

# Ideas for Student Notebooks

The following set of notebook assignments encourage active engagement with the History Alive! curriculum. These assignments form the basis of the Interactive Student Notebook. The examples that accompany each type of activity fit in with TCI units and provide a clear picture of how students respond creatively to new information in their notebooks. These assignments can be either teacher-generated or student-generated—that is, they can be used on either side of the notebook.

## Advertisements

Design advertisements to represent migration, settlement, or the significance of a specific site.

### Examples

- Create a classified page that would appeal to nineteenth-century immigrants looking for job opportunities in the United States. Include a title written in bold letters and at least three job listings. For each job listing, include a catchy heading, a two-sentence description of the job, and an appropriate visual.
- Create a page from a travel book that might be used by travelers seeking information about unfamiliar Indian customs. The page should contain a title, brief descriptions of three customs, colorful visuals, and other creative touches.
- Design a real estate advertisement that would encourage people to move to Constantinople in the sixth century.


**FANTASTIC JOB OPPORTUNITIES FOR IMMIGRANTS**



No skills necessary! We will train you.

Steel mill owner needs hundreds of workers for all shifts. Carnegie Steel is willing to provide lodging in company towns for those willing to operate Bessemer furnaces.


**COME TO CONSTANTINOPLE!**



Only Constantinople has:

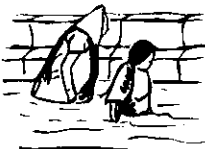
- 13 miles of walls for protection!
- water on 3 sides of the city!
- control of the Bosphorus Strait!
- stable successions of emperors!
- control of the eastern Roman empire!

"I'm not just a citizen of Constantinople.— I'm also the emperor!"  
—Constantine



LOCATION  
LOCATION  
LOCATION

**Customs of India**



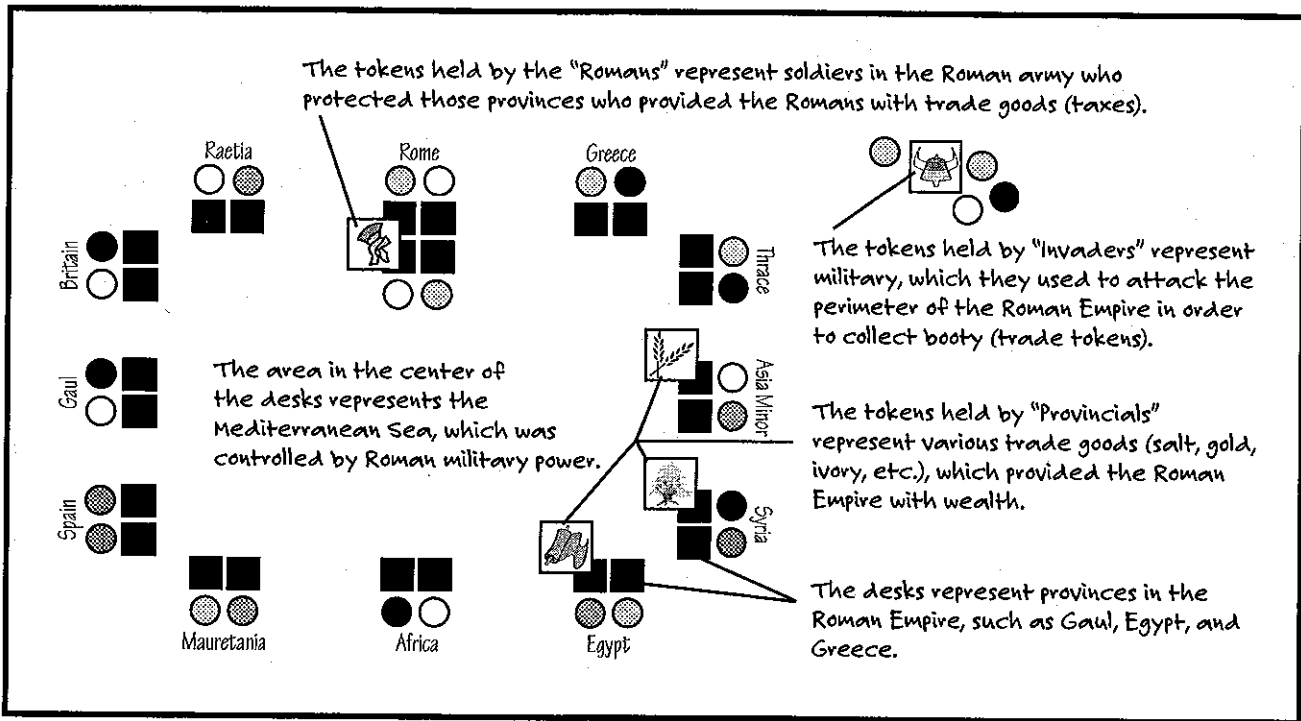
**Pilgrimages:** If you are traveling near rivers, especially the Ganga River, you might notice people bathing in the water. These are pilgrims, people who have journeyed to a holy place. Hindus make pilgrimages to experience God and to make up for their sins.

