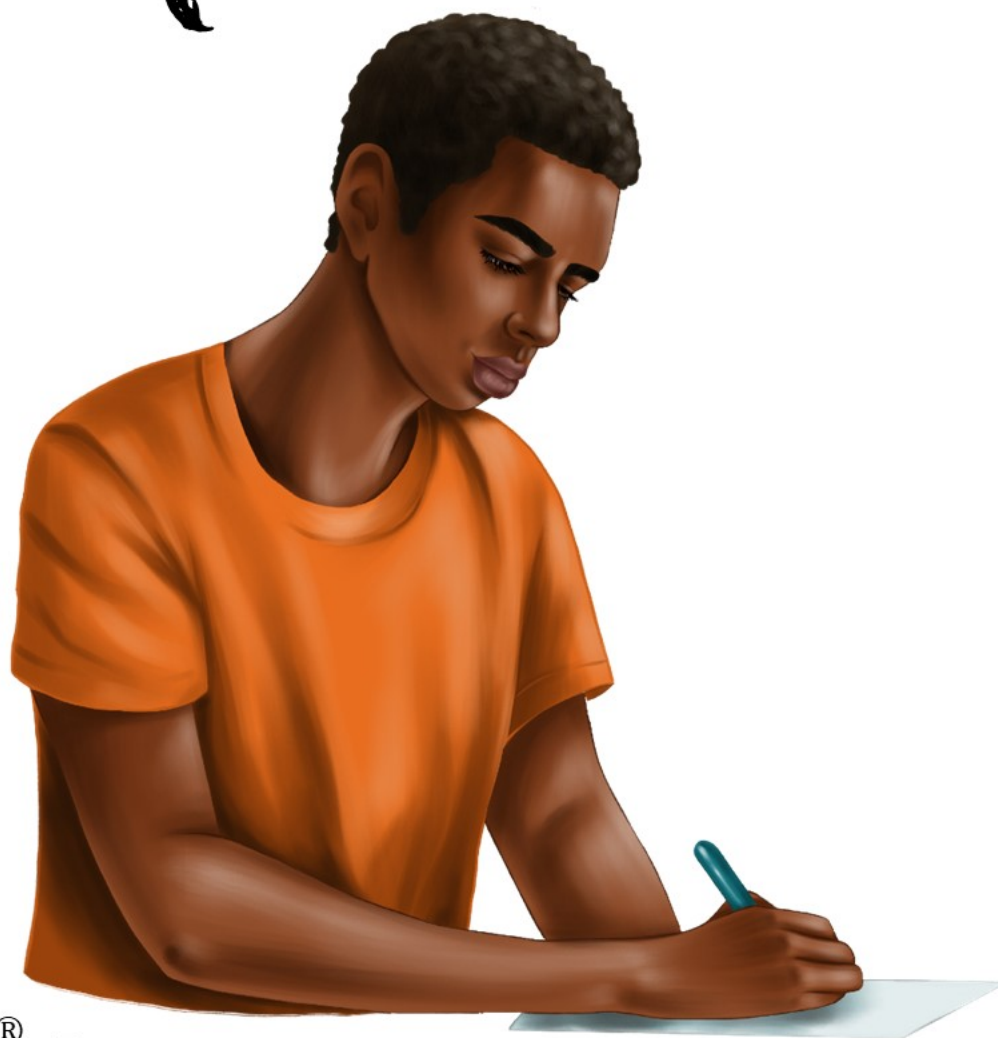


Active Notes!





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Clip Art and Fonts



Active Notes!

This manual is designed to help you create note making activities that support Social Studies skills while providing opportunities for students to engage in their own learning. Critical thinking is embedded in each of these strategies. The development of *Active Notes!* follows these three steps:

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 according to my standards and how much of the content can the students reasonably learn in a class period. In addition to the content you are teaching, you will need to decide on the delivery method - Is it a reading? Lecture? Video? Investigation of primary sources?
2. **Identify the skill** that best matches the content. The Social Studies skills can be grouped into different categories: sequencing (cause and effect, sequence events, and connections over time), categorizing (categorize and compare/contrast), text dependent skills (finding the main idea and summarizing), and evidence-based skills (drawing inferences and conclusions, making generalizations and predictions, and point of view). Your task is to find the skill that supports your content. For example, if you are teaching the causes of the American Revolution, you will choose sequencing skills, for geographic features of a region, you will choose categorizing.
3. **Choose a strategy.** Based on the content and skill, choose a strategy that supports your instruction. This manual is organized by skills and includes templates and ideas to support instruction in your Social Studies classroom.

Active note making relies on student participation. Your students will be engaged in their learning by creating their own notes. Be sure to add opportunities for you to check their work for accuracy.



Active Notes!

Social Studies Skills

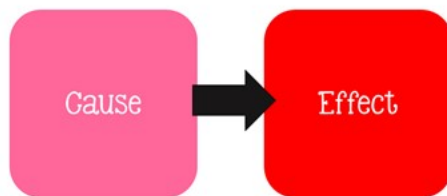
...use valid primary and secondary sources ... to analyze information **by** sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

... identify different points of view about an issue or current topic

Sequencing

Cause and Effect

How is one event a direct result of another. What happened (cause)? Why did it happen (effect)?



____ (effect) because ____ (cause).
____ (Cause) ____ resulted in ____ (effect).
____ (result) was a result of ____ (cause).

Sequence Events

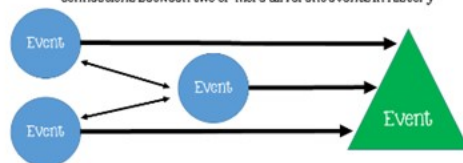
Place connected events in chronological order. What happened first? Second? Next? Last?



First ____ then ____ next ____ resulted in ____.

Developing Connections Between Historical Events Over Time

Making connections require an understanding of the connections between two or more different events in history



How is ____ and ____ related?
How does ____ connect to ____?
Did ____ cause ____?
What are the multiple long term effects of ____?

Categorization

Categorize

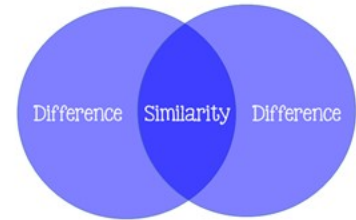
Group events, people, places or things that belong together. How do these go together? How are they related?



_____ goes with _____.
_____ are examples of _____.

Comparing and Contrasting

How are they similar and different. What is the same? What are the similarities? How do they differ?

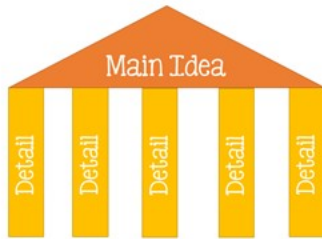


_____ and _____ are the same because they both _____.
_____ and _____ are different because _____.
_____ (result) was a result of _____ (cause).

Text Dependent Skills

Finding the Main Idea

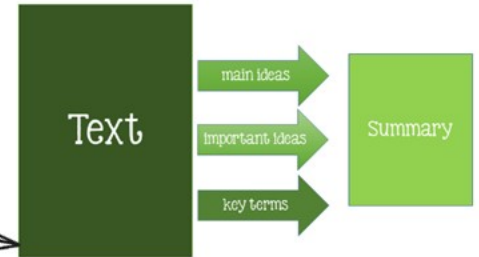
What is the text mostly about. What details support the main idea?



_____ is mostly about _____ because _____.
_____ and _____ are details that support the main idea by _____.

Summarizing

A shortened version of a longer text that tells the basic ideas.



The important ideas are _____ and include _____.
The idea that best sums up this event is _____ because _____.

Evidence-Based Skills

Drawing Inferences and Conclusions

Use evidence from text or visual analysis and what you already know to draw a conclusion about history.

What the evidence tells me

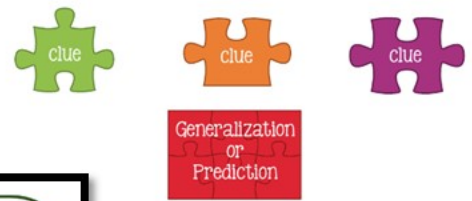
What I already know

My Inference/Conclusion

The text said _____ and I know that _____ so I can conclude _____.
I see _____ and I know that _____ so I can infer _____.

Making generalizations and predictions

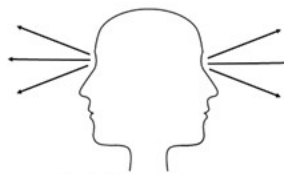
Using information to create a conclusion that is true most of the time. Using details found in the text to support what will happen next.



_____ and _____ lead me to believe _____.
I can predict that _____.

Point of View

Understanding history requires examining events from different perspectives



Who is providing the information?
What is the author trying to convince you?
Compare the different accounts.
Which information is the most valid?

Sequencing Skills



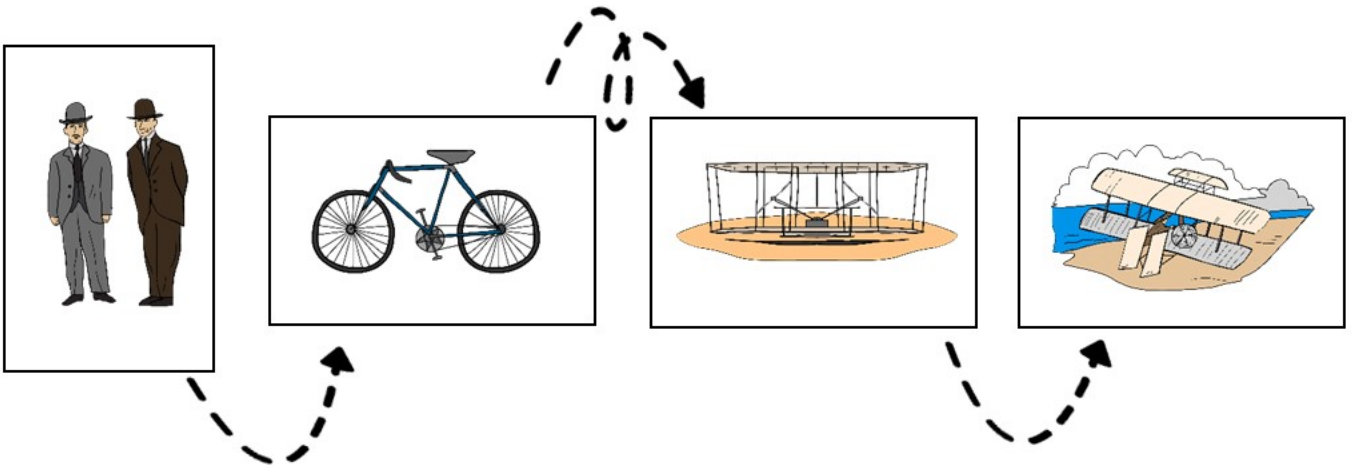
Cartoon Capers

What is it?

Cartoon Capers is a note making strategy in which students create cartoons to represent key events in history. This activity not only taps students' visual-spatial learning modality, but it also allows you to quickly check student comprehension.

How does it work?

1. Choose a topic you want your students to read.
2. Give each student at least six index cards.
3. Challenge students to read a brief selection of text (only one or two paragraphs) and on an index card draw a quick cartoon summarizing the information they read.
4. Ask students to complete this process at least six times for subsequent selections of the text.
5. Once a student has completed six index cards, pick up his or her cards and shuffle them. Now challenge the student to arrange the cartoons in the order of the events.
6. Students can then staple or glue their index cards in their notebook and write brief summaries for each card.



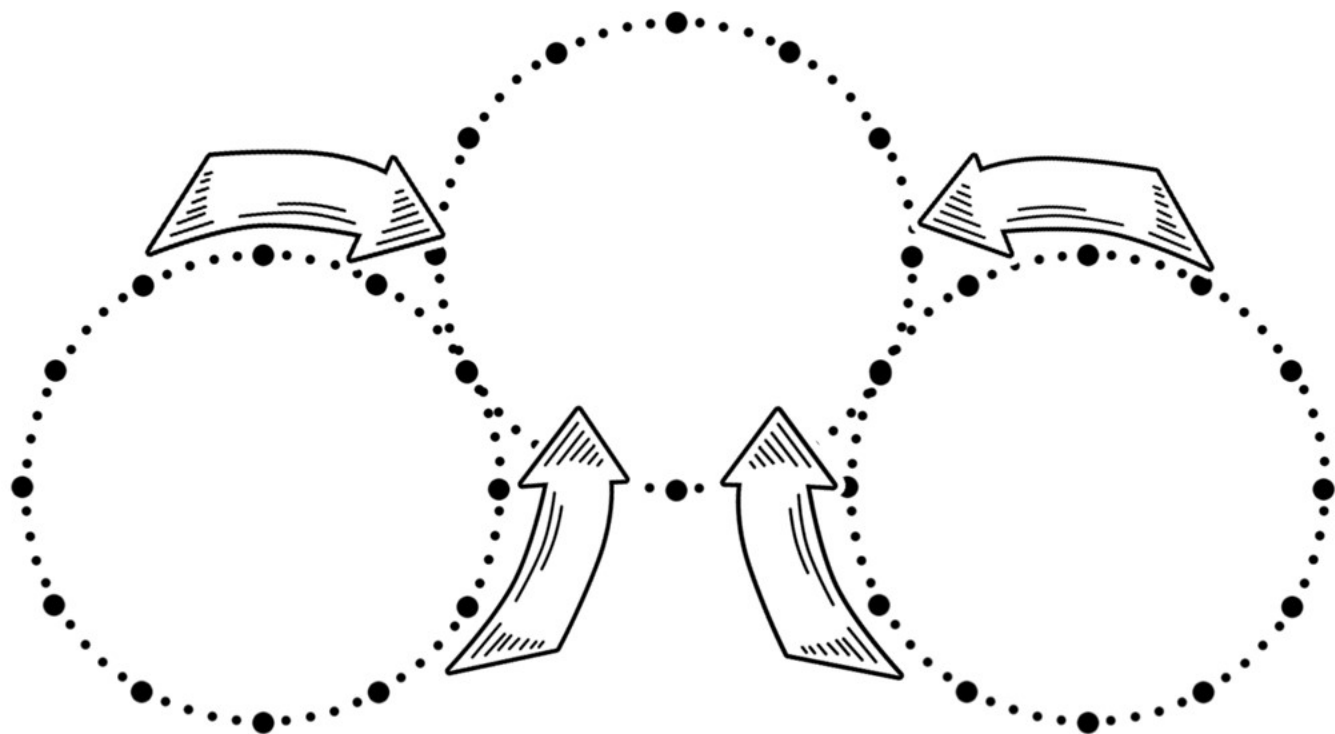
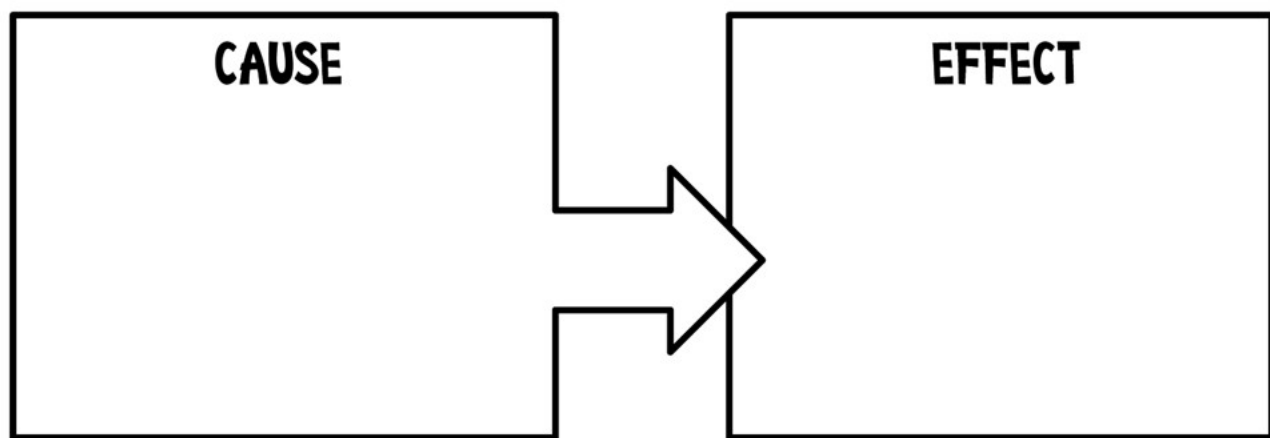
Cause & Effect

What is it?

Cause and Effect charts help students organize historical information.

How does it work?

1. Use a graphic organizer to help students develop the cause and effect of different historical events.
2. These graphic organizers can also be used for sequencing events.



Cause

Effects

Effects

Cause -

Effects -

Small Stylus Success®

Cause -

Effects -

Small Stylus Success®

Effects

Cause

A diagram showing a single box on the left labeled 'Cause' connected by a vertical line to three stacked boxes on the right labeled 'Effects'.

A diagram showing a single box on the left labeled 'Cause' connected by a vertical line to three stacked boxes on the right labeled 'Effects'.

A diagram showing a single box on the left labeled 'Cause' connected by a vertical line to three stacked boxes on the right labeled 'Effects'.

Effects

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Effects

Cause



Effects

Cause

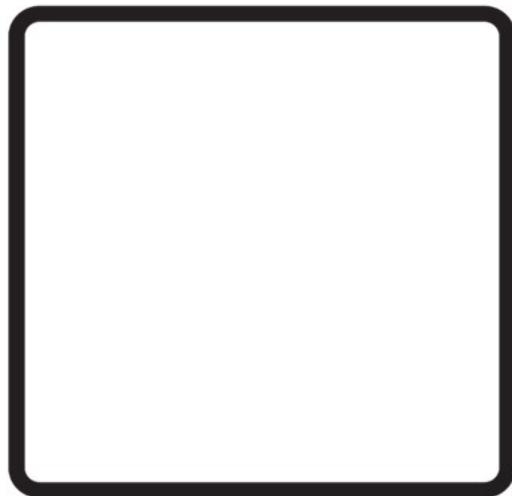
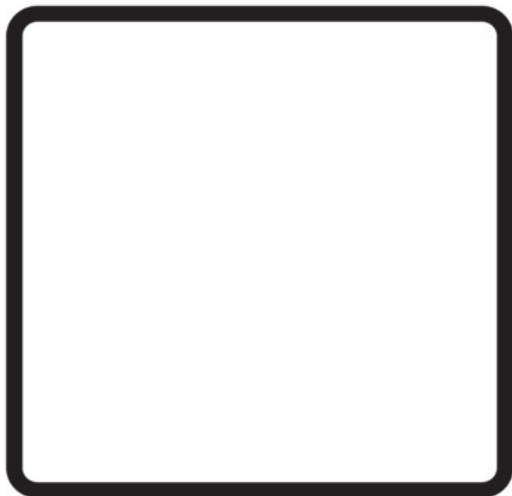
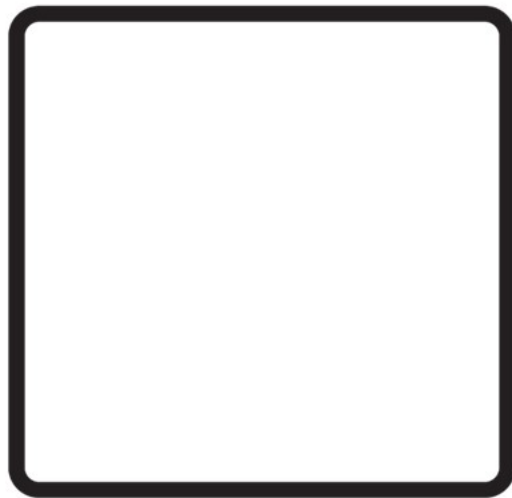
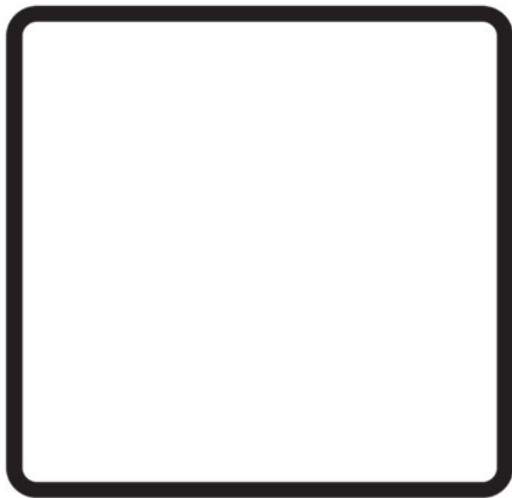
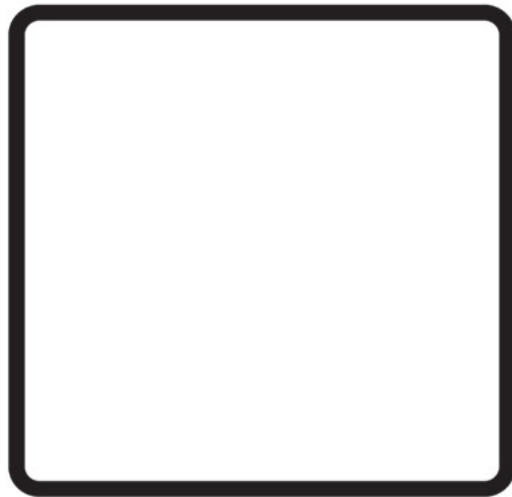
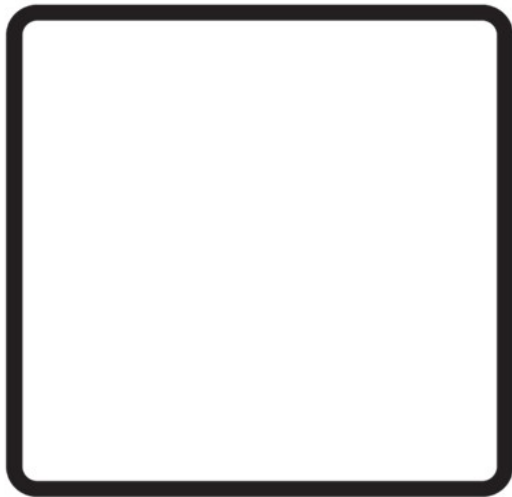
A rectangular box with a black border, intended for writing the cause of an event.A rectangular box with a black border, intended for writing the first effect of the cause.A rectangular box with a black border, intended for writing the second effect of the cause.A rectangular box with a black border, intended for writing the third effect of the cause.A rectangular box with a black border, intended for writing the fourth effect of the cause.A rectangular box with a black border, intended for writing the fifth effect of the cause.

