**Interactions Chart for your Interactive Notebook**

|  |  |  |  |
| --- | --- | --- | --- |
| **Star**  **(Creative, Artsy)** | **Circle**  **(Big picture, connections, review)** | **Square**  **(Charts and Tables)** | **Triangle**  **(Analysis, Synthesis)** |
| 1. Pictures with descriptions | 1. Connections to real world | A. Create/Draw a Map | A. Textbook Examples |
| 1. Collage | B. Connections to your own life | B. Analyze Map | B. Primary Source Analysis |
| 1. Design a Book Cover | C. Connections to Vocab | C. Label/Annotate Map | C. Article Analysis |
| 1. Design a CD Cover | D. Connection to other chapters | D. Concept Map/ Web Diagram | D. Paraphrase notes |
| 1. Illustrated Definitions | E. Connection to current events | E. Flow Chart | E. Constructed Response |
| 1. “Pictowords” | F. Personal Reflections | F. Cause and Effect Chart | F. Opinion Piece |
| 1. Design a Postcard | G. Examples of \_\_\_\_\_\_\_\_\_\_ | G. Timeline | G. Corrections to assignment |
| 1. Comic Strip | H. “What if?” Statements | H. Design a Graphic Organizer | H. Brainstorming |
| 1. Political Cartoon | I. Double Entry Journal | I. Venn Diagram | I. Additional Examples |
| 1. Propaganda Piece |  | J. Compare Maps | J. List of Questions to Review |
| 1. Song Lyrics/Poem | K. Frayer Model | K. Review worksheet |
| 1. Mnemonics | L. Spoke Diagrams |  |
| 1. Advertisement/Message | M. Spectrums |
| N. Tweets/Facebook Posts |  |

**\*** *Note: This list is not exhaustive.*

**Interactions Explanation**

|  |  |
| --- | --- |
| **STAR** | **INTERACTION DESCRIPTION and EXPECTATION** |
| 1. Pictures with descriptions | Include a minimum of teacher decided pictures (hand-drawn, computer generated, or cut from magazines, etc…) with a description of that picture and how it connects to the content on the right side of the page. For example, a student might find a picture which represents a vocabulary word and then explain how that picture connects to that particular word. |
| 1. Collage | Collage covers the majority of the page with words and/or images that connect to the concept or information on the left side of the page. |
| 1. Design a Book Cover | Book cover includes: 1. An image/images related to the topic, 2. a title, and 3. a 3-5 sentence description of what one would learn or discover by reading that book. |
| 1. Design a CD Cover | CD cover includes: 1. An image/images related to the topic, 2. a title, and 3. 10 “song tracks” related to the topic. Song tracks must be related to the topic on the right side of the page. |
| 1. Illustrated Definitions | Create illustrations representing the important parts of the definition of the term |
| 1. “Pictowords” | 1. Using an overarching concept, students will include a visual of what that concept means or does by incorporating the letters of the word in some creative way. Teacher will provide specifics as needed.   OR   1. Using an overarching concept, students will fill in the word by using pictures or other words to illustrate the concepts meaning. Teacher will provide specifics as needed. |
| 1. Design a Postcard | Option 1: Have students design the front of a postcard  Option 2: Have students write a postcard from a particular point of view |
| 1. Comic Strip | Students will create at minimum of a 4 scene comic strip that incorporates the theory, concept, vocabulary words etc. in a visual way. |
| 1. Political Cartoon | Create a single frame cartoon that expresses an opinion on the topic |
| 1. Propaganda Piece | Students will create a propaganda poster promoting a particular idea. Poster should be visual appealing and include slogans/essential information on the topic. If a student prefers, it can be done on the computer and printed. |
| 1. Song Lyrics/Poem | Students create a “hit single” song that includes 3 verses and a chorus. The student might choose to write a poem instead of a song, with at least 4 stanzas. The song or poem should illustrate a teacher decided number of concepts that need to be included within the song. |
| 1. Mnemonics Device | 1. Peg-word: Students created one or two words that will remind them of the overall concept’s idea 2. Acrostic: Students create a downward acrostic which has the main idea as the word and each letter refers to something in that theory, concept, idea, etc. |
| 1. Advertisement/ Message | Students design an advertisement or public service message on a topic. Must resemble the type of ad one might see in a newspaper or magazine. |
| N. Tweets/Facebook Posts | Students create a teacher decided number of “Tweets” or “Posts” that incorporate the concept, idea, people studied, or vocabulary word. The tweets/posts should be able to stand alone and show the knowledge of the concept. |