## Annotated Classroom Maps

Create annotated classroom maps after *Experiential Exercises* to show how classroom experiences relate to historical situations.

### Examples

- Draw an annotated classroom map of the parts of the classroom used in the Experiential Exercise "Mapping the Expansion of the Roman Empire." Annotate the map, making connections between the activity and the role the provinces played in strengthening and weakening Rome's empire.
- Draw an annotated map of the parts of the classroom used in the Experiential Exercise "Experiencing the Struggle to Maintain Unity in the Mauryan Empire." Annotate the map, making connections between the activity and the role the regional kingdoms played in undermining the unity of the Mauryan Empire.



## Annotated Illustrations

*Make annotated illustrations to recount a story of travel or migration, to represent a moment in time, or to label architectural features.*

### Examples

- Make an annotated illustration of an immigrant's journey from Europe to settlement in the United States.
- Create a simple illustration of an Inca village. Below your illustration, write a description of a day in the life of a commoner from sunup to sundown.
- Draw a mosque and label its parts.

### Model Graphic Thinking

*Consider using many of the sample notebook assignments presented in this section when you give class notes. By modeling graphic thinking, you will help your students improve their skills.*

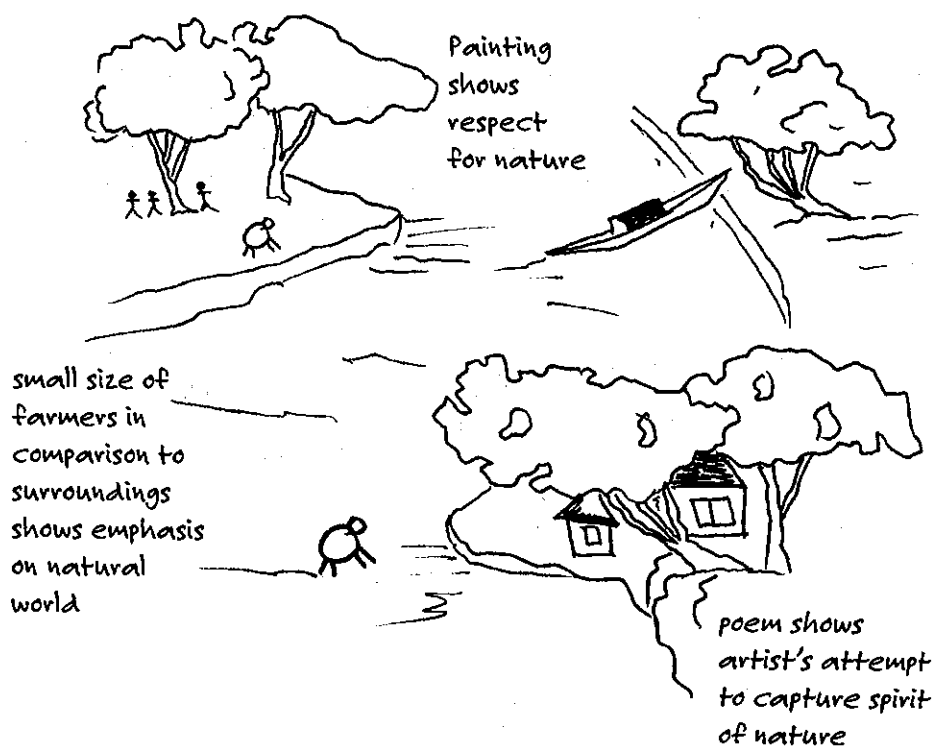


## Annotated Slides

Use simple sketches of powerful images, accompanied by annotations, to help students understand difficult content.