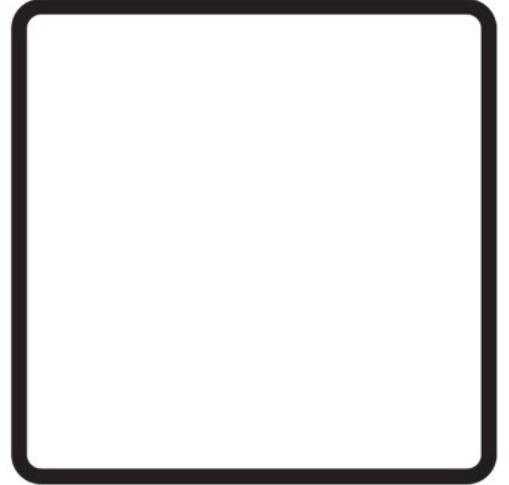
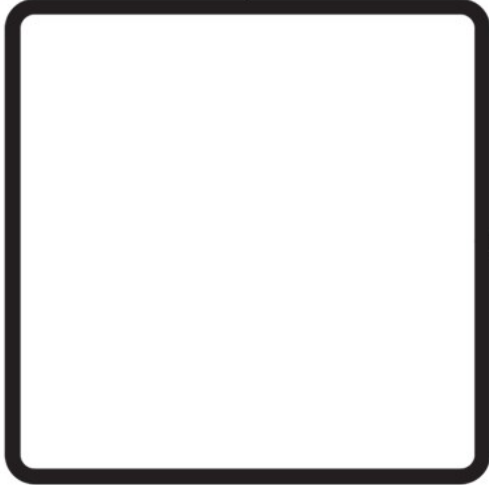
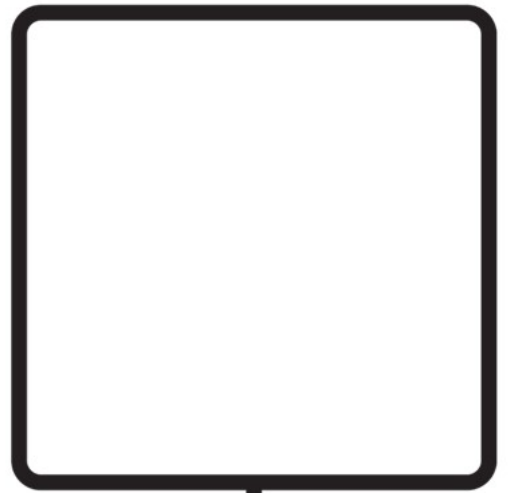
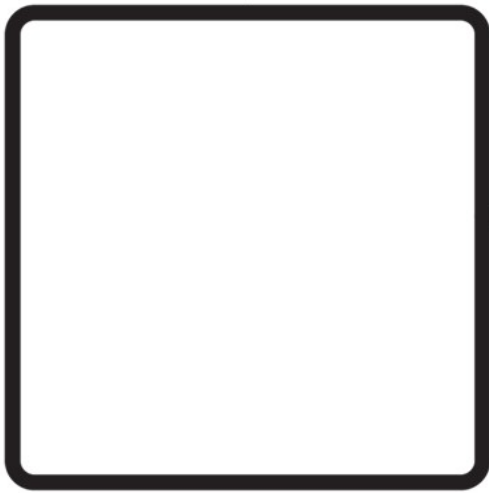
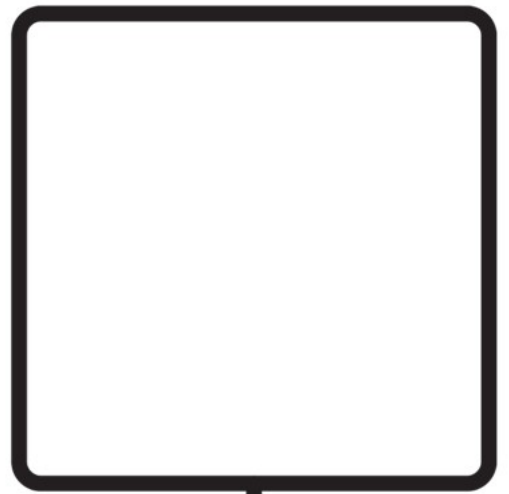
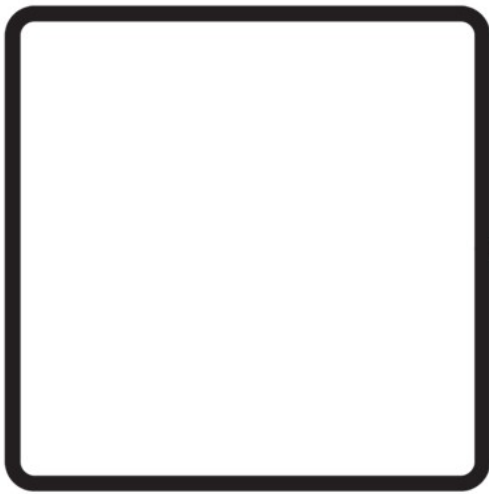
Event and Date

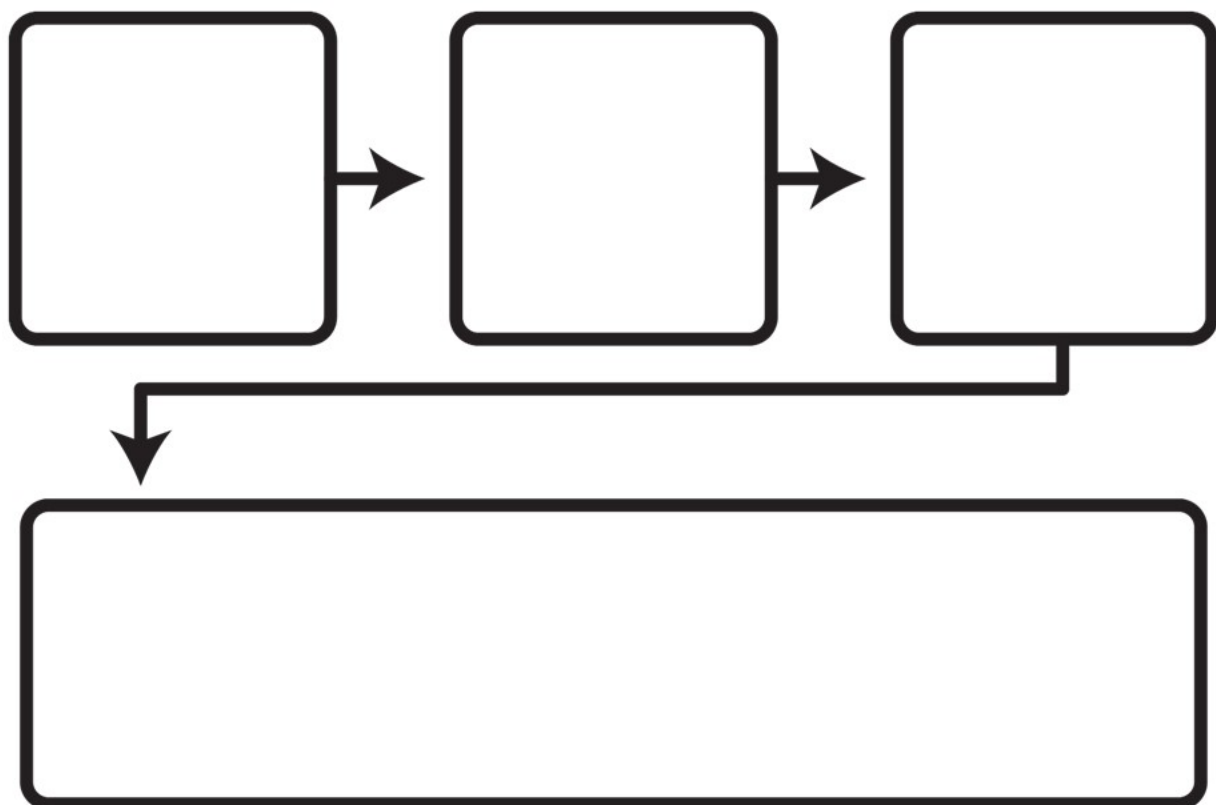
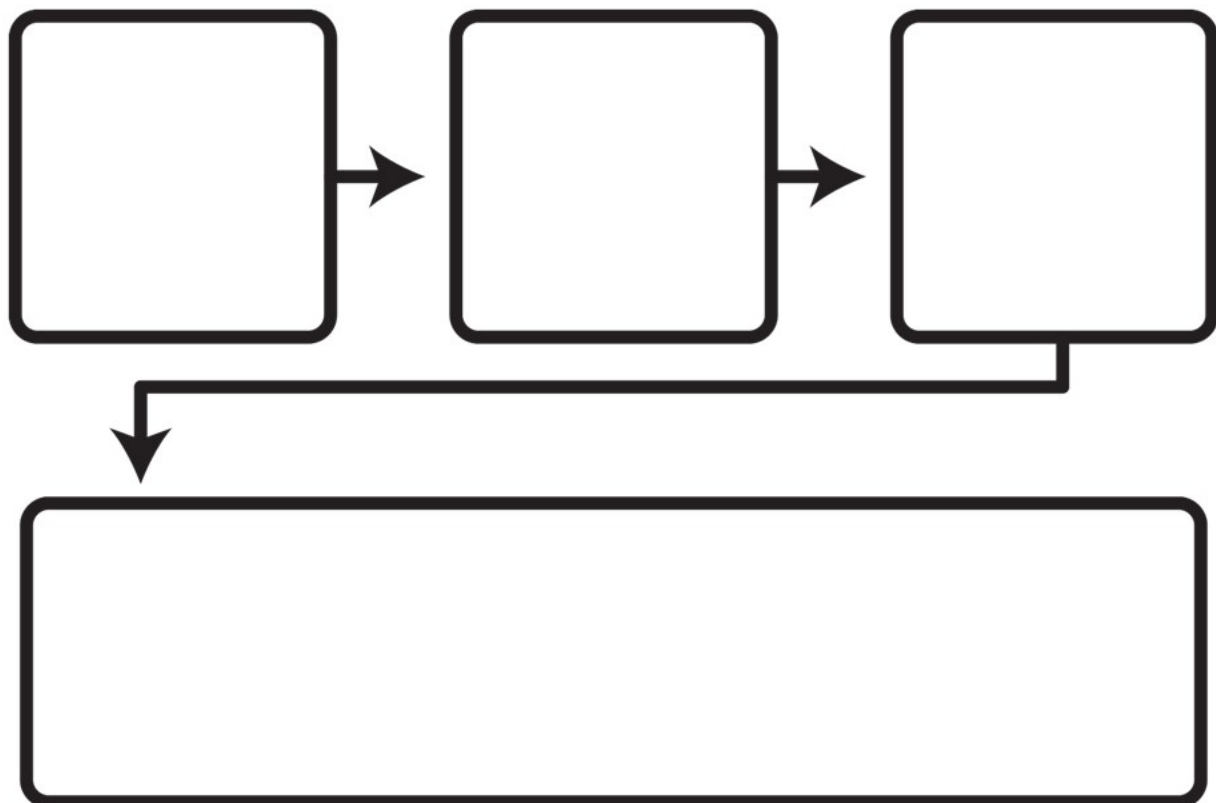
Significance of Event



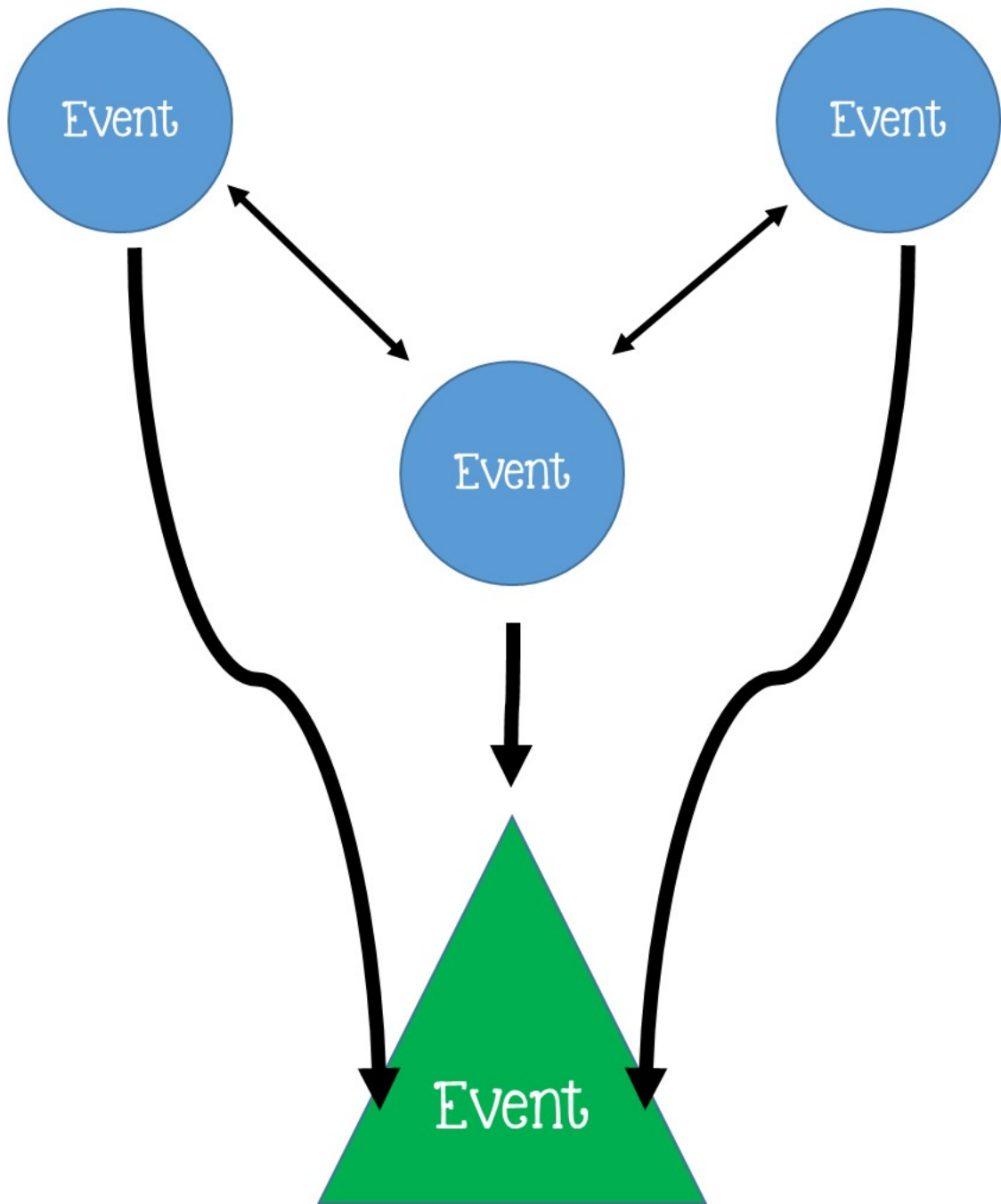




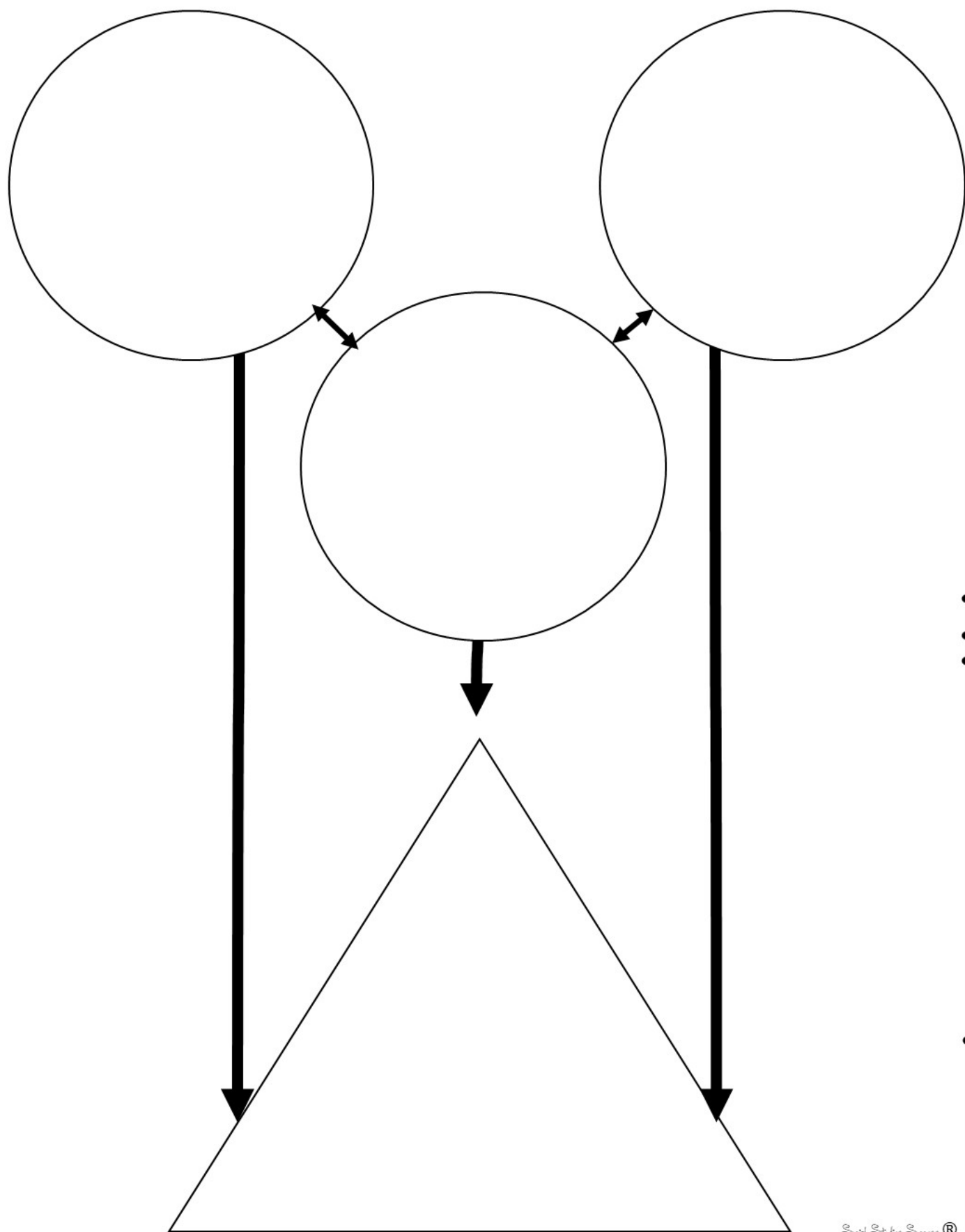




Connections Across Time



A connections over time chart can help students see how different events in history can lead indirectly to a new event. For example, when teaching the Constitution, the Magna Carta, the English Bill of Rights, and the Fundamental Orders of Connecticut all influenced the ideals found in our government.



Problem - Solution

What is it?

This is a note making strategy to help students see the relationship between causes and effects in history.

How does it work?

1. Compose your question for the lesson or activity. Identify a central problem that concerns a person or group of people.
2. Brainstorm possible solutions as a group.
3. Allow students to read for solutions or generate their own.
4. Identify possible or historical results.

Example:

Problem:

- American Settlers in Texas were unhappy with the Mexican government.

Solution:

- Meet with other settlers
- Write letters of protest
- Avoid following the new laws

What happens next?

