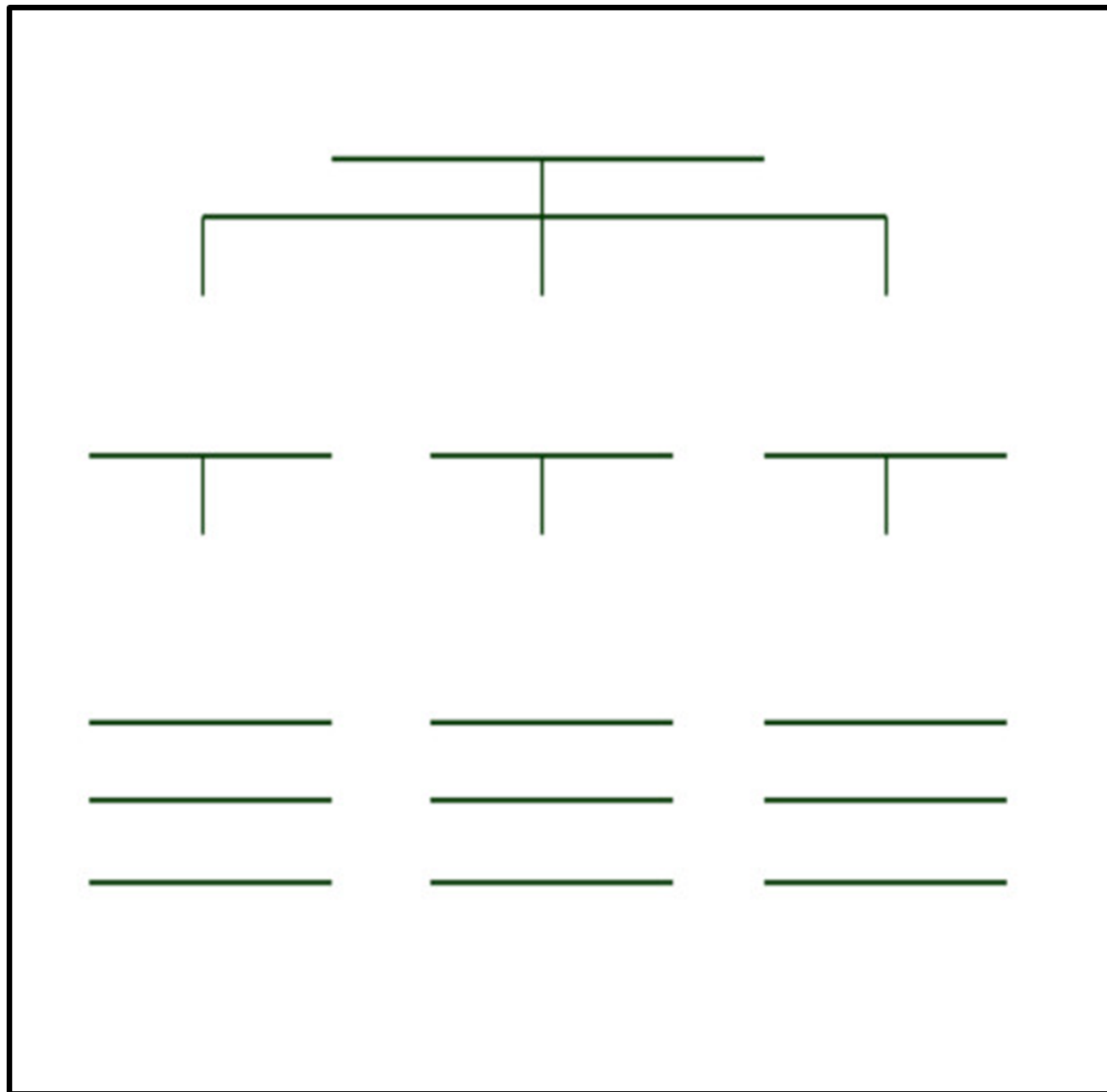
Bubble Map



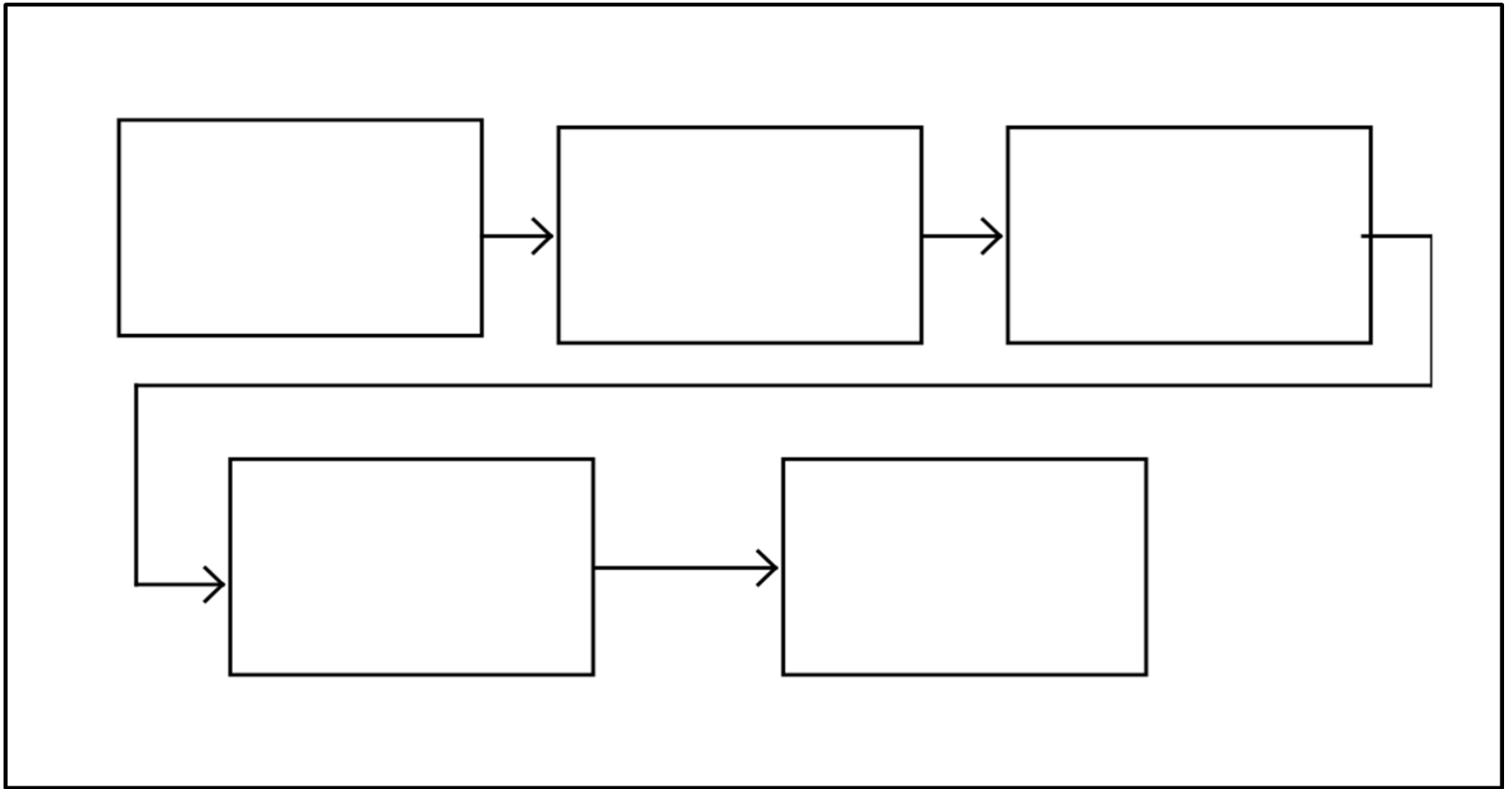
Double Bubble Map



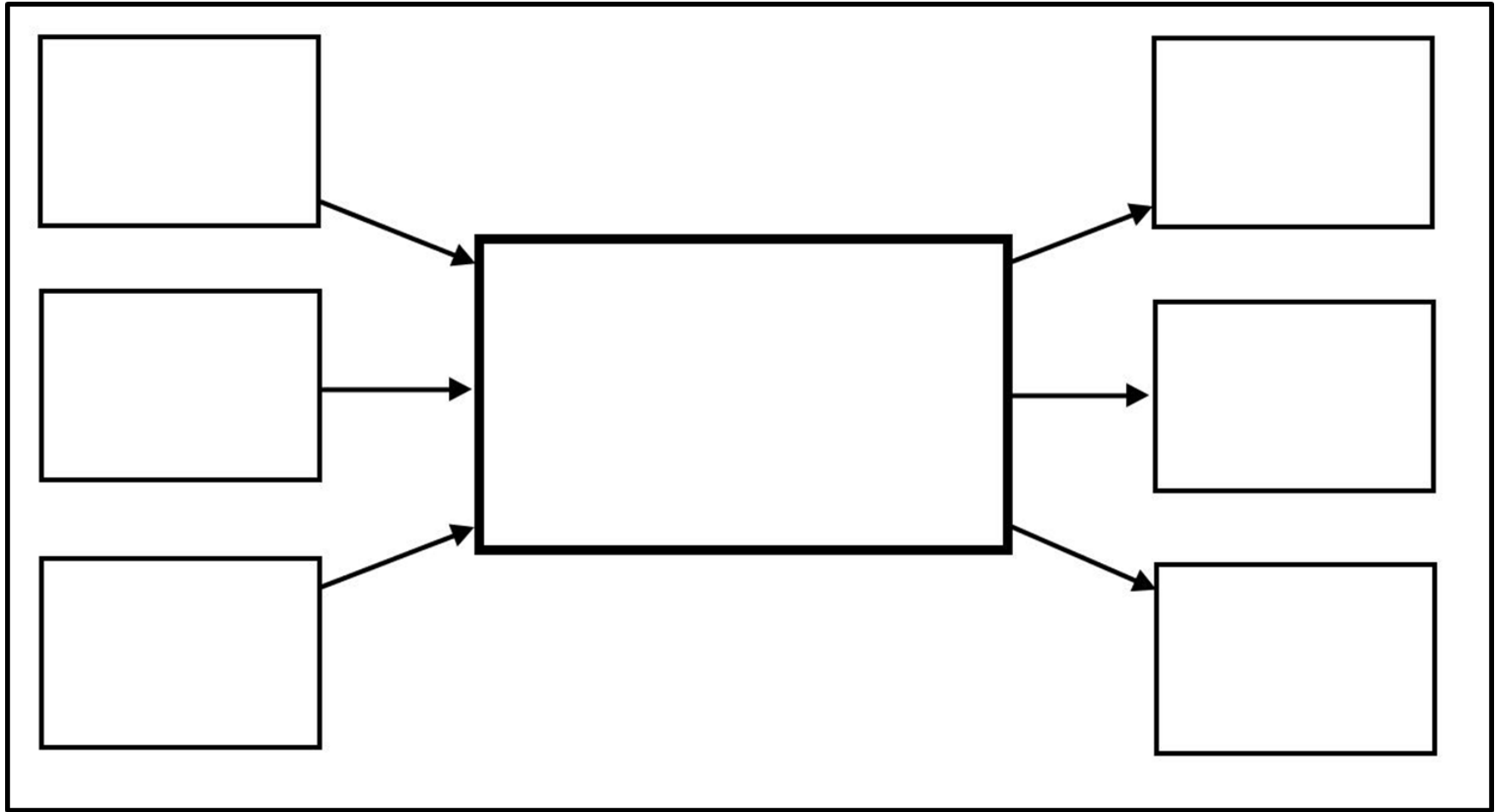
Tree Map



Flow Map



Multi-Flow Map



BRACE MAP

A diagram for a brace map. It features a large rectangle with a horizontal line across its middle. A large right-facing curly brace is positioned to the right of the line, spanning the vertical extent of the line. To the right of the brace, there are three horizontal lines stacked vertically, providing space for writing.