### Examples

- Record notes about the basic characteristics of Chinese art by sketching and annotating one of the slides from the Response Groups activity "Images of Nature: Connecting Painting and Poetry."
- Record notes about the regional ethnic differences in the former Yugoslavia by sketching and annotating a slide of the map of Yugoslavia, Croatia, Slovenia, Macedonia, and Bosnia.



## Personal Responses

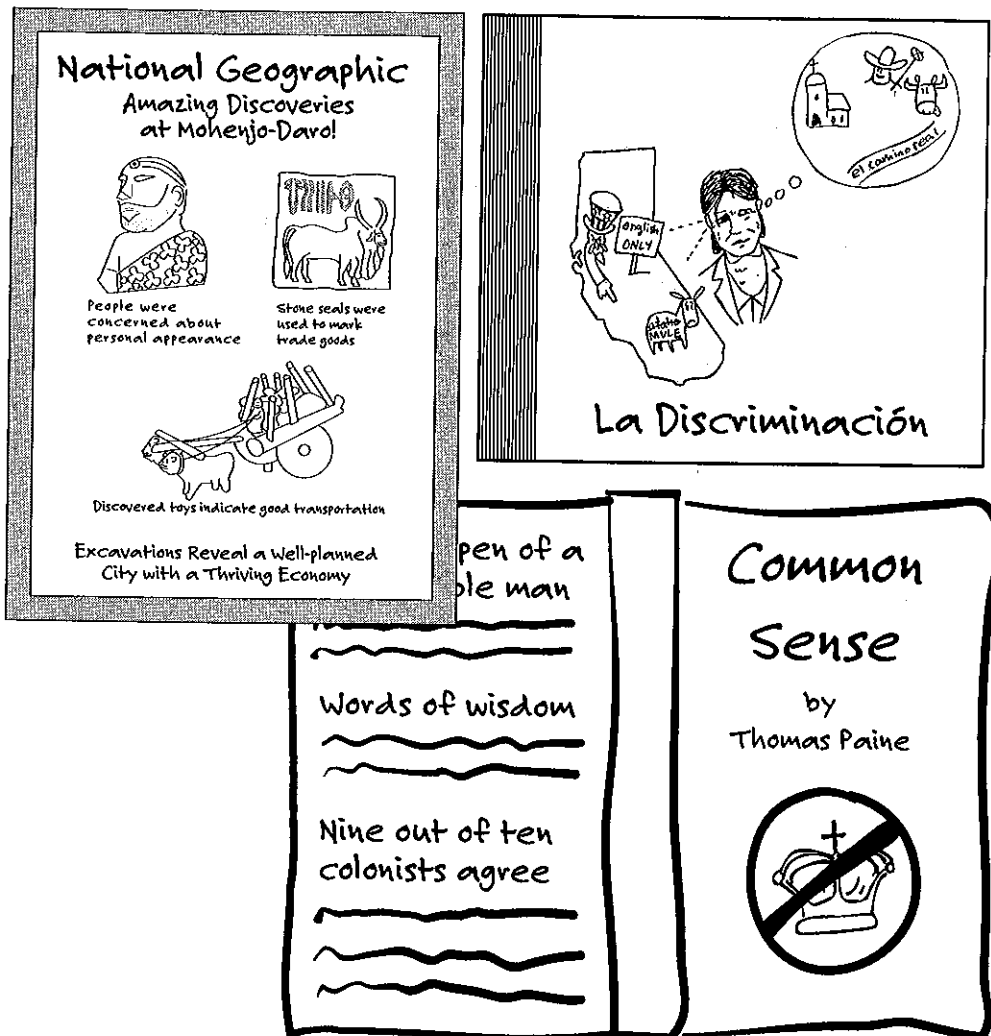
Personal responses can be used to allow students to express feelings or consider ideas that they might not otherwise share in class. For example, after an activity in which you simulate an assembly in class by having students mass produce drawings of a person, encourage them to write about their personal reactions to the experience. This helps them connect with history and promotes more active learning.