- War



Problem - Solution

Problem



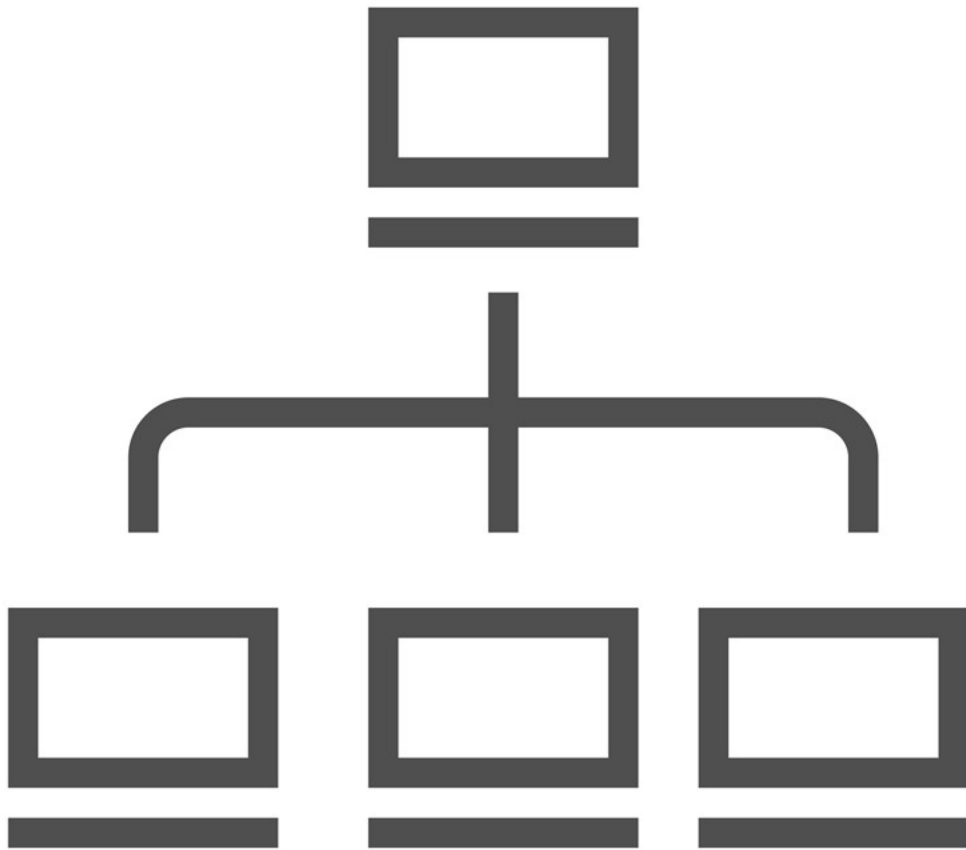
Steps to
Solution



When these
steps have
been taken,
what
happens
next?



Categorization Skills



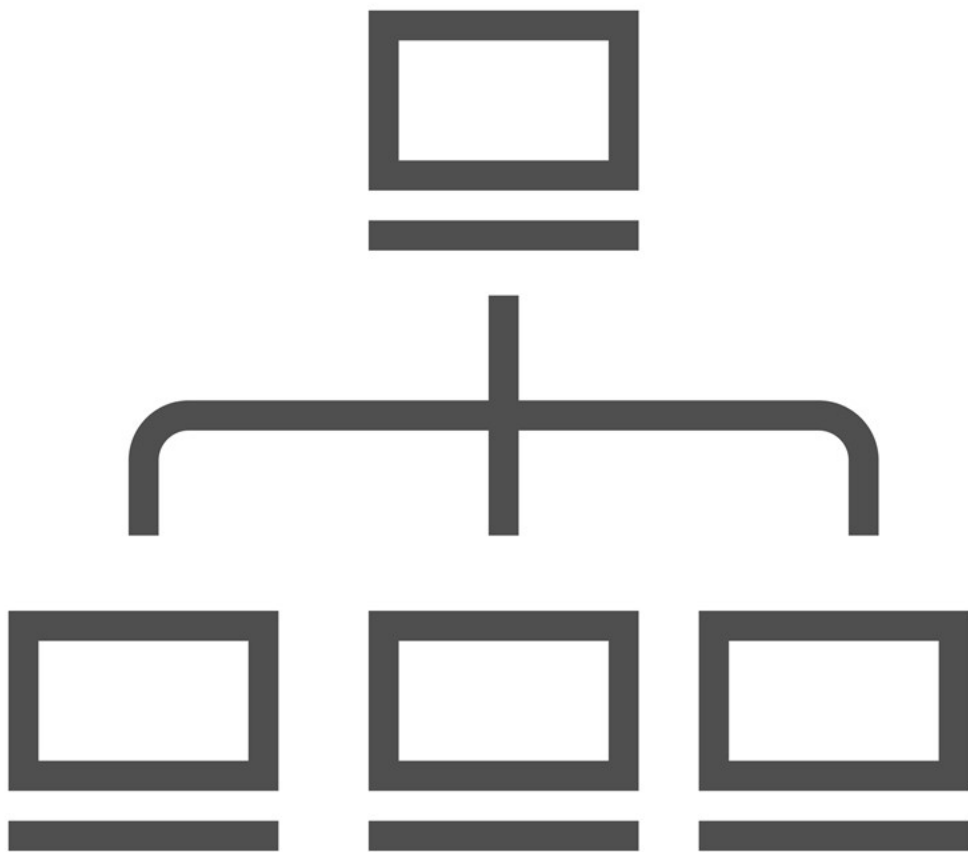
Categorizing

What is it?

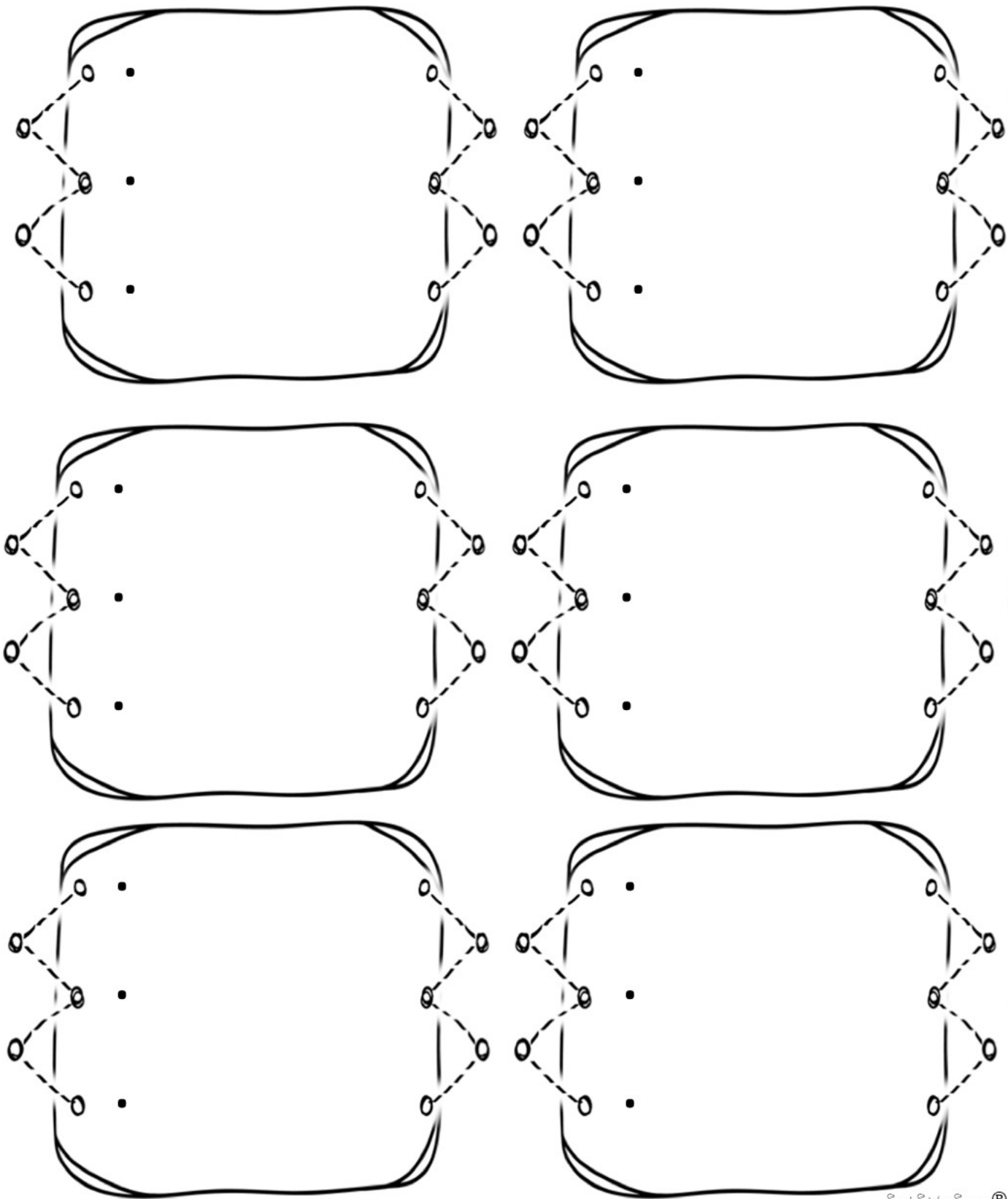
Categorizing Graphic organizers help students identify the main categories and supporting details of a topic.

How does it work?

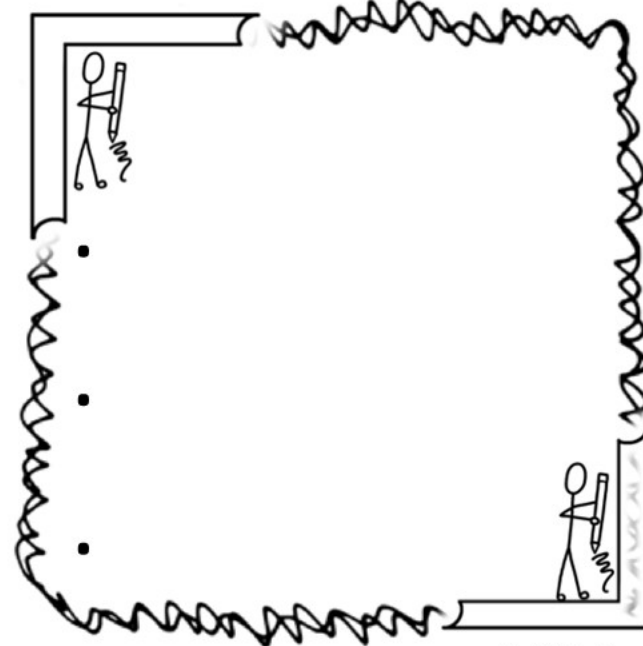
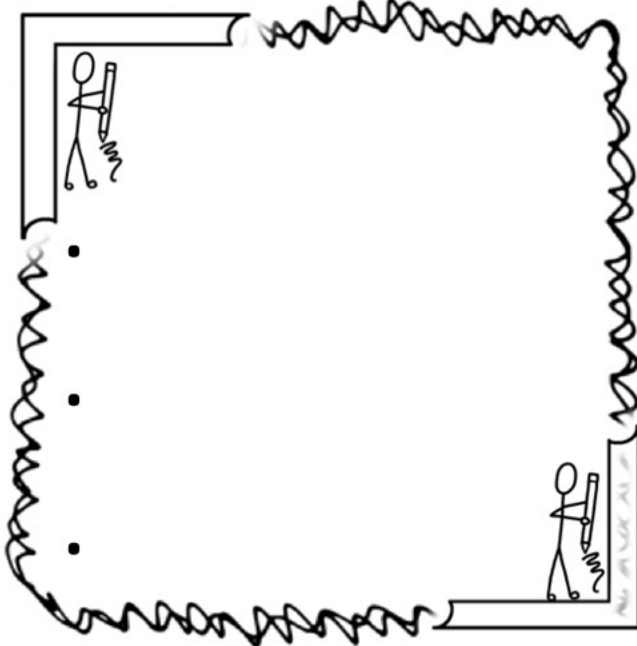
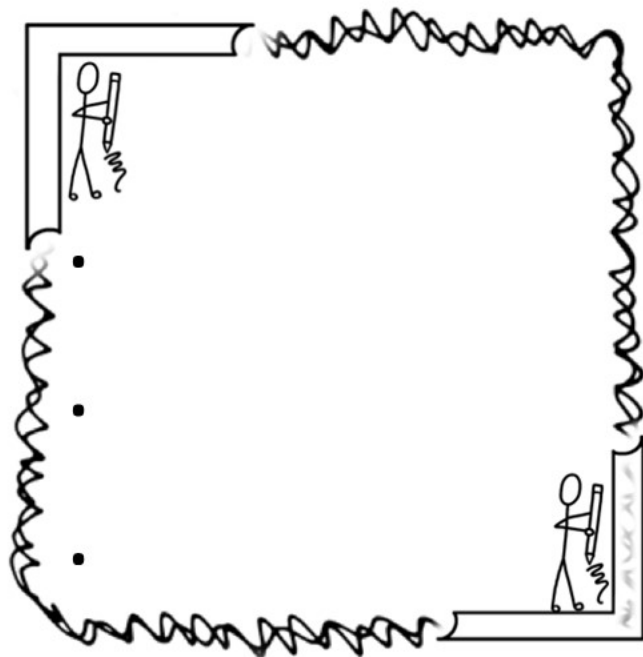
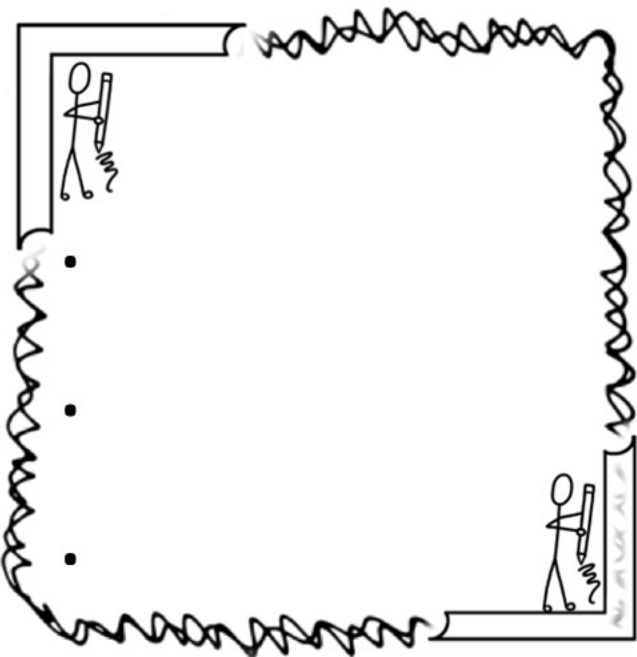
1. Use a graphic organizer to help students develop categories for different historical events.



Topic:

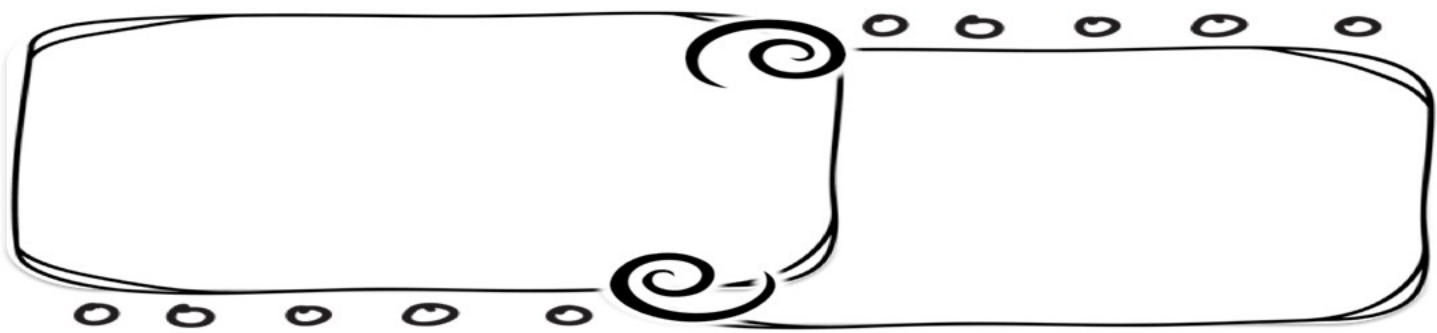


Topic



Similarities/Differences

Social Studies Superstars®



Double Bubble

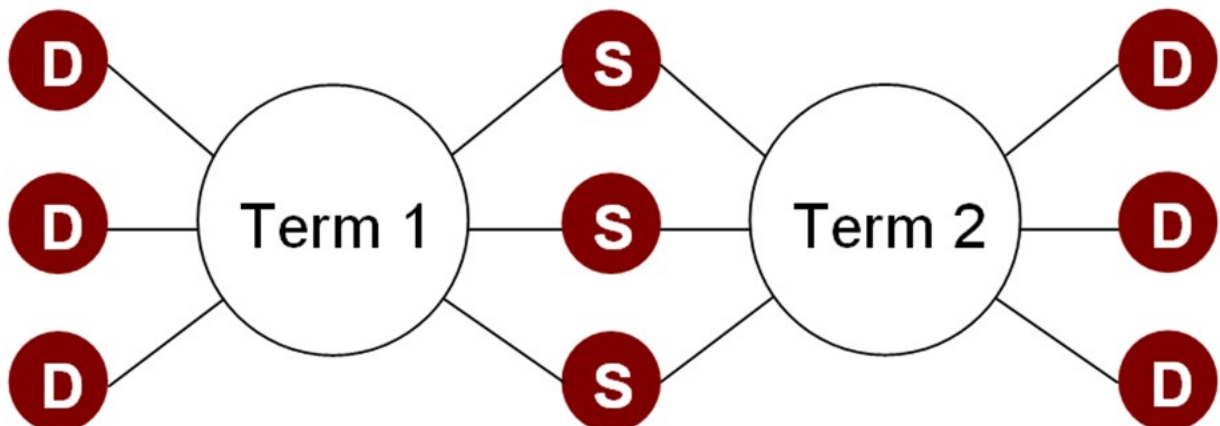
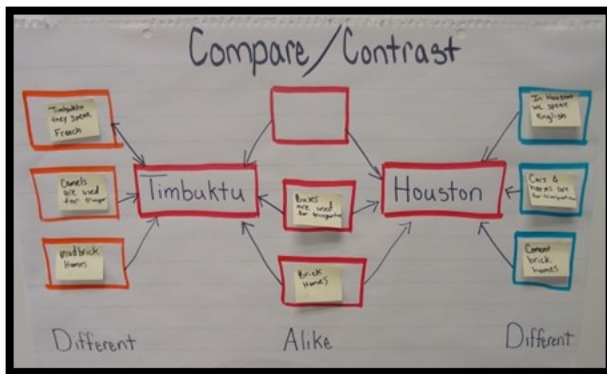
What is it?

This is a tool for comparing and contrasting two categories to determine similarities and differences.

How does it work?

1. Write two terms you are going to compare in the large circles.
2. Write three similarities in the "S" bubbles.
3. Determine three characteristics unique to each term, their differences, and write them in the "D" bubbles.

Example:



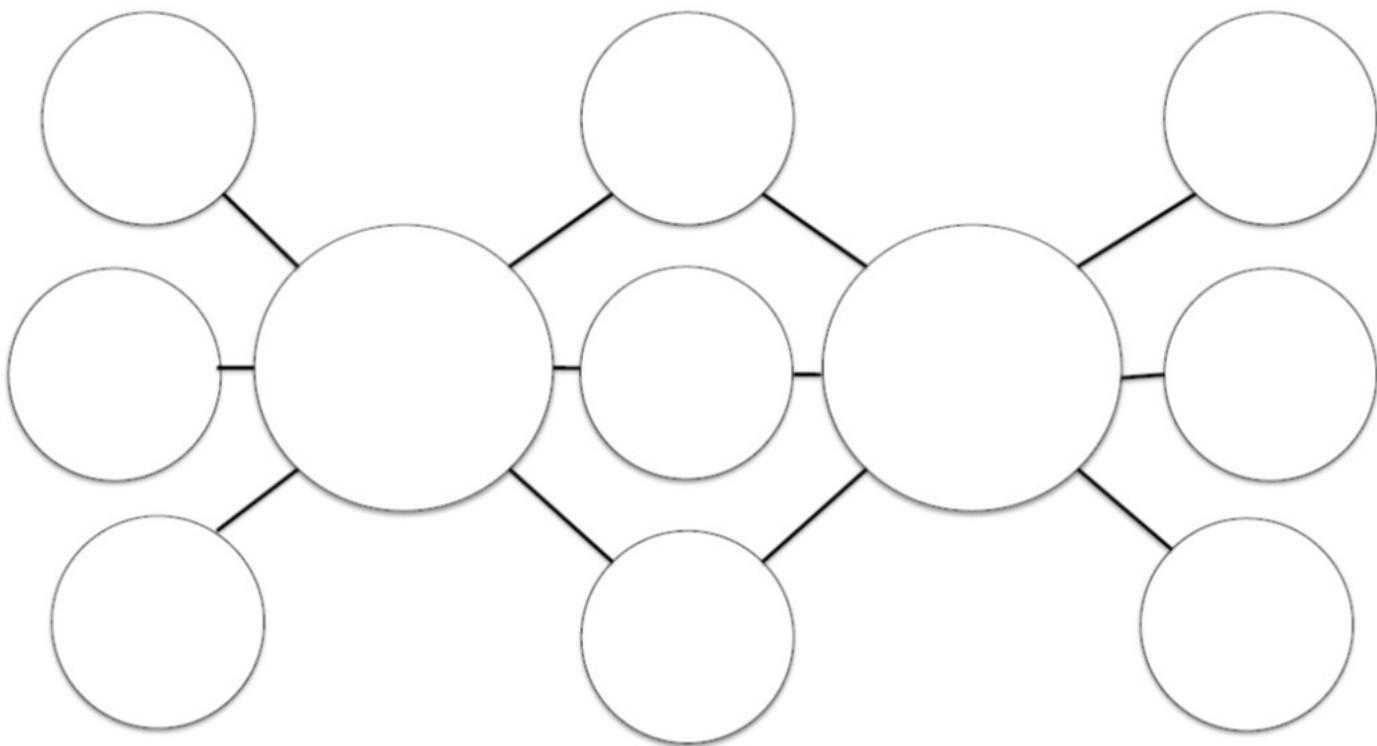
Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.

