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| Slide 1 |  | Look at checklist for supplies  Hang different types of graphic organizers around room |
| Slide 4 |  | I want you to take a minute and think about the different types of notes you give in your class. (Share with a partner) |
| Slide 5 |  | The goal of this session is to move note taking from a passive to an active process by combining Social Studies skills with content in the note making process. |
| Slide 6 |  | 1. Identify the content you will be teaching. Is it the events leading to the American Revolution? The Geography of Russia? The impact of World War II? Determining your content and making sure it is chunked into manageable pieces is essential for the first step. Think to yourself, what do I need to teach and how much of the content can the students reasonably learn in a class period. |
| Slide 7 |  | 2. Once you have identified the content, you need to think about what skill works best for the content. For example, if you are teaching the events leading to the American Revolution, your skills could be cause and effect or sequencing. If you are teaching the geography of Russia, you may focus on interpreting maps or categorization. If you are teaching the impact of World War II you could focus on summarization or making predictions. |
| Slide 8 |  | 3. Choose a strategy based on the content and skill you want to reinforce. Let’s now take a look at these steps in detail. |
| Slide 10 |  | Read to teachers and remind them that this is more than 60% of what is tested on STAAR |
| Slide 11 |  | Pass out the different processing standards cards to partner groups. Ask the teachers to make categories out of the cards. What do they think goes together and why? Once everyone has sorted the cards into categories – go over the categories I have created in the next set of slides. |
| Slide 12 |  | The first set of skills naturally fit with Social Studies – sequencing skills |
| Slide 13 |  | Read Slide |
| Slide 15 |  | This is a standard inferred by the STAAR test – it includes historical influences on the Constitution. |
| Slide 16 |  | The next set of skills has to do with categorization. |
| Slide 17 |  | Categorization helps our students organize information |
| Slide 18 |  | Comparing and contrasting of categories |
| Slide 20 |  | The next set of skills are usually associated with reading historical text. |
| Slide 23 |  | Use of evidence skills are the most difficult for students. They require students to draw inferences from history by: • identifying relationships among the parts • detecting inconsistencies • weighing conflicting facts and statements  generalize from data by: • applying previously learned concepts and generalizations to the data or situation • checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies • creating a broad statement which encompasses findings |
| Slide 29 |  | Post the note making handouts around the room in a gallery walk |
| Slide 32 |  | Let’s now take a look at these steps in detail. |
| Slide 33 |  | The first step of creating active notes is to clearly identify the content – what are you teaching. For our example on the causes of the American Revolution, I have pulled these standards. Take a moment to read them, then think about (discuss) how you would break them down. |
| Slide 34 |  | In addition to what you are teaching (Boston Massacre), you also have to make a decision on how you are teaching. You can deliver content through reading, watching a video, or lecture. |
| Slide 35 |  | For our example – I am going to use two methods of content delivery – the students will read a handout and watch a video. |
| Slide 36 |  | The next step is to identify a skill that supports the content. These are the skills in the TEKS – notice that developing connections over time is implied by questions in the STAAR. We are quickly going to review these skills and their connections to each other. Take a look at your manual as I review the types of skills. |
| Slide 37 |  | For my example I wanted to focus on Point of View, so I will use a graphic organizer that supports that skill. |
| Slide 38 |  | Pass out the different folders with the TEKS and Readings. Also give each group some white paper. They will read the TEKS, read the handout, and then determine what type of graphic organizer to use. The white paper is to sketch it out so they have a concrete example. |
| Slide 39 |  | 3. Choose a strategy based on the content and skill you want to reinforce. Let’s now take a look at these steps in detail. |
| Slide 40 |  | Give them the remaining time to do this. |