## Book or Compact Disk Covers

Design book or compact disk covers to highlight and illustrate important concepts.

### Examples

- Create a compact disc cover for the song “La Discriminación.” The cover should include a title and visuals that illustrate important themes and issues in the song.
- Create a cover for an issue of *National Geographic*—using words and graphics—that highlights archeological discoveries made at Mohenjo-Daro. The cover must include an imaginative subtitle, visuals of three artifacts, and brief captions that explain what each artifact reveals about daily life in Mohenjo-Daro.
- Design a cover for *Common Sense*. Include on the front cover the title, the author’s name, and an eye-catching visual that relates to the theme of the pamphlet. On the back cover include a two-sentence summary of the life and experiences of Thomas Paine, a quotation from *Common Sense* and a one-sentence explanation of what the quotation means, and three comments from other revolutionary leaders.

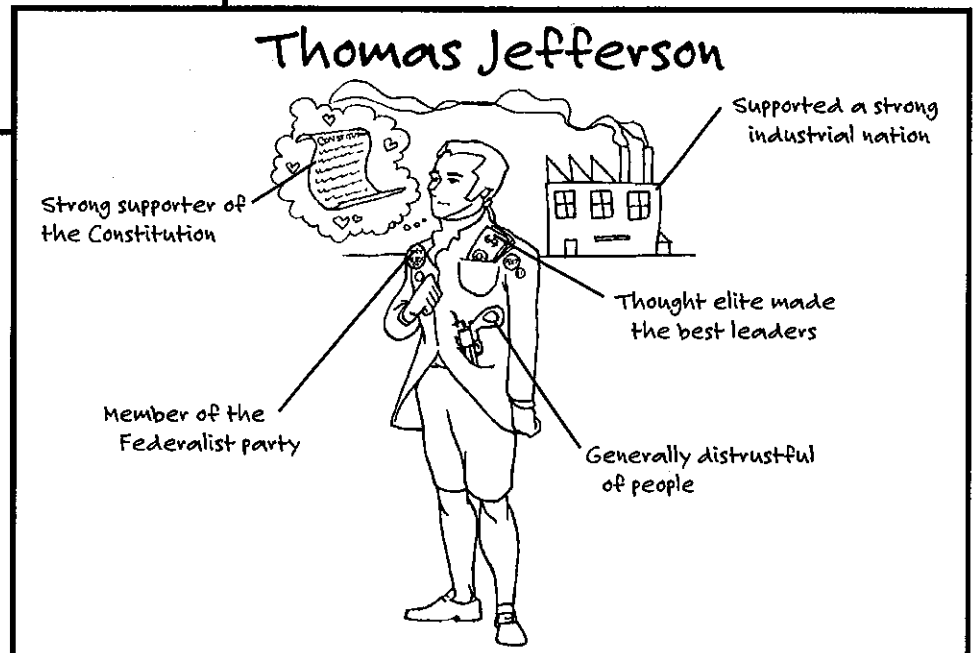
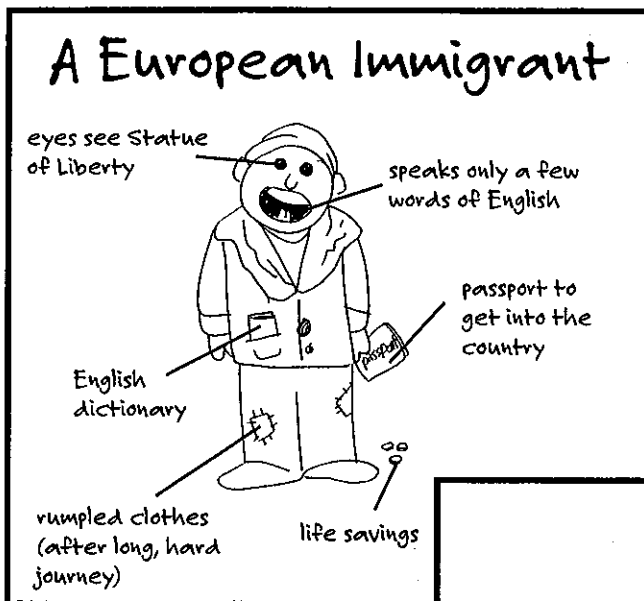


## Caricatures

Draw caricatures to represent the main characteristics of a group in history or how an individual or group was perceived by another group.