Differences

Similarities

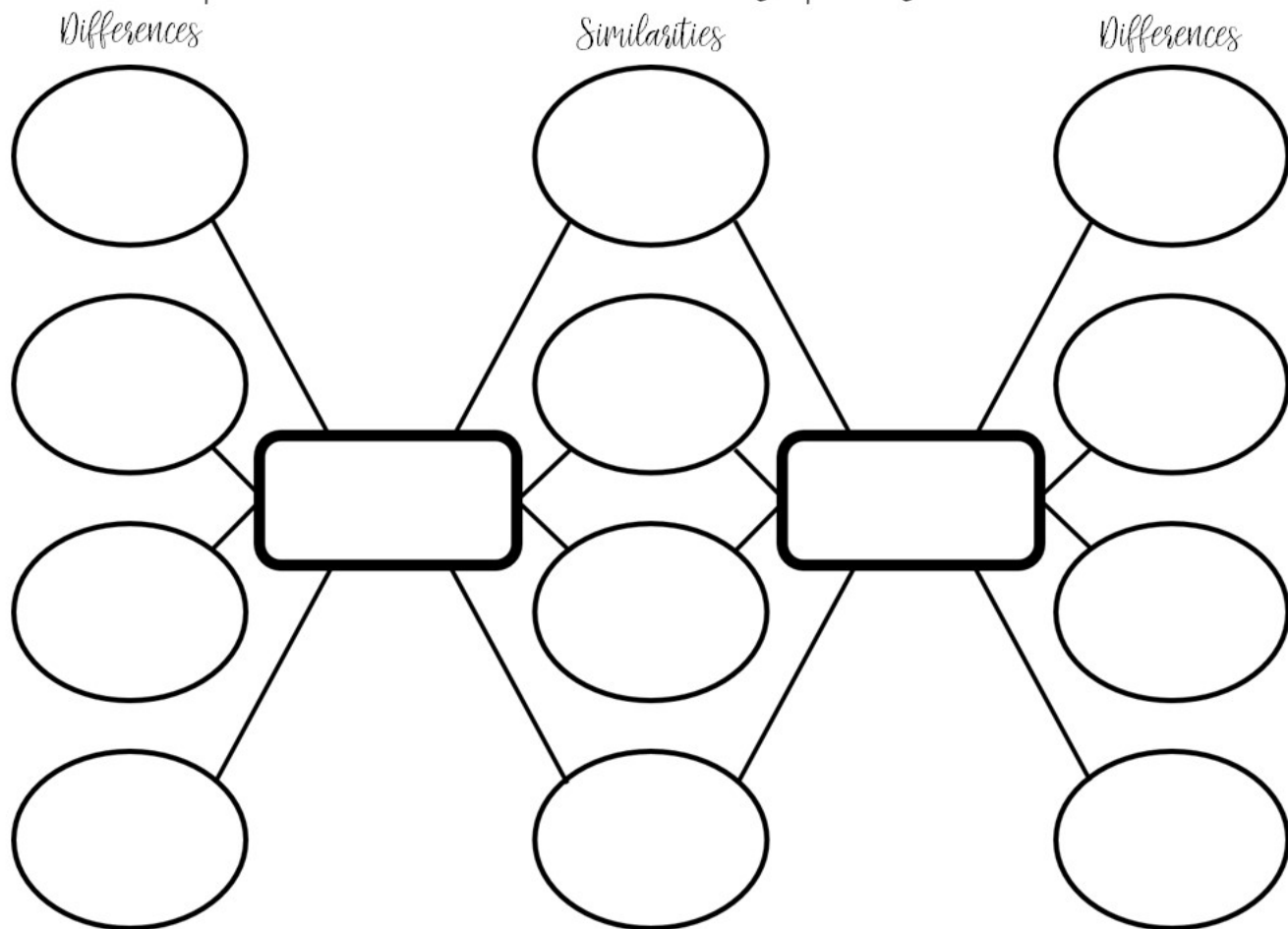
Differences



Summary:

Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.



Write a paragraph comparing the two different topics. Include key ideas from your Double Bubble.

Triple Venn Diagram

What is it?

This strategy allows students to compare and contrast three topics or concepts

How does it work?

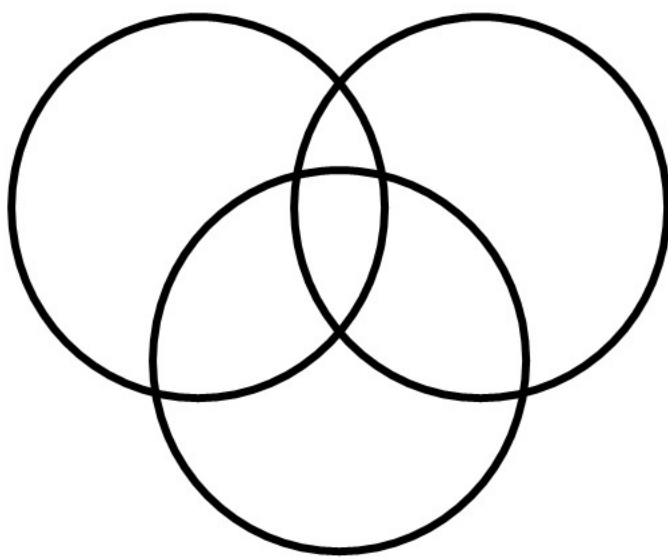
1. Select related topics to compare.
2. Ask questions comparing and contrasting the topics. Be sure to provide examples for your students

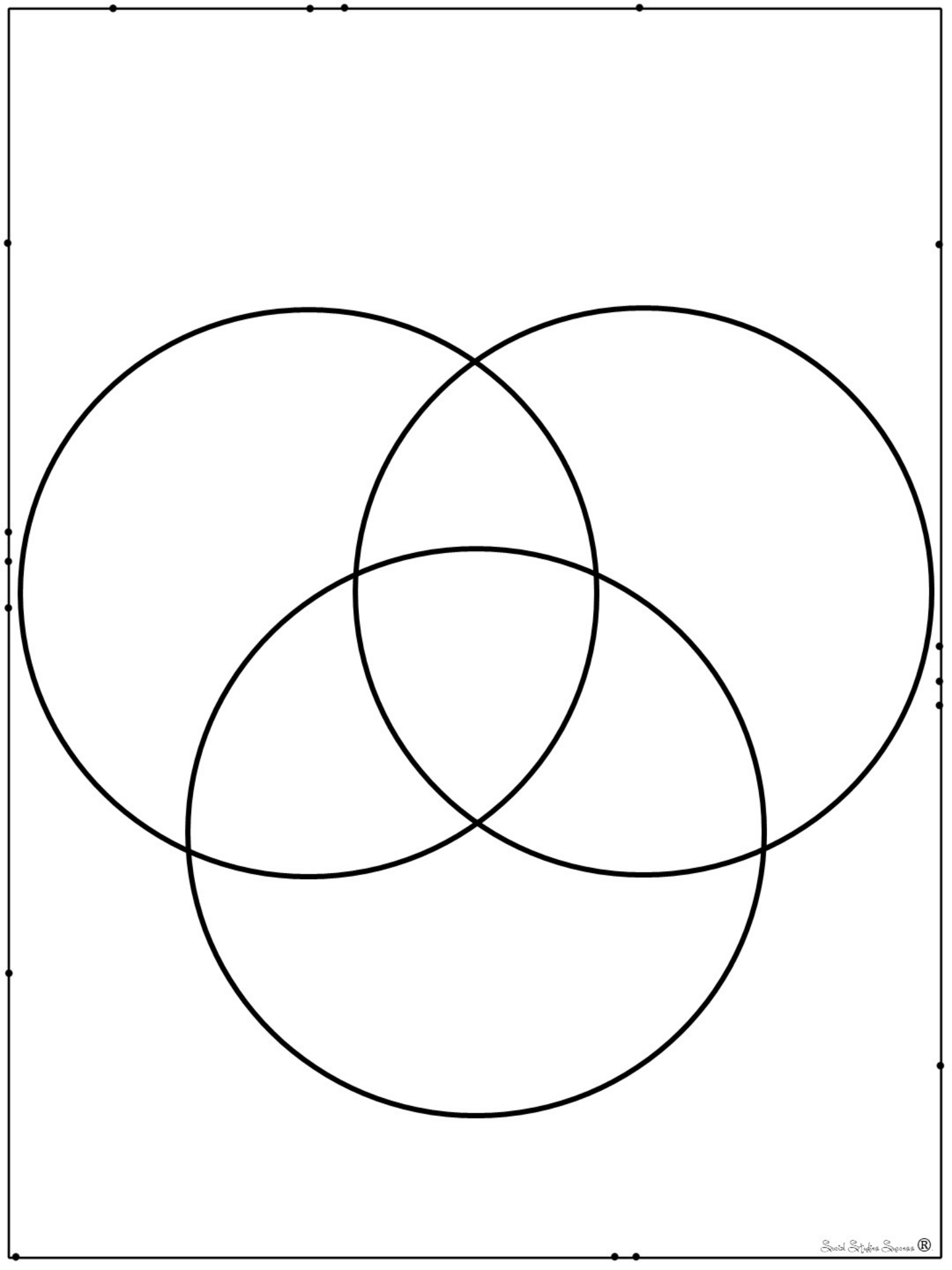
Example:

Create a Venn diagram that shows three unique powers of the Senate, three unique powers of the House of Representatives, and three powers that both houses share.

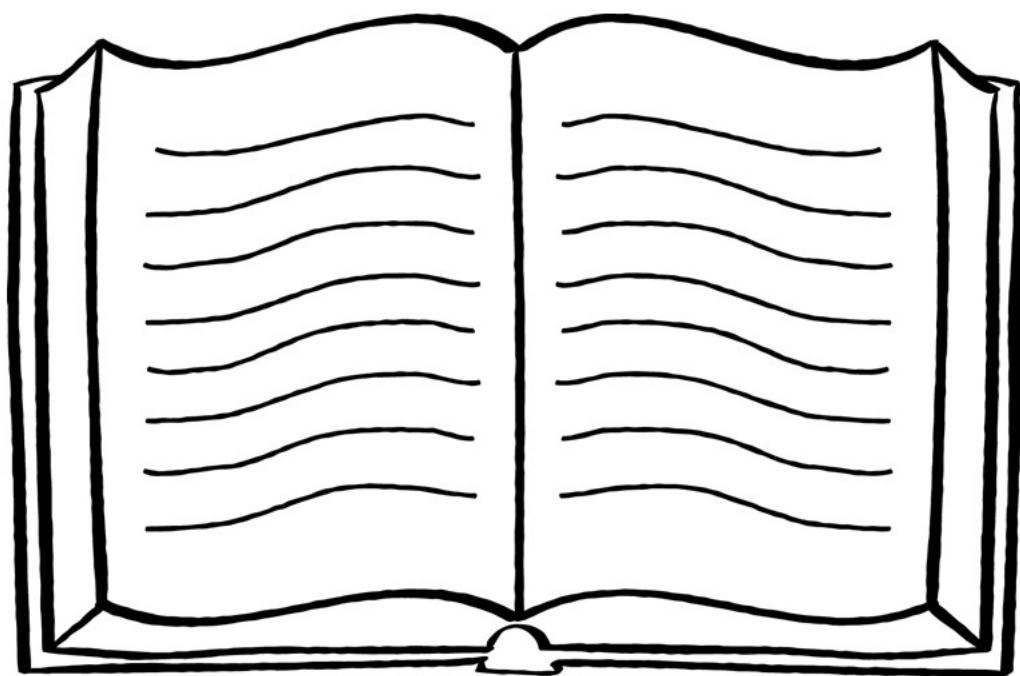
Complete a Triple Venn diagram on Islam, Judaism, and Christianity to show the following:

- similarities shared by all three religions
- similarities shared by two religions
- unique characteristics of each religion





Text Dependent Skills



Annolighting

What is it?

Annolighting a text combines effective highlighting with marginal annotations that help to explain the highlighted words and phrases.

How does it work?

1. Choose a focus for the highlighting. Create a prompt that focuses students on clearly targeted content in a text. (Example: "Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.")
2. Students highlight the targeted information. They use a "telegraphic" approach, highlighting only the words that are essential to address the focus of the prompt.
3. Students annotate their highlights in the margins. The annotation is a brief explanation of why they selected that specific portion of the text to highlight. Students' annotations should be clearly related to the purpose/prompt set by the teacher at the beginning of the lesson.
4. Provide an opportunity for students to check their work and share with others.
5. Require students to write a summary that includes their annotations.

Example:

Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.

They shared a history and a goal.

They are used to independence.

The Proclamation of 1763

During the French and Indian War, Britain and the colonies fought side by side. However, when the war ended, problems arose. Britain wanted to govern its 13 colonies and the territories gained in the war in a uniform way. So, the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. The British government simply let the colonists govern themselves with little to no interference. The new laws that were being passed made the colonists feel that their natural rights and freedoms.

Ideals of a free government.

Annolighting

This doesn't make sense to me. How can those sweet little animals cause so much damage?


Pacific Reader

Australia Today

Rabbits are generally considered cute furry little animals, except in Australia. Here they have gone from cute and cuddly to destructive pests that have ruined the environment and cause millions of dollars in damage every year.

Rabbits are not indigenous to Australia but were brought over in the late 18th century with English colonizers and farmed for food. It is believed the current infestation is a result of one release of 24 rabbits into the wild in 1859 to encourage rabbit hunting. Thomas Austin, an Englishman who enjoyed rabbit hunting believed "the introduction of a few rabbits could do little harm and might provide a touch of home, in addition to a spot of hunting." As it turned out, Mr. Austin was completely wrong, and the unintended consequences of his actions have plagued Australia to this day. Within ten years of the release, over two million rabbits were killed and there was not even a noticeable drop in the rabbit population in Australia. It is thought the different breeds brought by the English bred and became very adapted to the environment of Australia. With mild winters and many farms in Australia, the rabbit population increased yearly with all the needed food available. In Australia, rabbits are considered pests that create issues for farming and have changed the ecosystem of Australia.

The feral (wild) rabbits have not only destroyed crops and farmland, but through over grazing they have also created soil erosion. This leads to the decline of native plants which leads to the drop in the number of native animals in Australia. Rabbits have no native predators in Australia and only need soil to burrow in and short grass to feed on. Feral rabbits have easily adapted to the deserts and plains of Australia while producing two to seven litters per year. These feral rabbits compete with native species for food and are responsible for the decline in many native species such as the greater bilby, the yellow-footed rock-wallaby, and the southern and northern wombats. The soil erosion has not only impacted farming, but many historic and cultural sites are compromised as a result.



Many attempts have been made by Australians to control and manage the feral rabbit population over the years. In the early 1900s, the Australian government constructed a fence in Western Australia running from north to south trying to prevent rabbits from entering farmland areas. The original fence was 1,139 miles long making it the longest running fence in the world. Two more fences were added and the "rabbit proof" fences are still up today, but rabbits are still a problem.

Farmers destroy rabbit warrens (underground tunnels where rabbits breed and raise their young) with tractors which works only on land that is accessible. In the 1950s, the Australian government began to introduce rabbit specific viruses into the rabbit population. Initially this worked, but the rabbits that survived then began to produce young that were immune to the virus. Another virus was introduced in the 1980s and had similar results. Poison has been used to fumigate the burrows and warrens as well. Even with all these measures, the invasive species (an animal not indigenous that causes harm to the environment) continues to disrupt the ecosystem of Australia. In January of 2020, it was estimated there were about 200 million feral rabbits in Australia.

David Roberts Images

Changed the ecosystem? How does a rabbit do that?

Wow! I never thought that a furry little rabbit could cause the destruction of so many other animals.



Teacher Tip

Glue the reading onto a sheet of 11x17 paper or a sheet of manila paper to facilitate annotations and note making. Be sure to leave space for a summary.

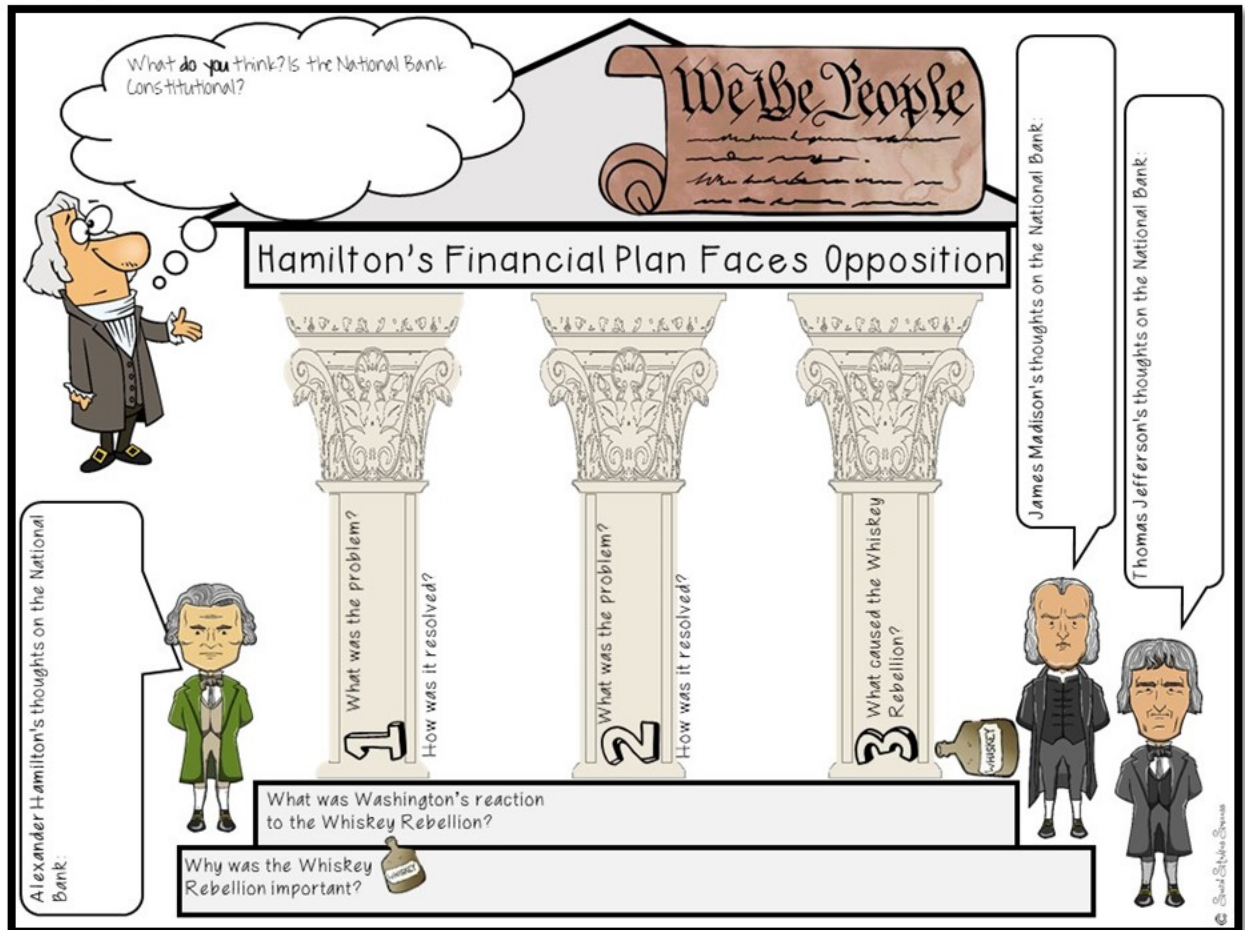
Doodle Notes

What is it?

Doodle Notes™ is a visual note-making strategy developed by Brigid Danziger. Doodle Notes™ are based on graphics that operate as memory triggers for content, basically images that tell the story of the text. Doodle Notes™ are prepared in advance by the teacher and include space for students to take notes and interact with the content (labeling graphics, color-coding, sketching, summarizing, evaluating, etc.) The creative combination of text and images are designed to increase retention through dual coding (visuals + text). Doodle notes is a trademarked term used with permission. Please visit doodlenotes.org for more information.