|  |  |  |
| --- | --- | --- |
| **CIRCLE** | | **INTERACTION DESCRIPTION** |
| 1. Connections to real world | | Find one event in the world (historically or currently) and write a paragraph about how the real-world event connects to the class content. |
| B. Connections to your own life | | Write examples of the topic from your own life |
| C. Connections to Vocab | | Write vocabulary words that are related to this topic. For each word, write 1-2 sentences explaining its connection to the topic. |
| D. Connection to other chapters | | Find 2-3 terms from a previous chapter and write 1-2 sentences for each explaining how it is connected/related to our current topic and terms |
| E. Connection to current events | | Find 2-3 current headlines in the news that are related to the topic. For each headline, write 1-2 sentences explaining how it is connected |
| F. Personal Reflections | | Answer a reflection question or write a personal reflection on the topic |
| G. Examples of \_\_\_\_\_\_\_\_\_\_ | | Create your own review worksheet (with answers) |
| H. “What if?” Statements | | Write 3-5 “What if?” statements and the answer to the “What if?” statement  Example: *What if the USA implemented a One Child Policy? The population in the USA would begin to decline and families would protest* |
| I. Double Entry Journal | | Divide the page into 2 columns. Column 1 write your observations. Column 2 write connections to your life, the world, key terms, main topics, etc.. (*Great for books and films*) |
| **SQUARE** | **INTERACTION DESCRIPTION** | | |
| A. Create/Draw a Map | Map must include a key, color, and a description of the information being displayed. (Teacher will provide more detailed instructions for specific assignments). | | |
| B. Analyze Map | Provide a 3-5 sentence analysis of information provided on the map provided. This includes describing what conclusions can be drawn from the information and any theories about why the map looks the way it does. | | |
| C. Label/Annotate Map | Write comments, observations, and descriptions on a map provided. Label the map with important information and include a key. (Teacher will provide more detailed instructions for specific assignments). | | |
| D. Concept Map/ Web Diagram | Place the main idea in the center with additional concepts branching out from the center. | | |
| E. Flow Chart | Demonstrate how certain concepts relate to one another (cause and effect) i.e.: | | |
| F. Cause and Effect Chart |  | | |
| G. Timeline | Create a timeline with pertinent information related to an issue or topic in history. (Number of items needed on timeline will be specified by the teacher). | | |
| H. Design a Graphic Organizer | Graphic may look similar to the examples below and must include the number of items specified by the teacher. | | |
| I. Venn Diagram | Compares two (or more) sets of information in the following way: (Amount of information specified by teacher). | | |
| J. Compare Maps | Choose 2 or more maps to print and paste in notebook. Write a paragraph or create a Venn diagram to compare the similarities and differences found in the maps | | |
| K. Frayer Model |  | | |
| L. Spoke Diagrams | This graphic organizer is good for showing cycles  http://www.slidegeeks.com/pics/dgm/l/p/powerpoint_process_graphic_wheel_and_spoke_ppt_template_1.jpg | | |
| M. Spectrums | Include key pieces of information on a spectrum (see examples below)  1 2 3 4 5 | | |
| **TRIANGLE** | **INTERACTION DESCRIPTION** | | |
| A. Textbook Examples | Using the textbook, students will pull examples that the textbook gives for concepts and ideas stated in class. Teacher will decide the number of examples needed as well as the concepts that should be used. | | |
| B. Primary Source Analysis | Students will read and annotate a primary source document provided by the teacher. They then will be asked to summarize, reflect, or answer questions pertaining to the document. | | |
| C. Article Analysis | Students will read and annotate an article provided by the teacher. They then will be asked to summarize, reflect, or answer questions pertaining to the article. | | |
| D. Paraphrase notes | Looking at the day’s notes, students will be asked to paraphrase their notes in a clear concise way. | | |
| E. Constructed Response | Students will be given a constructed response question and write an answer to that question. | | |
| F. Opinion Piece | Students will write their point of view on the topic, using EVIDENCE from the lesson to support their opinion | | |
| G. Corrections to an assignment | Students will review tests or quizzes and write corrections according to the teacher’s specifications. | | |
| H. Brainstorming | Student should fill the page with their thoughts and ideas on the topic, making as many connections between ideas as possible. Similar to a “Brain dump” | | |
| I. Additional Examples | Students provide other examples using their own ideas of the concepts that they learned in class. | | |
| J. List of Review Questions | Students will create a mock quiz that includes a teacher decided number of questions. Students will also include an answer key to each question. | | |
| K. Review Worksheet | This will be a worksheet provided by the teacher. | | |