Bridge Map



Relating Factor: _____

ISN Examples

Page	Assignment	Grade
1-2	How Does Texas Get Its Shape?	
3-4	Natural Features of Texas	100
5-6	The Four Regions of Texas	
7-8	Where You Live Affects how You Live	
9-10	Native Texans	
11-12	Exploration Begins	
13-14	Spain's Motivations	
15	Spanish Explorers	
16-17	France Moves Into Texas	
18-20	The New World vs. the Old World (Mexico vs. Spain)	100
21-22	Mexico Becomes Independent	100
23-25	Mexican Constitution of 1824	
26-28	Empresarios in Texas (1822-1835)	
30	State Colonization Law of 1825	
31-32	Law of April 6, 1830	
33	Turtle Bayou Resolutions	
34	The Texas Revolution	96
35-36	The Treaties of Velasco	95
37-38	Treaties of Velasco Controversy	
39-41	The Republic of Texas	
42-44	Texas Constitution of 1836	
45A-49	Manifest Destiny & The Me	
50-51	How are the North and South	
52A-53	The Compromise of 1850	
54-56	Causes of Secession	
57-58	Texas in the Civil War	
59	Radical Reconstruction	
60-62	Anglos and Natives' Attitudes	

Spain's Motivations

If I could be a king, I would probably be by my being playing instruments. I would probably want to be known for my great skills. The thing that would interest me most is to be the king and I would like to get my place in Spain just as the kings get.

SOCIAL, ECONOMIC, AND POLITICAL MOTIVATION		What do S, E, and P mean?	My own S, E, and P motivations for becoming famous
SOCIAL	Highly interesting, colorful, religious		I want to share my love with people
ECONOMIC	Money, gold, but my goal ("or my") money, gold		I want to make some money
POLITICAL	Government laws strengthening your country (and power)		I don't have a political motivation

Economic Diversification

Today, the Nike Company (etc.) is not just making shoes, but clothing and much more. The Nike Company diversifies its product line. This means more additional things to sell. They started making the shoes, made profits because they found out that they could make an even larger profit from sales.

General DIVERSIFY

To make diverse and give variety to something.

General DIVERSIFY

It is the act of adding, subtracting, and/or changing things so that they are different from what they were before.

General DIVERSIFY

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It is the act of adding, subtracting, and/or changing things so that they are different from what they were before.

Reform Movements and Progressivism

1. What is Reform?

• change made to improve something

• to improve something

2. What is Progressivism?

• Improving society through the power of government

3. In general, what was the MAIN GOAL of the Progressivists and Reformers?

• The main goal of the Progressivists and Reformers was to improve society through the power of government.

4. What do you think is the most important reform to come out of this era in history? Why?

• The most important reform from the Great Depression was the New Deal. The New Deal was a series of programs and policies that helped to create jobs and improve the lives of many Americans.

Reform and Reformers

Relating Factor - and how like

- PHYSICIANS: The existence of alcohol and tobacco led to the creation of it.
- WOMEN: The act of letting boys and girls play together led to the creation of it.
- FARMERS and LABOR WORKERS: The "New Industrial Age" in Texas, blamed was to let boys and girls play together in the new company.
- COVER FOR: The Texas Railroad Commission was created to regulate the industry.

Relating Factor - is a GROUP that

- Texas Woman SUFFRAGE Association: Supported women's rights.
- United Franchise League: Was the first woman's organization to support a state law to restrict men from holding office.
- Texas Railroad Commission: Was created to regulate the industry in the state.
- The People's Party: Represented workers and farmers, and was a major force in the state's political life.

MORE ISN Examples