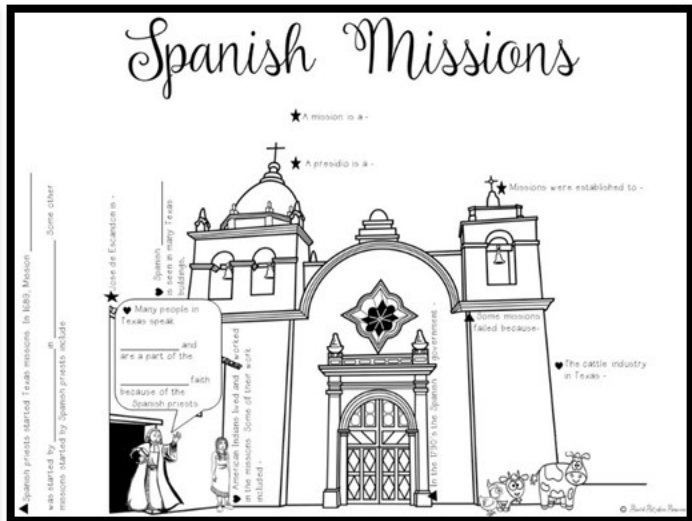
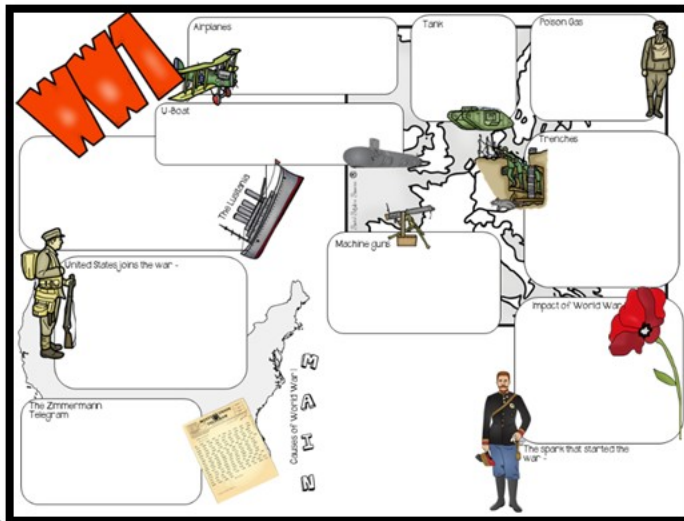
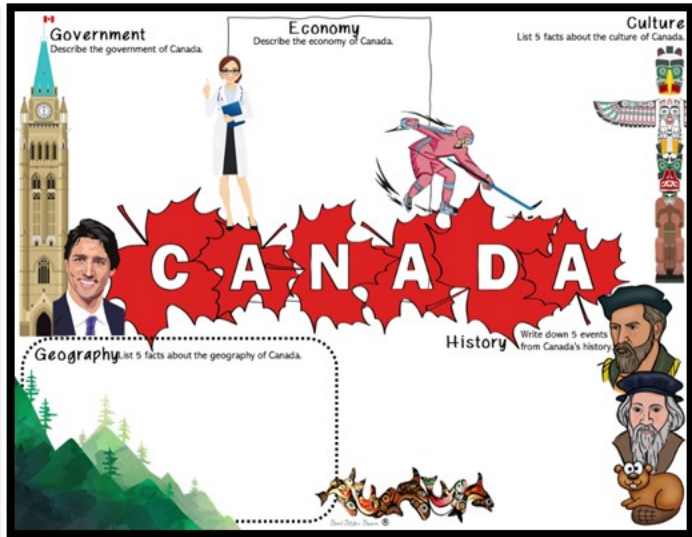
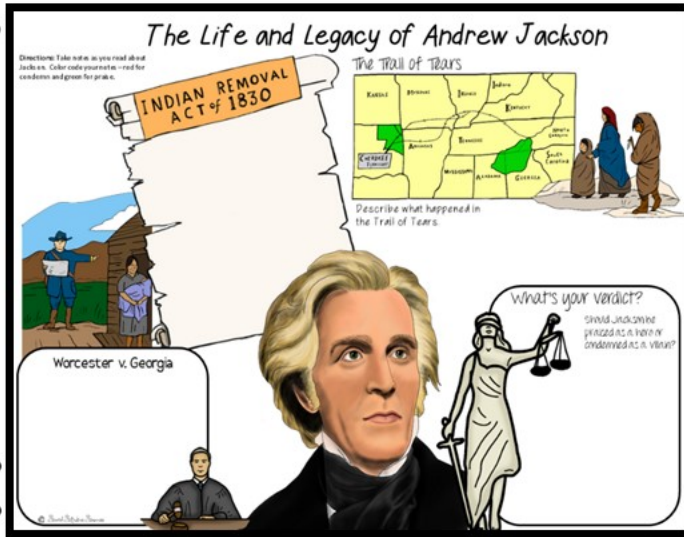
How does it work?

1. Prepare the Doodle Notes™ in advance. These can include graphics to specifically represent the content with visual analogies using clip art, or spaces and shapes like stars, squares, arrows to help students make content connections.
2. Make sure to leave space for students to write their notes.
3. Wrap-up the note making with a task such as highlighting, color-coding, or identifying key parts of a lesson.



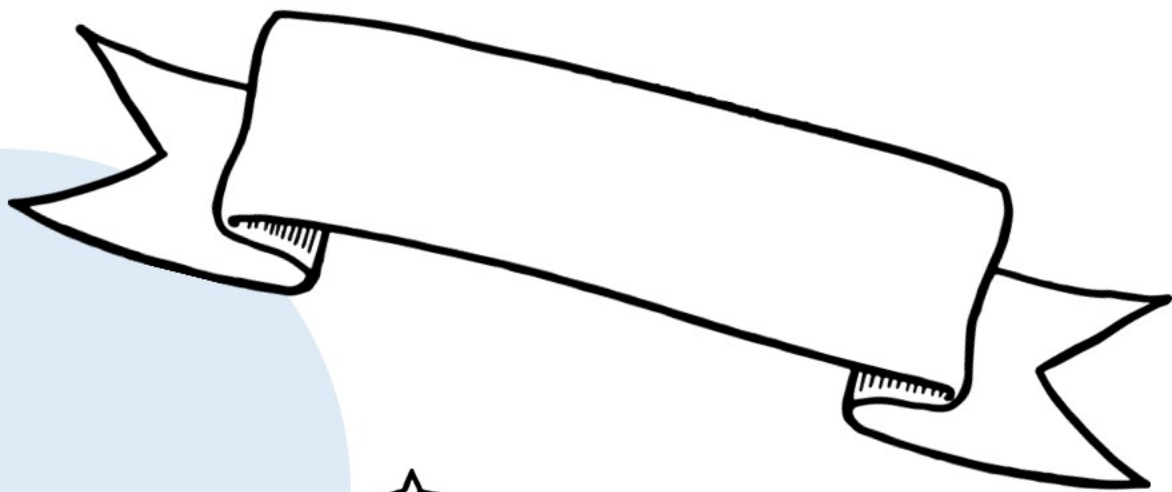
Doodle Notes

Examples:



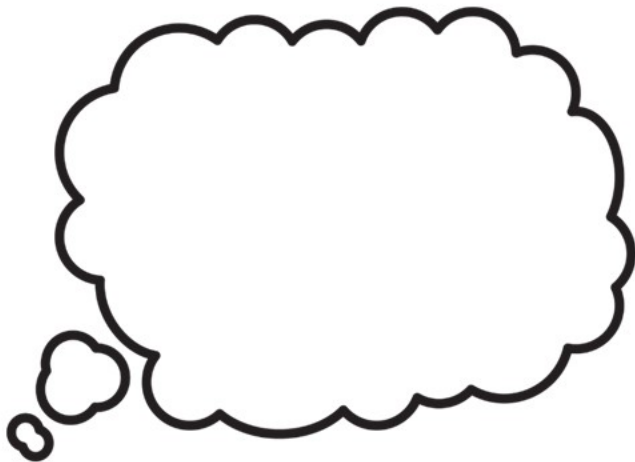
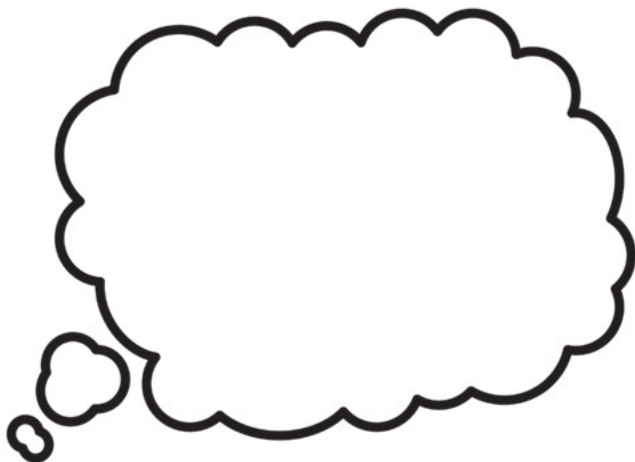
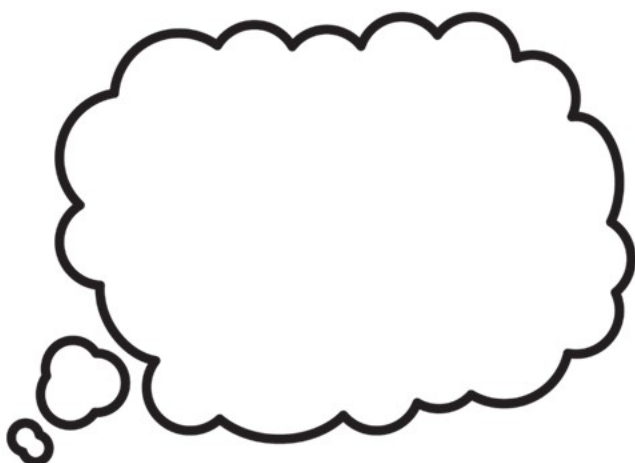
Clip art can be purchased from
 1P1, Dreamstime, Shutterstock,
 and Adobe Images.

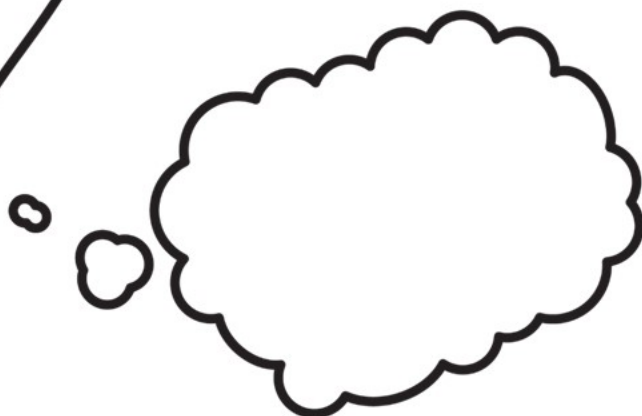
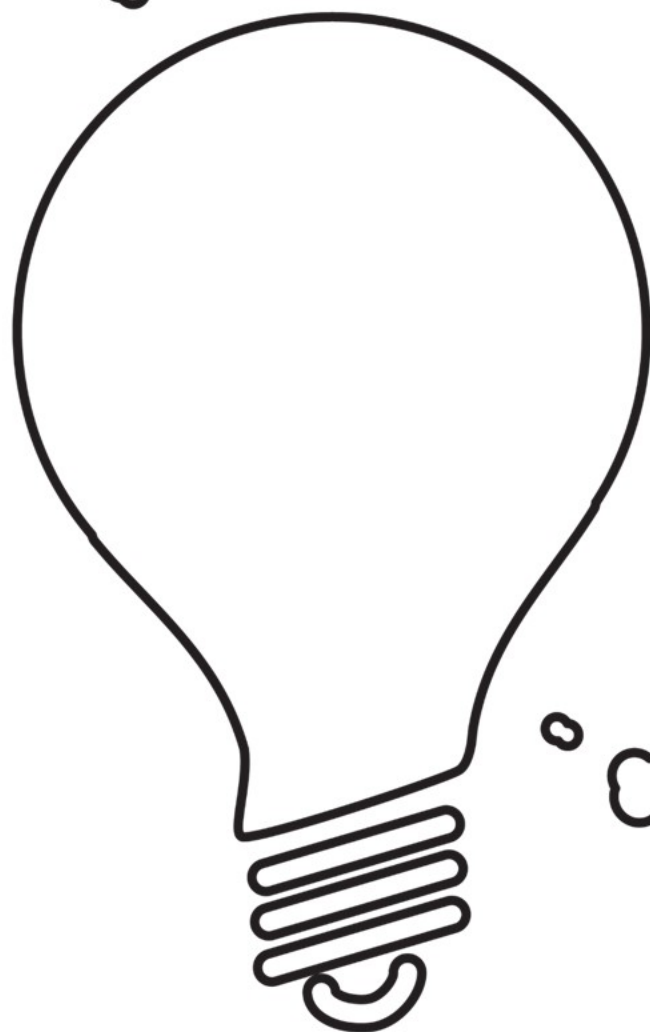




Four sets of horizontal lines for writing, each preceded by a small icon: a boy with a question mark, a girl with a star, a boy with a question mark, and a girl with a star.







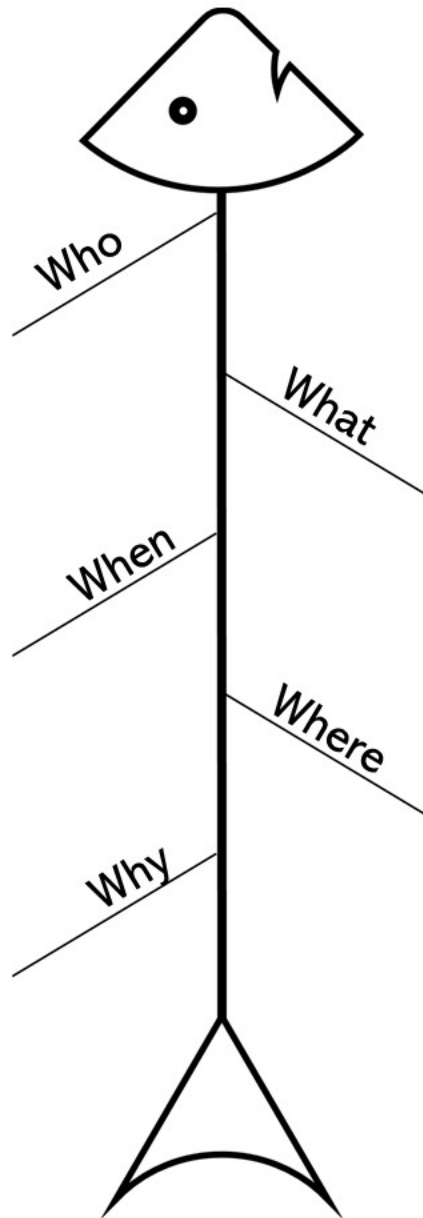
Fishbone Organizer

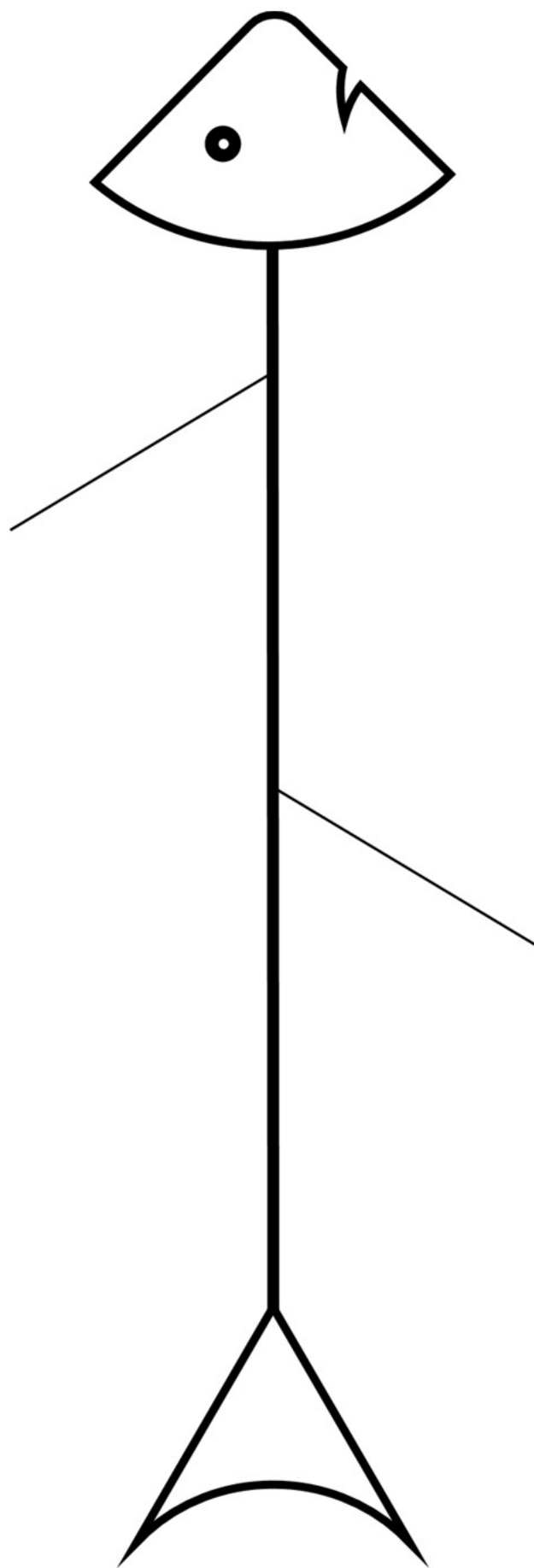
What is it?

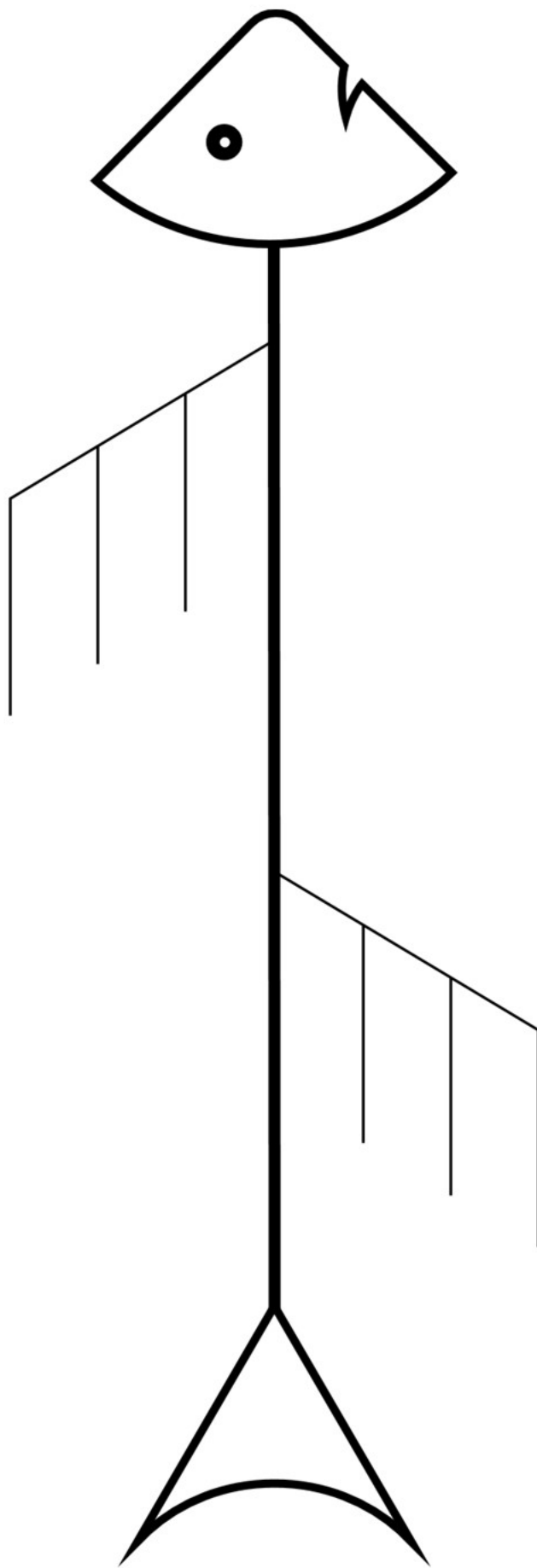
Fishbone diagrams help students summarize and organize historical information. This is also called a cause-and-effect diagram or Ishikawa diagram.

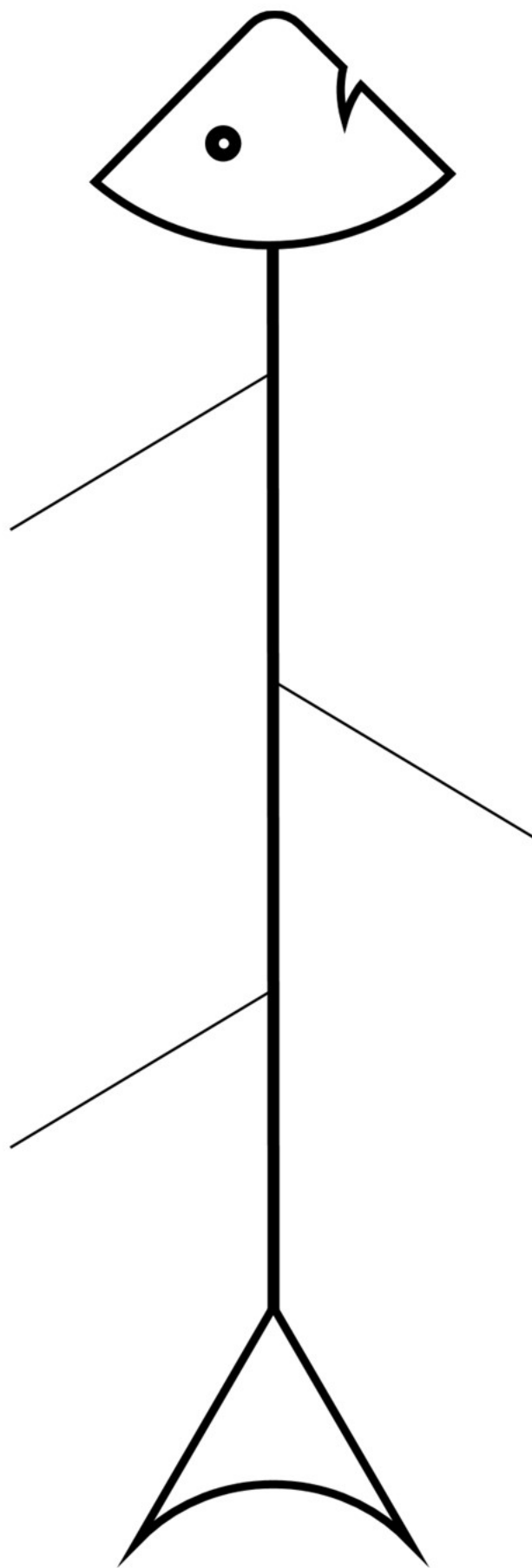
How does it work?

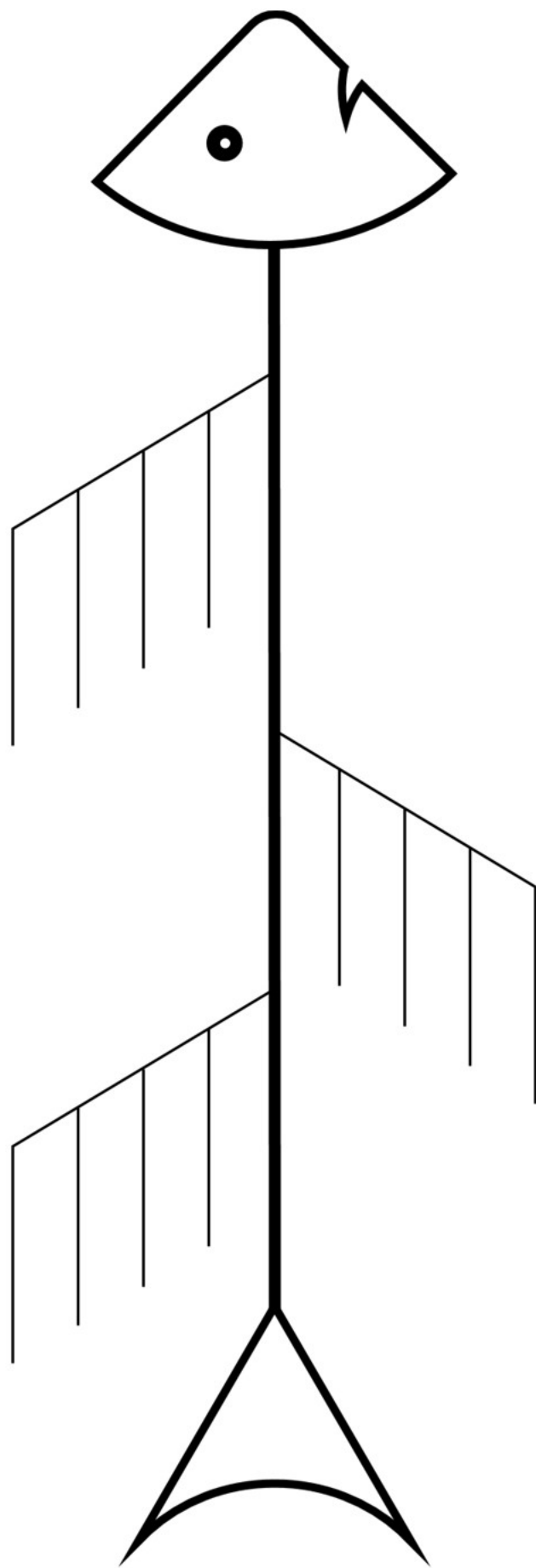
1. Use a graphic organizer to help students summarize or develop the cause and effect of different historical events.
2. These graphic organizers can also be used for sequencing events.

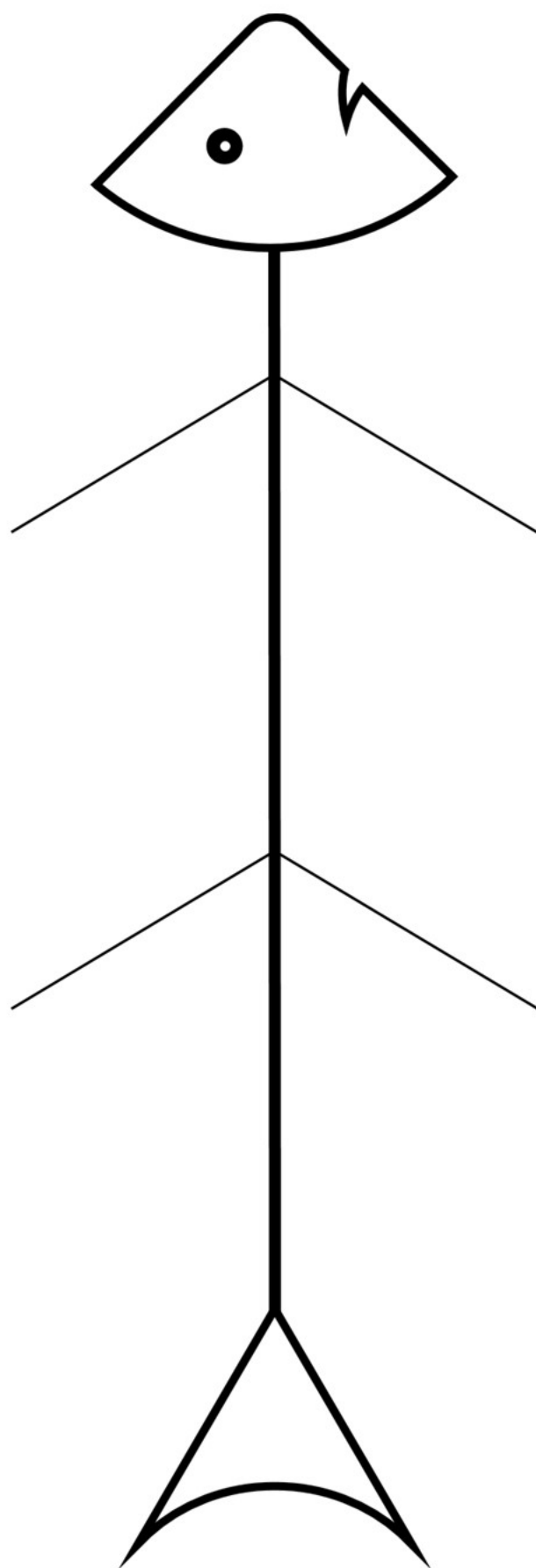


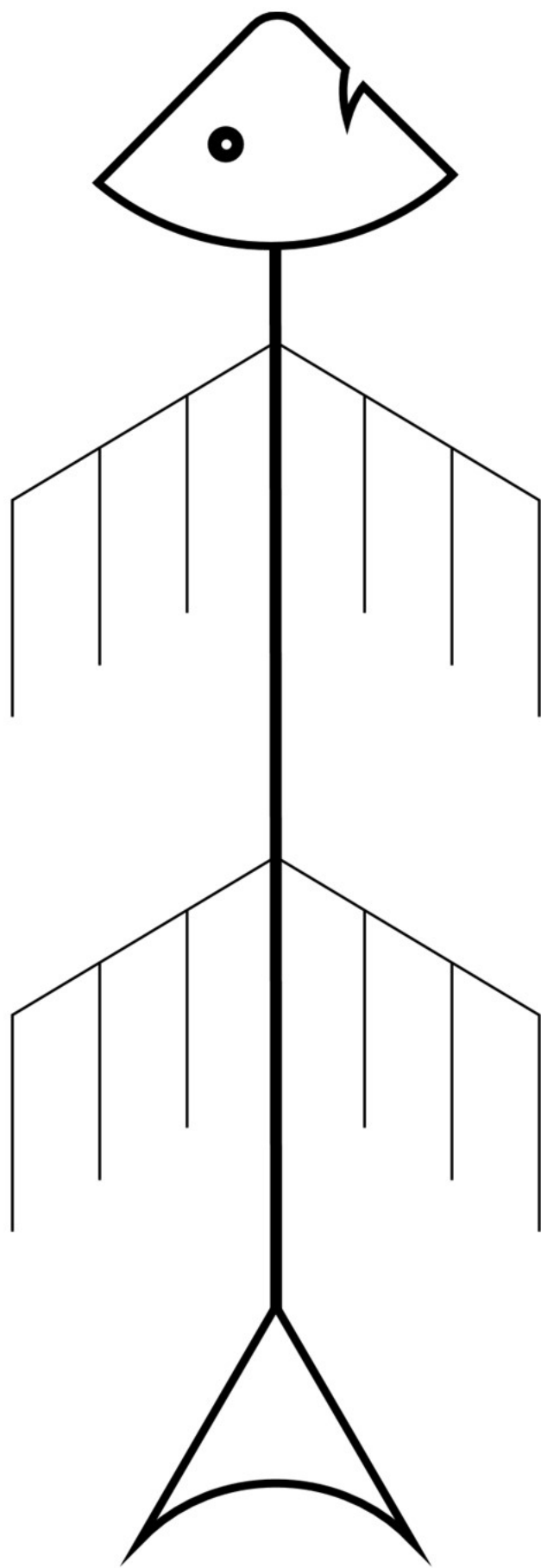


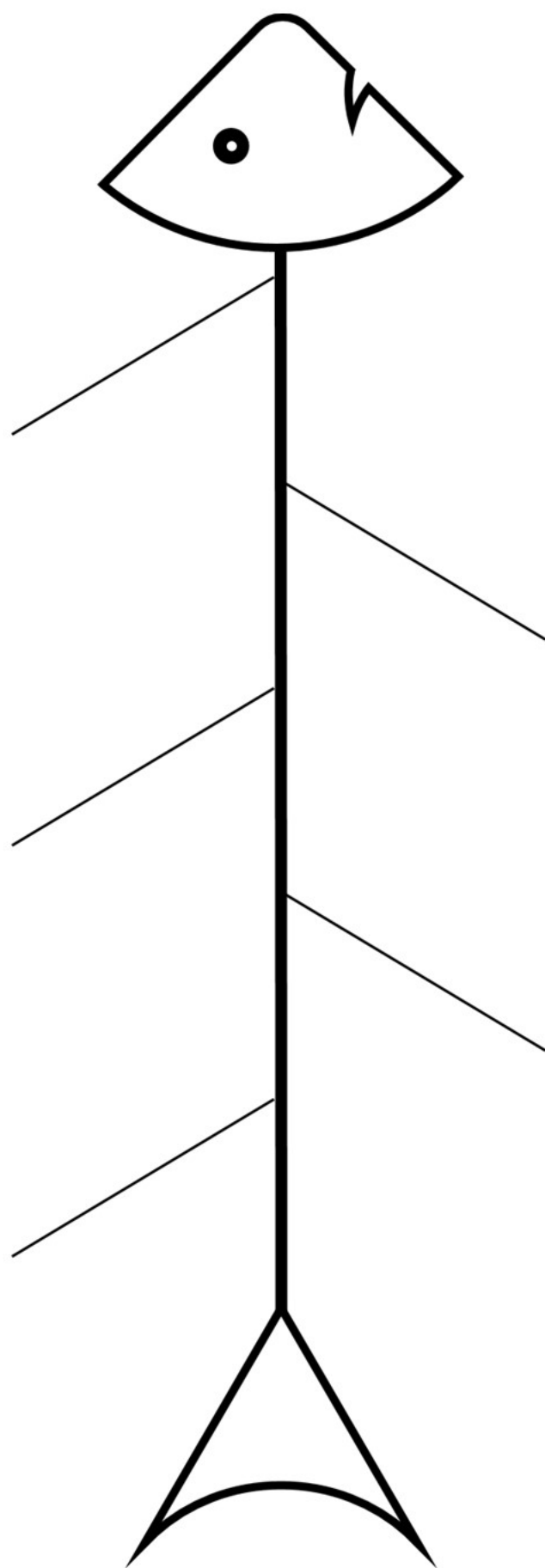


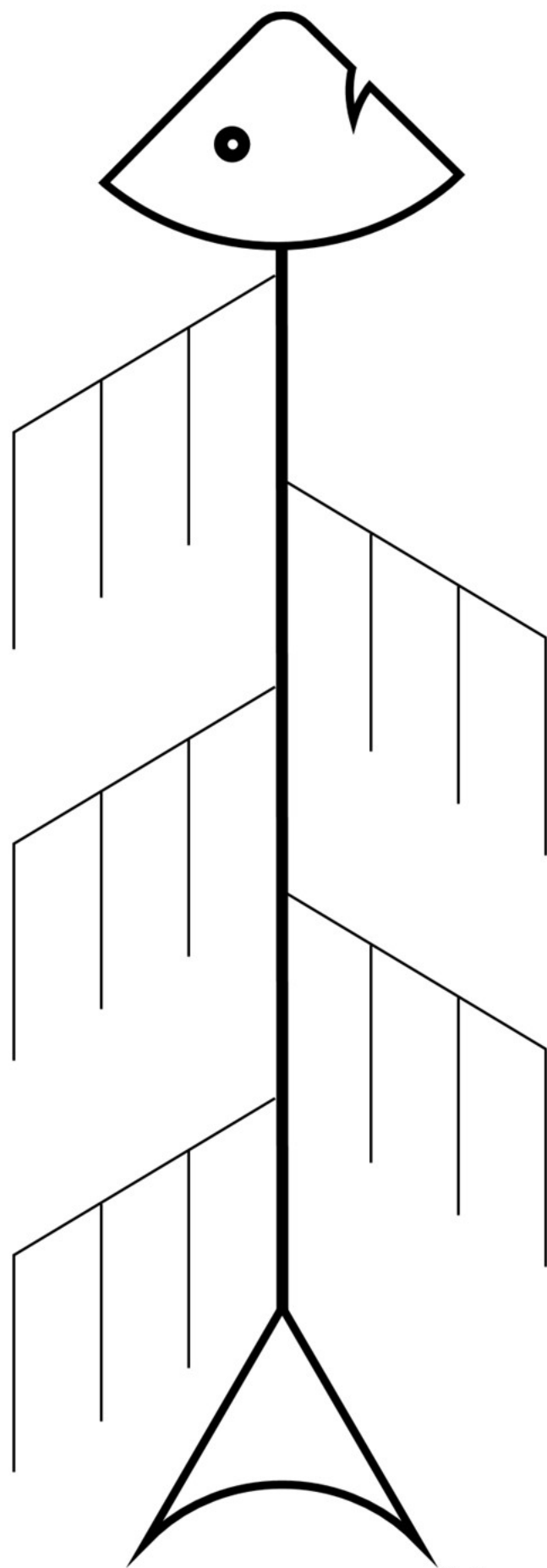












Gist

What is it?

This is a strategy that allows students to narrow in on the most important information in a selection of text or unit to create a summary for note making.

How does it work?

1. Students acquire information. Read the selection with the students.
2. Students summarize using the graphic organizer. Have students work with a partner to identify the main ideas.
3. Create a paragraph. Use the graphic organizer to have the students create a paragraph with 20 words or less to summarize the main ideas.



Gist

Directions: use the graphic organizer to create a paragraph with exactly 20 words to summarize the main ideas of the topic.

Sketch Notes

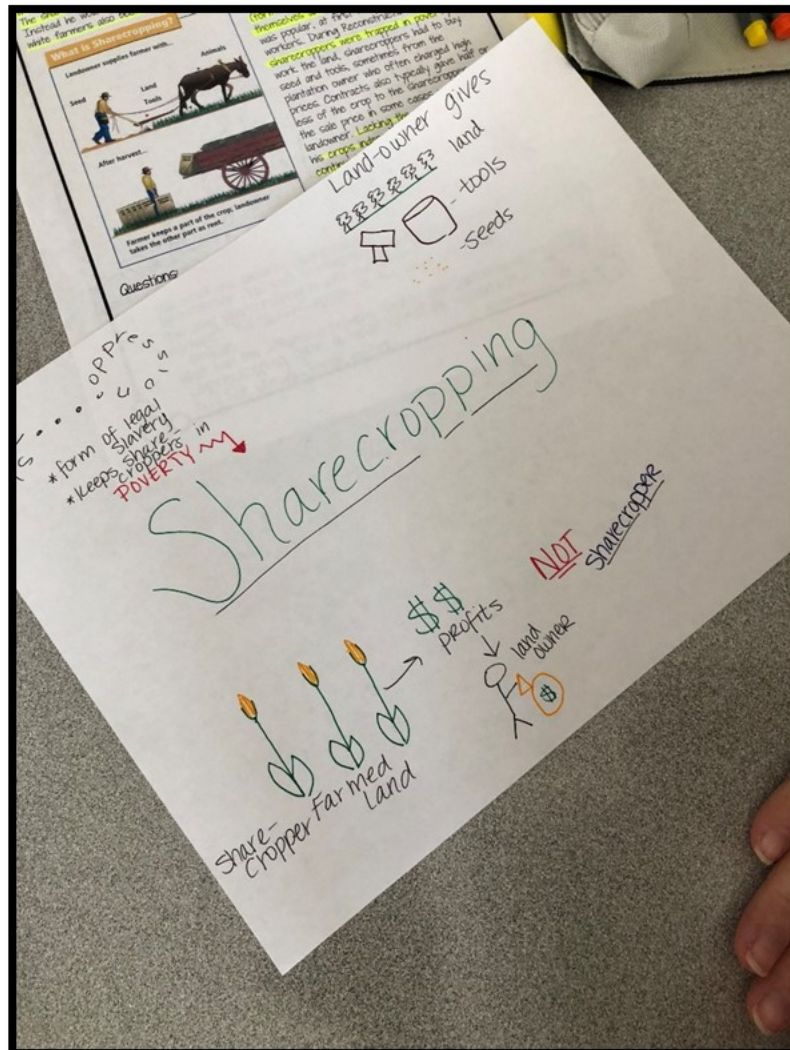
What is it? Sketch notes are a form of graphic note making that visually summarizes the key points of a lecture or text. Sketch notes are created from a mix of handwriting, drawings, hand-drawn typography, shapes, and visual elements like arrows, boxes, and lines.

How does it work?

1. Students should practice making sketch notes on familiar topics (such as school lunches, or history class).
2. Model how to create sketch note using symbols, pictures, size and color.
3. Practice on smaller topics before building up to student independence.
4. Learn more by watching this video:

<https://www.youtube.com/watch?v=UOHcWhdguIY>

Example:



EMPHASIZE!

The most important things

highlight 

SIZE

SHAPE

color

3D FORM

SKETCH NOTES CATEGORIES

1. main idea

A. detail 1

B. detail 2

1. sub detail

2. sub detail

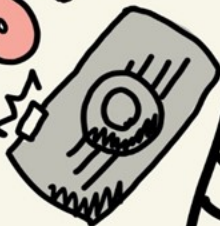
2. main idea

NOTES FOR TAKING NOTES

SHORTER IS SWEETER
Take out the trivial
longer is too overwhelming

PICTURES 1,000

3,000 WORDS



understand in 1 glance



FASTER

To see one image than read 1,000 words!



NOTE - TAKING SKILLS ARE USED TO HELP YOU ORGANIZE YOUR

THOUGHTS

THAT ARE SWIMMING AROUND IN YOUR HEAD!



1. What are sketch notes?

notes that are **VISUAL**



notes that are → include words and phrases to convey **MEANING**



Where can I learn more?

Click here for more ideas.



We love sketch notes

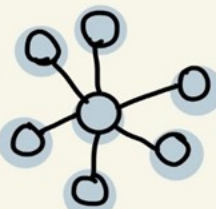
Sketch notes are fun!!

SKETCH NOTES



~~Mistake~~ are OK mistakes

2. Why do they work?



♥ sketch notes make connections

♥ sketch notes tell a



♥ sketch notes are **SHORT** and to the

3.

How do I teach sketch notes?

Read → Think → **DRAW** → **COLOR!!**

MODEL

patience
PRACTICE
PRACTICE
PRACTICE...

Somebody Wanted....

What is it?

This is a graphic organizer that helps students summarize information.

How does it work?

1. Students acquire information. Their reading or use of other media should be directed at acquiring information that helps them master a unit understanding. The strategy works best when the content can be expressed as a narrative.
2. Students summarize using the graphic organizer. They compose brief sentences that "tell the story" of the narrative. The organizer helps them compress the main ideas of a long narrative into a few sentences.



Somebody Wanted...

Somebody...	
somewhere...	
wanted...	
but...	
so they...	
then...	
and so...	
SUMMARY:	

SNOT Notes

What is it?

SNOT stands for Small Notes On The Side - this is an acronym to represent active note making by students during a reading.

How does it work?

1. Give your students post-it notes for this activity. Choose a specific task for the note making: new information, sentences with vocabulary terms, main idea, summary, reaction to the content, etc.
2. As your students read the information, they will pause to write notes on their post-its. At the end of the activity, ask your students to write a summary from their SNOT Notes.

Small
Notes
On
The
Side



Summarization Star

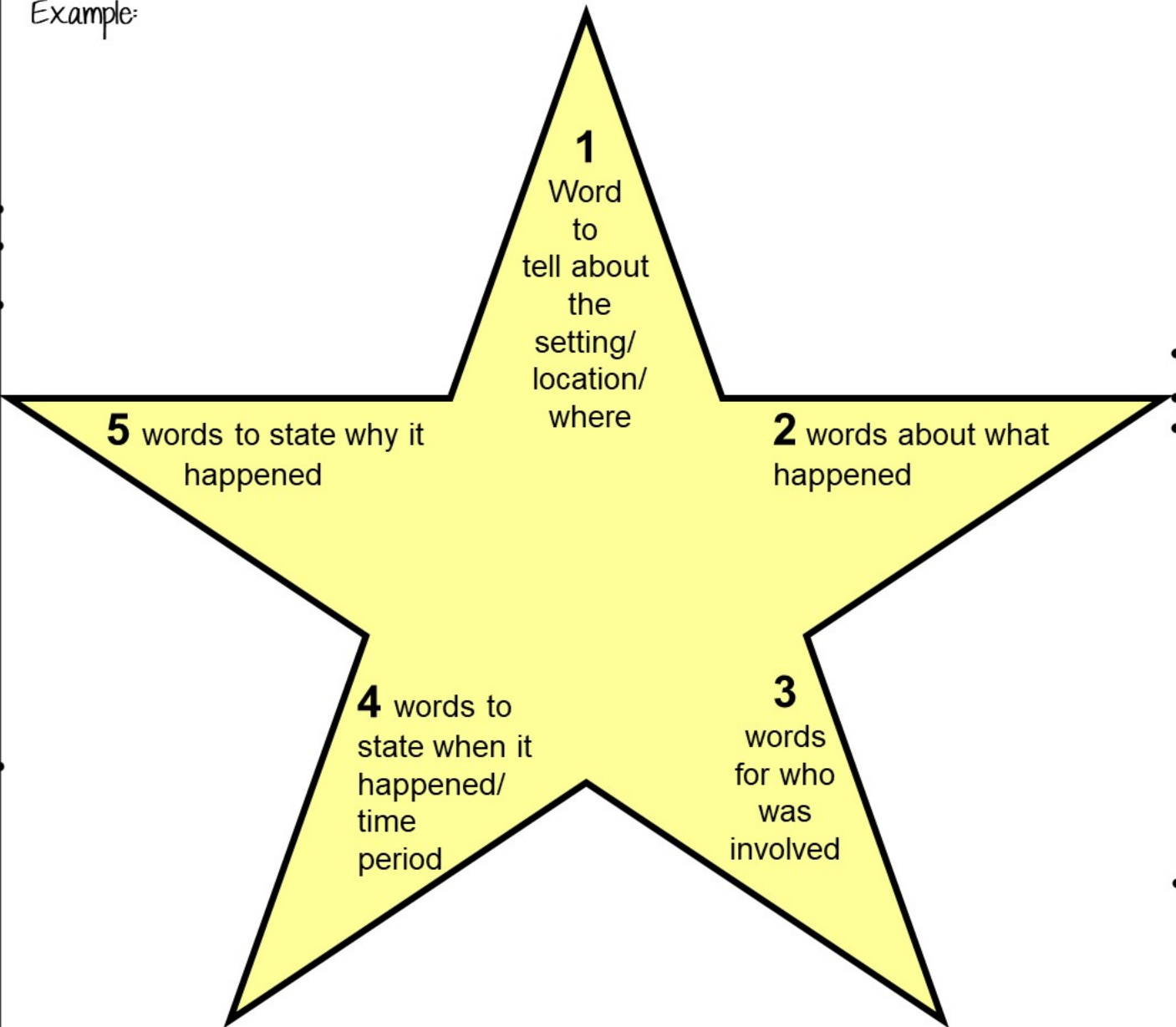
What is it?

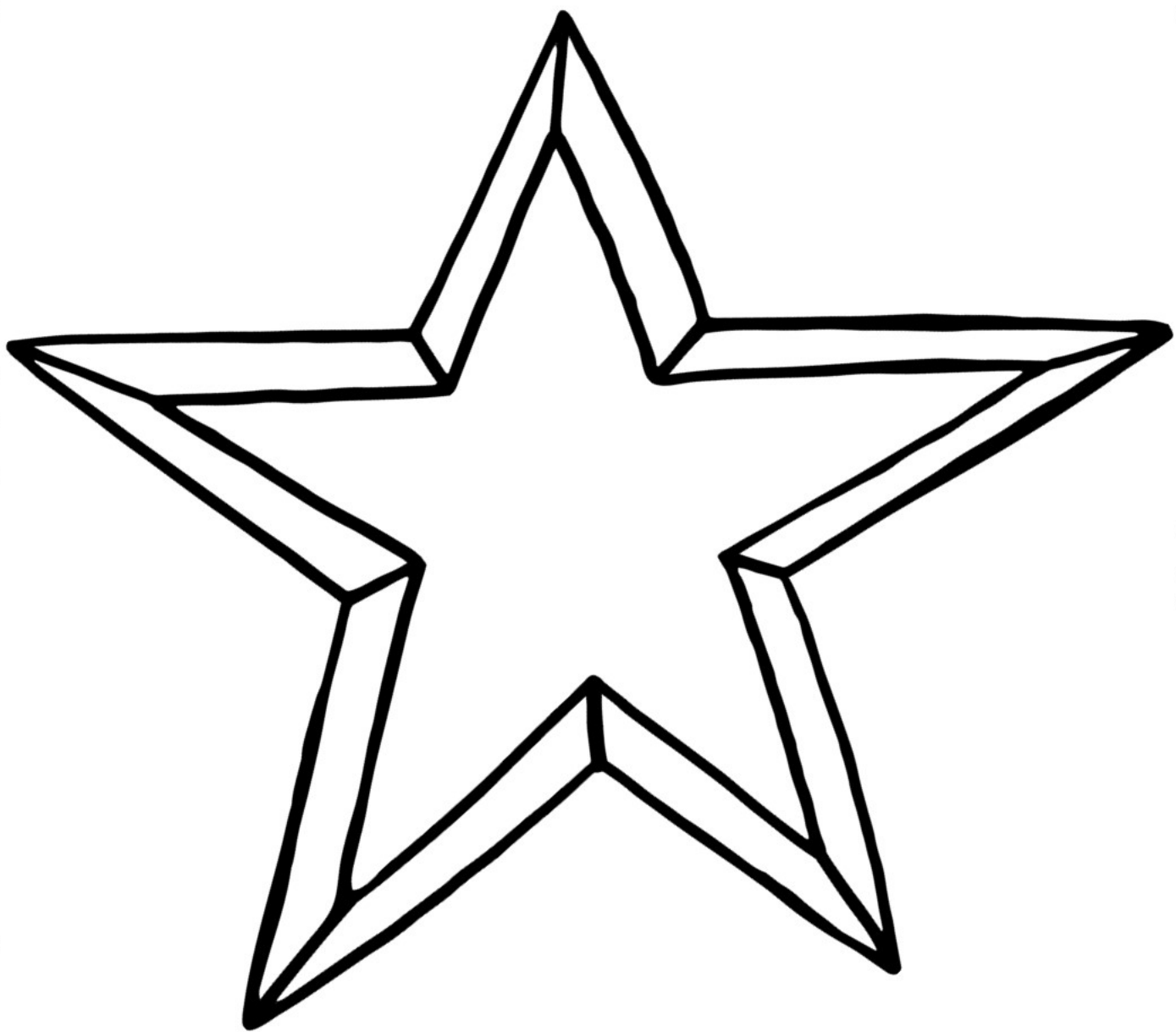
This is a graphic organizer that helps students summarize information.

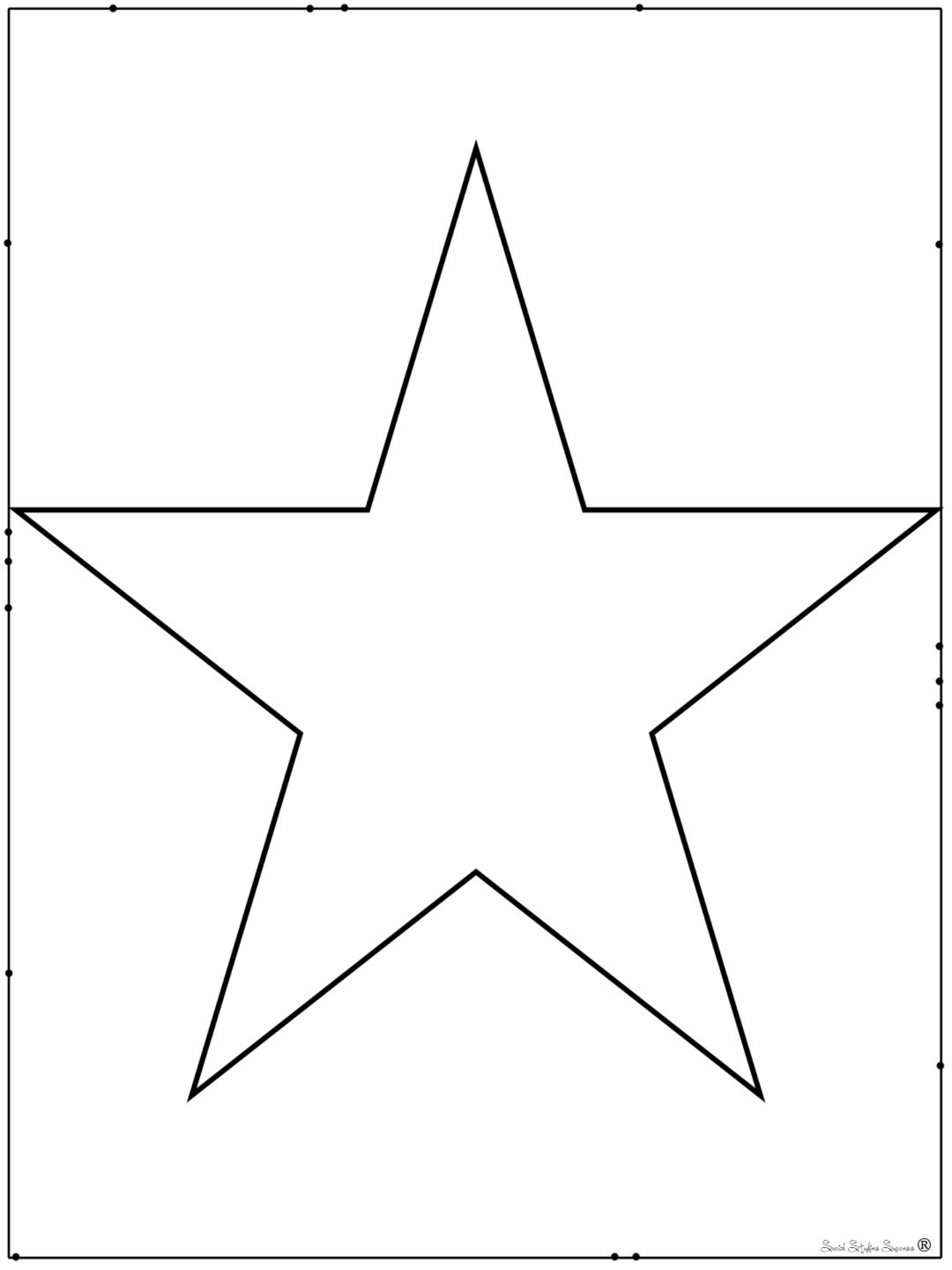
How does it work?

1. Create a star with 5 guiding questions for the who, what, when, where, or why of the topic. The answers will be in 1, word, 2, words, 3 word, etc. formats.

Example:







Evidence-Based **Skills**



Annotated Image

What is it?

Annotated image is a note making strategy in which students annotate an important image from history to showcase the thoughts and feelings of different individuals involved in an event.

How does it work?

1. Give students a selection of text on an historic event.
2. Tell your students to imagine what it would be like if they could overhear a conversation between people at the event.
3. Copy and paste an image onto a sheet of paper - add text boxes and any terms you would like your students to use in their annotated image. If necessary, provide guiding questions for students to answer in their annotated image.

Imagine you could overhear General Eisenhower speaking to his men before the invasion of Normandy. What would he say? How would his soldiers respond?



Eisenhower speaks with men of the 502nd Parachute Infantry Regiment, part of the 101st Airborne Division, on June 5, 1944, the day before the D-Day invasion.

Changing History

What is it?

A strategy that helps students make predictions based on evidence from a reading, video or lecture.

How does it work?

1. What if your students were able to change the past? Which events would they change and what would the outcomes be?
2. Pose these questions to your students, and then give them the opportunity to do just that. After learning about a topic, have students brainstorm a list of events that took place.
3. Next, encourage them to change the events so that the outcomes would have been much different. Have them explain how history might have been different as a result of these changes.

Example:

What if slavery had never been allowed in the United States?

CAUSE

The Continental Congress outlawed slavery in the Declaration of Independence.

HISTORICAL EFFECT

1. The Southern economy never flourished.
2. The Civil War never happened.
3. African-American men would have gotten to vote decades earlier.

What if Abraham Lincoln had survived his assassination attempt?

CAUSE

John Wilkes Booth's gun misfired.

HISTORICAL EFFECT

1. Andrew Johnson never became president.
2. Lincoln would have been re-elected in 1864.
3. Reconstruction would have been easier on the South.

Decision Tree

What is it?

This note making strategy allows students to create a visual display of possible alternatives and consequences in the decision-making process.

How does it work?

Identify the occasion for a decision, such as choosing a leader or settling a conflict.

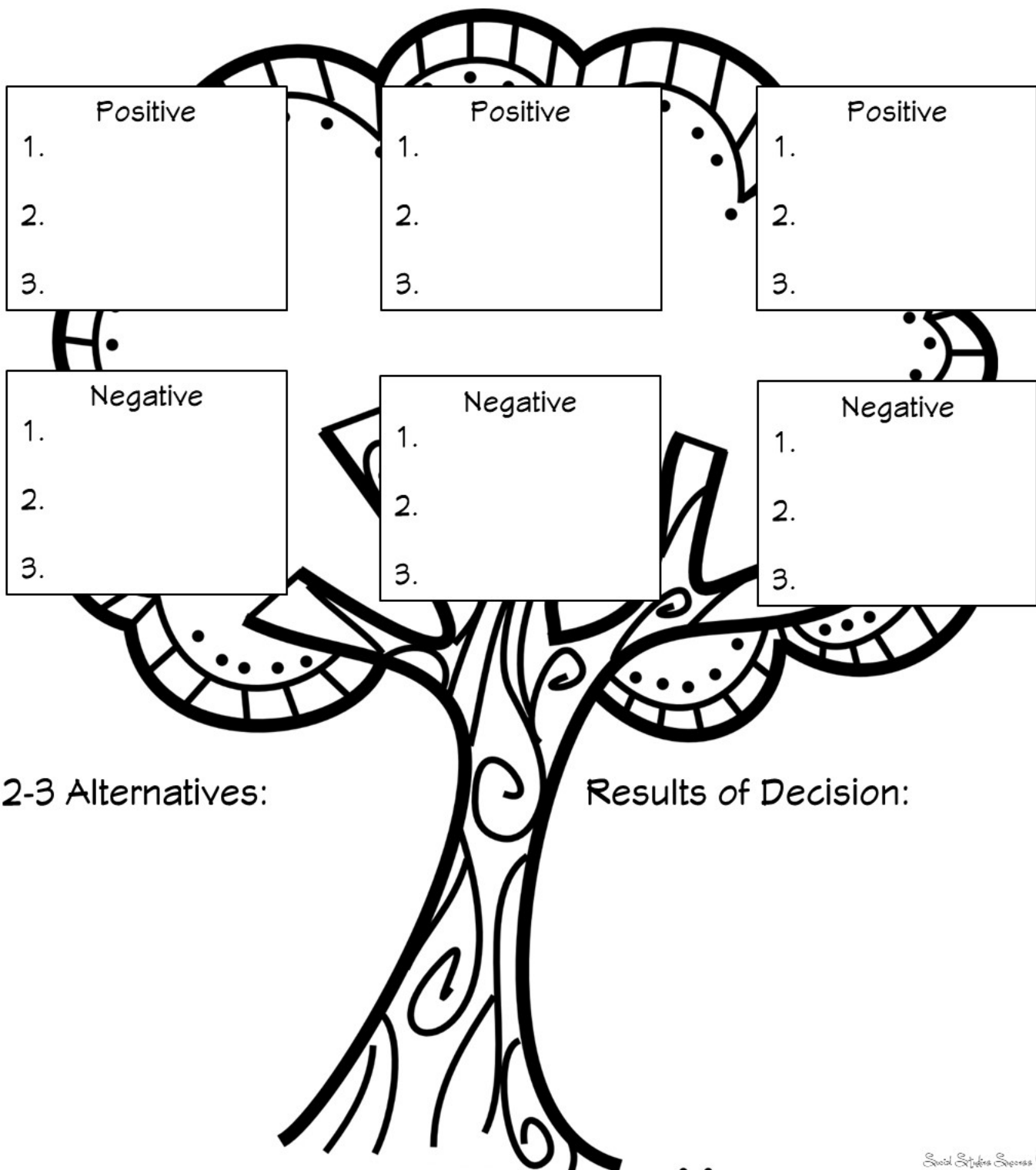
1. Students should fill out the pros and cons in the spaces on the tree with reasons.
2. In the trunk of the tree, the students can add alternative solutions to the question.
3. Make a decision and fill in the appropriate blank.

Examples:

- Should Lincoln declare war on the Confederacy?
- Should I vote for a particular candidate?
- Should the Alamo be abandoned?



Decision Tree



Positive

- 1.
- 2.
- 3.

Positive

- 1.
- 2.
- 3.

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

2-3 Alternatives:

Results of Decision:

Image Analysis

What is it?

This note making strategy helps students analyze and interact with highly informative images to learn content and develop "big ideas". Image analysis provides an effective lesson structure that's easy to implement. The key to a successful image analysis activity is using a few powerful images that represent key concepts of the lesson. Image analysis provides an effective lesson structure that's easy to implement. It encourages students to analyze images and to make inferences and generalizations.

How does it work?

1. Select images that clearly convey the content. Portraits of famous people seldom convey much content, but photos, paintings, or illustrations of scenes or actual events often do.
2. Ask carefully sequenced questions that led to discovery. These typically take the form:
 - What do you see?
 - Based on what you see, what is happening in the image?
 - What significance does what is happening have for the content we are studying?
3. Build on the learning. Have students extend the information from the image through reading/note taking, sharing in groups or in full class format.

Example:



- When and where do you think this picture was taken?
- What evidence do you see in the photo that makes you think so?
- What do you notice about the people in the picture?
- What seems to be happening in the picture?
- Would you expect to see this kind of scene today? Why or why not?

Image Analysis

Directions: Examine the picture to answer the following questions.

Step One

Observation

Study the photograph for 2-3 minutes. Look at the picture as a whole and then examine individual items. Next, divide the photograph into quadrants (4 parts) and study each section to see what new details become visible.

Use the chart below to list people, objects, and activities in the photograph.

People

Objects

Activities

Step Two

Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step Three

Questions

What questions does this photograph raise in your mind?

Where would you find answers to them?

Image Analysis

Directions: After completing the photo analysis, read about the picture. Find at least 6 details in the text that are also in the pictures. Put a * by any new details you discovered after reading. When you are finished, answer the questions.

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

1. What can you learn just by looking at the pictures?
2. How do the pictures help you with the reading?
3. Imagine that you could be in this scene. What would you hear? What would you smell? What else might you see?

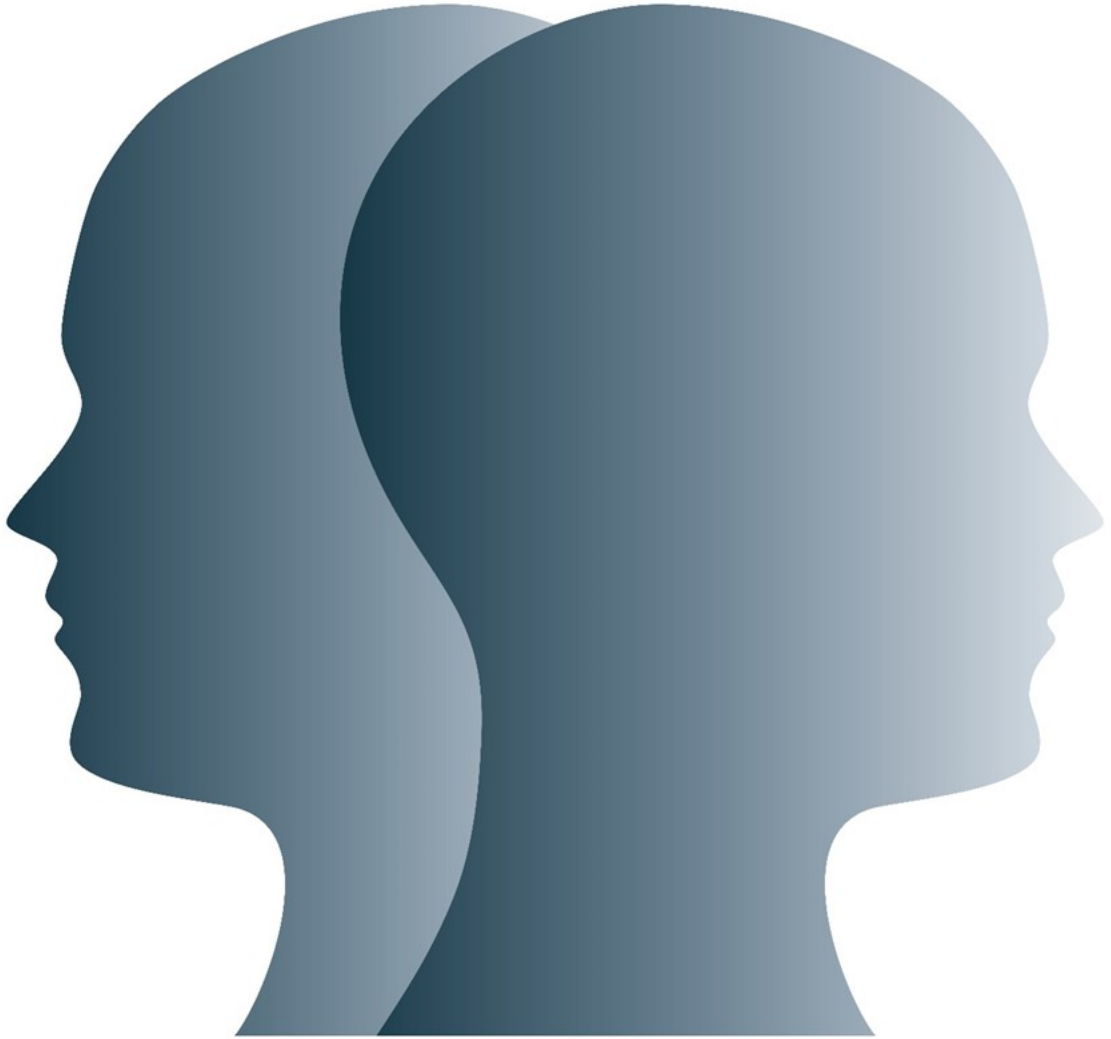
Janus Figure

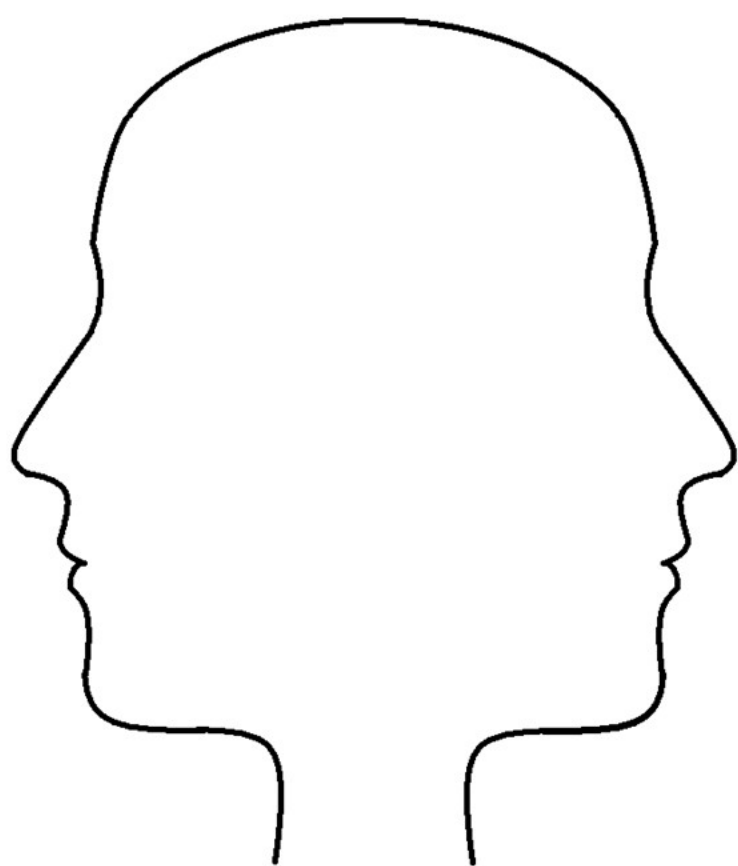
What is it?

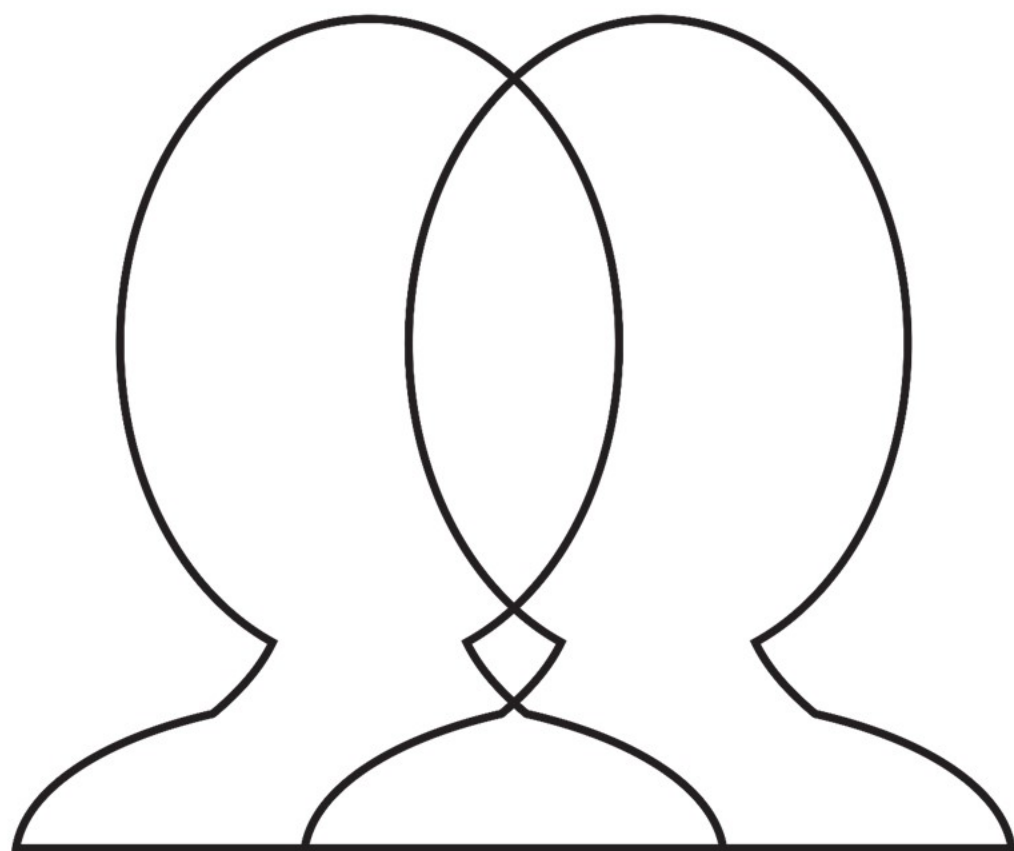
A Janus Figure is based on the Roman god Janus, the god of duality, represented by two faces. A Janus Figure can be used to represent point of view while making notes.

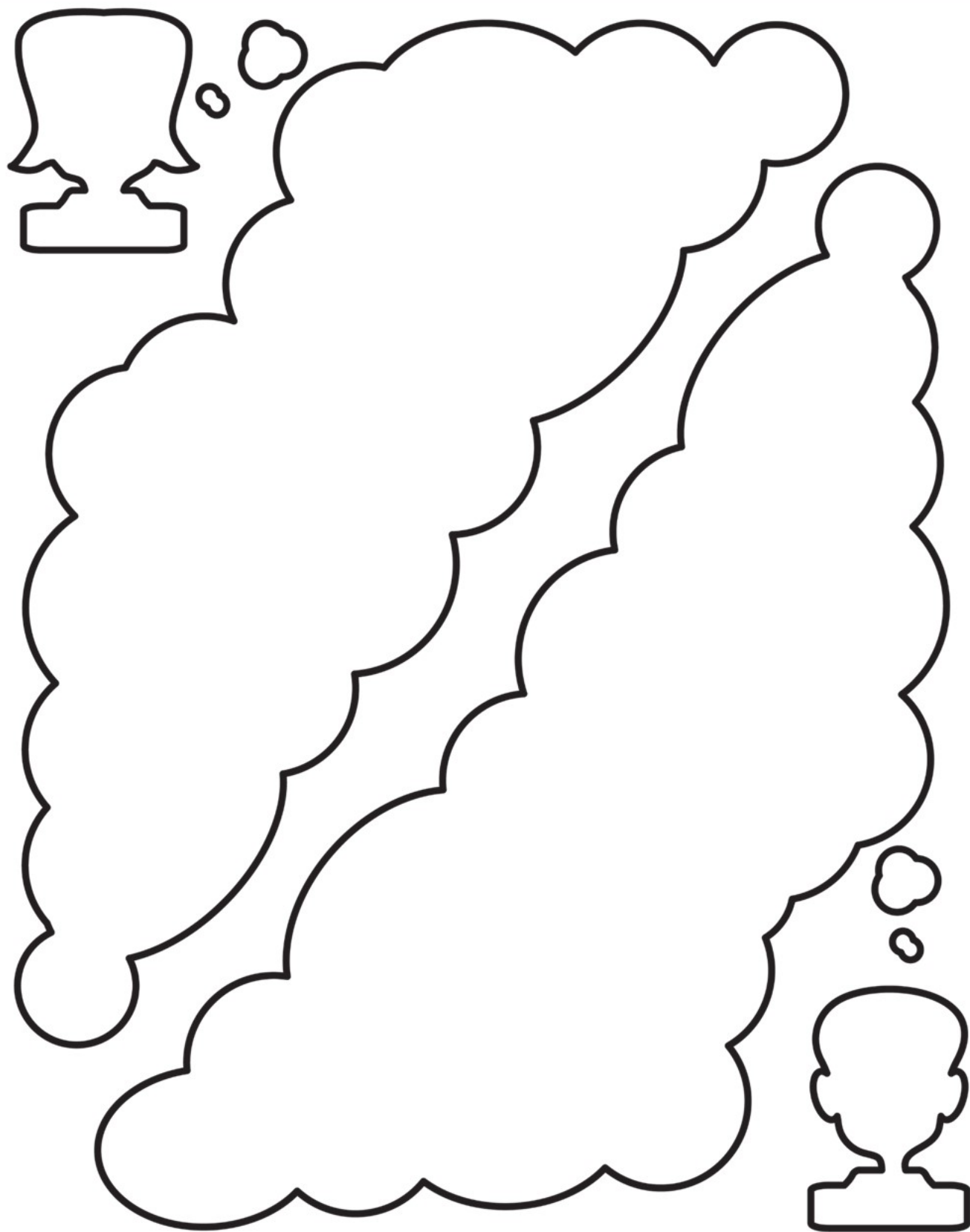
How does it work?

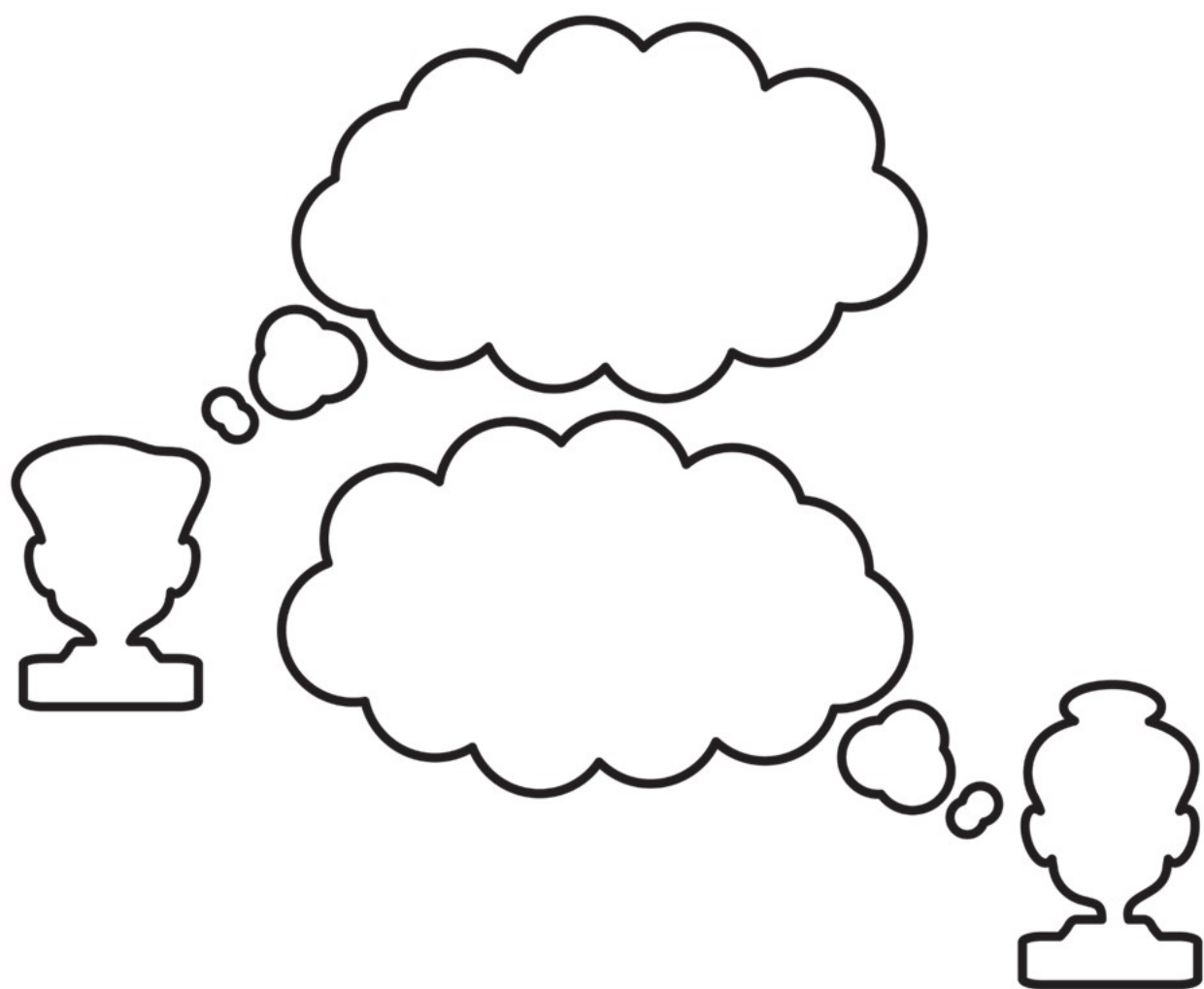
1. Begin by modeling and explaining the concept of a Janus figure for your students..
2. After reading or listening to a lecture, have students brainstorm the different points of view.
3. After students finish brainstorming, they can write the different points of view or create symbols to represent their ideas.



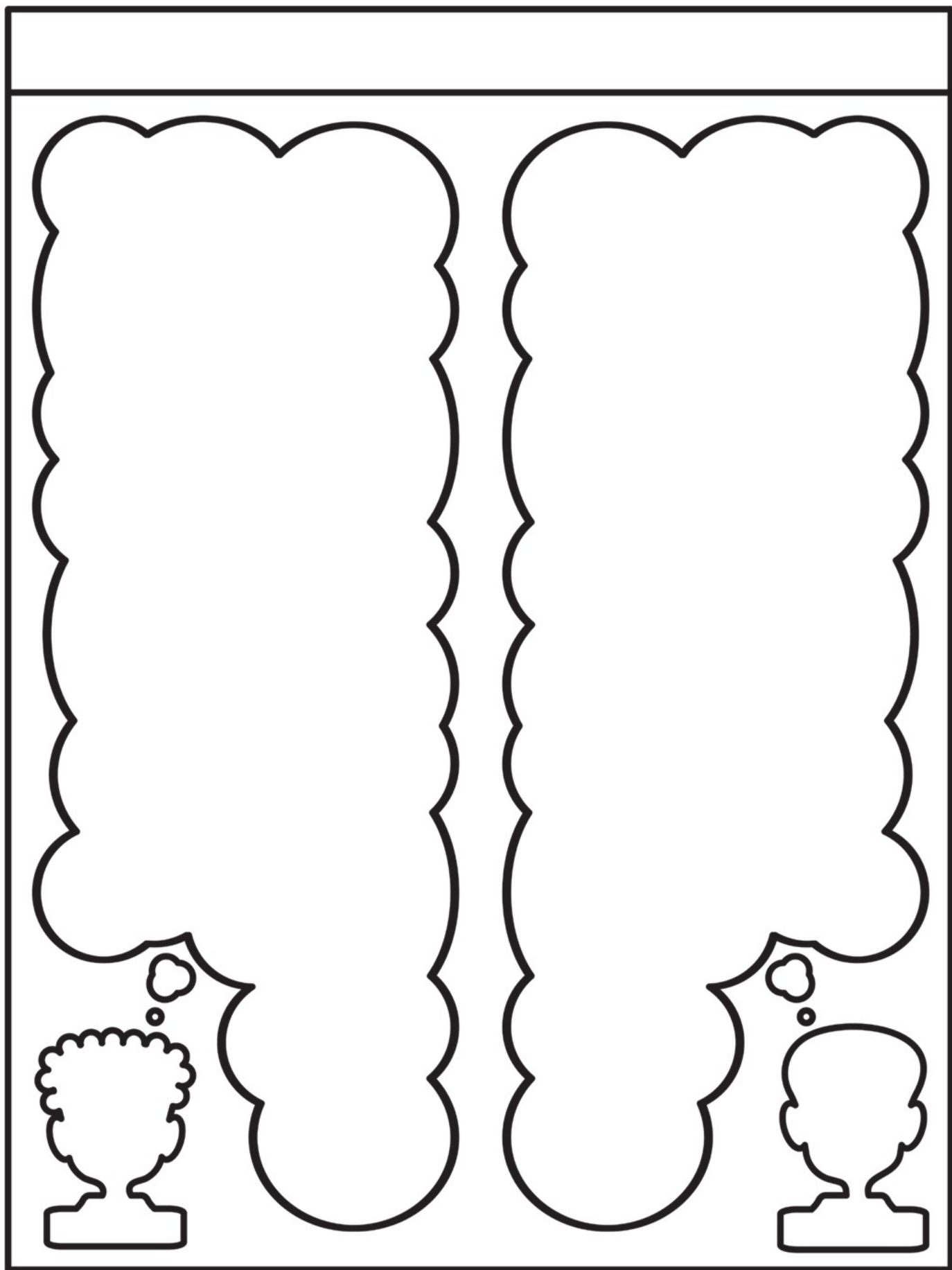








A large, empty rectangular box with a double-line border, intended for a student to write an answer or provide additional information.



Mind Mapping

What is it?

This is a tool which helps students think and learn as well as organize their ideas. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

How does it work?

1. Look for relationships - Use lines, colors, arrows, branches or some other way of showing connections between the ideas generated on your mind map. These relationships may be important in understanding new information or in constructing a structured essay plan. By personalizing the map with your own symbols and designs you will be constructing visual and meaningful relationships between ideas which will assist in your recall and understanding.
2. Draw quickly on unlined paper without pausing, judging or editing - All of these things promote linear thinking, and the idea of mind mapping is to think creatively and in a non-linear manner. There will be plenty of time for modifying the information later on but at this stage it is important to get every possibility into the mind map. Sometimes it is one of those obscure possibilities that may become the key to your knowledge of a topic.
3. Write down key ideas - Some students find that using capital letters encourages them to get down only the key points. Capitals are also easier to read in a diagram. You may, however, wish to write down some explanatory notes in lower case. Some students do this when they revisit the mind map at a later date while others write in such things as assessment criteria in this way.
4. Put main idea in the center - Most students find it useful to turn their page on the side and do a mind map in "landscape" style. With the main idea or topic in the middle of the page this gives the maximum space for other ideas to radiate out from the center.
5. Leave lots of space - Some of the most useful mind maps are those which are added to over a period of time. After the initial drawing of the mind map you may wish to highlight things, add information or add questions for the duration of a subject right up until exam time. For this reason, it is a good idea to leave lots of space.



Opinion Proof

What is it? Opinion-Proof is an application of column notes. it's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied.

How does it work?

1. Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns, or which students choose is written in the left column.
2. Support for that opinion is pulled from the text, video, newspaper, story, or other source of content.
3. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

Example:

Opinion	Proof
Abraham Lincoln was the greatest president of the United States.	<ul style="list-style-type: none">• Lincoln led the country through the Civil War.• Lincoln made great speeches.

Opinion/Proof

Prove this statement true with 3 facts from the reading.

Opinion

Proof



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Opinion/Proof

Prove this statement false with 3 facts from the reading.

Opinion

Proof

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Sketch to Stretch

What is it?

Sketch to Stretch is a note making strategy which involves visualizing a passage of text and interpreting it through drawing. The strategy encourages diverse perspectives and fosters open discussion of various interpretations. Sketch-to-stretch is first introduced, demonstrated, and applied in a whole-group session. Students are then placed in groups with similar instructional needs to practice the strategy through teacher-guided small-group instruction and student-run comprehension centers. At the end of the third session the class gathers to reflect on how the visualizing strategy can help them understand texts.

How does it work?

1. Begin by modeling and explaining Sketch to Stretch for students.
2. After reading or listening to text, have students sketch what the text means to them. Caution students that they are not to draw an illustration of the text, but rather they should visually sketch the meaning from the text.
3. Encourage students to experiment and assure them there are many ways to represent personal meanings.
4. Have students write a few sentences below their illustration that explains its meaning.
5. Have students gather in groups of three to five.
6. Each person in the group shares his or her sketch. As the sketch is shared, all other group members give their interpretation of the sketch. Once everyone has shared, the artist tells his or her interpretation.





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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidlitz's *Seven Steps*
- ✓ Kids should need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time. Teachers should not be afraid to teach the "hard history".
-Dawn



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success® with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question or would you like to purchase a license for your district? You can reach Dawn [here](#).



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