### Examples

- Draw a caricature of a European immigrant at the turn of the century. Label the immigrant's clothes, possessions, and body parts to show what a typical immigrant might have felt or been prepared for upon arrival to America.
- Draw a caricature of Thomas Jefferson. Label aspects of the caricature to show his view on these topics: nature of human beings, best type of government, political parties, ideal economy, and view on the Constitution.
- Draw a caricature of Christian armies during the Crusades from a Muslim perspective.



---

## Start Classes Thoughtfully

---

Put a simple notebook assignment on the board for students to complete as soon as they enter your classroom. The assignment should take only a few minutes to complete. This ritual will ready students to learn and give you time to greet them as they enter.

---

## Eulogies

Write eulogies to extol the virtues of prominent historical figures or civilizations.

### Examples

- Write a eulogy for the Roman Empire that summarizes the accomplishments of the empire and describes how those accomplishments—in areas such as law, architecture, art, and government—are seen in the world today.
- Write a eulogy for Susan B. Anthony, including an appropriate inscription for her tombstone.
- Write a eulogy for the Ottoman Empire that contains the following words: *millet system*, *Islam*, *sultan*, *diversity*, and *peace*.

### The Glory of the Ottoman Empire Is Not Forgotten

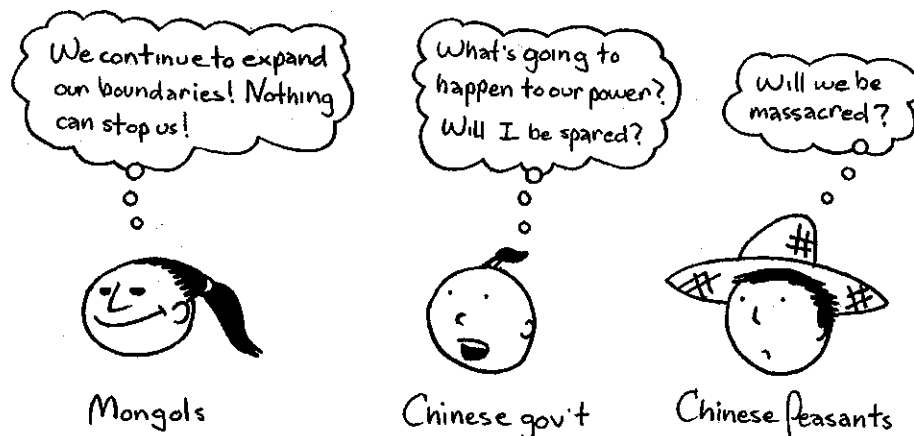
Oh Sultan, what diversity your majesty governed!  
Muslim, Christian, Jew,  
So many languages, so many cultures,  
All working in harmony because of your brilliant  
millet system.  
Each faith governed by a leader  
overseen by you,  
practicing ancient cultures in peace.  
Who but the mighty Ottomans could have devised  
such a plan of tolerance and cooperation?  
The glory of Allah  
and the magnificence of the  
Mediterranean World  
Were showcased in cosmopolitan Constantinople,  
Your brilliant capital and crossroads of the world.  
But the West could not be sated simply by trade;  
The sweet wealth of Ottoman lands  
was too tempting.  
Arabia's oils, Turkey's ports, the fruits of Palestine  
and the wheat of the Nile were too much.  
They came, the French and the British  
and the Russians,  
but they did not understand your  
legacy of tolerance.  
They sowed division, separation,  
and the Ottoman Empire shrunk.

## Facial Expressions

Draw facial expressions to summarize the feelings of groups who have different perspectives on a single event.

### Examples

- Draw heads and facial expressions representing the feelings of the Mongols, the Chinese government, and the Chinese peasants after the Mongol invasion. Make thought bubbles above the heads showing what each group might be thinking.
- Draw heads and facial expressions of the negotiators from each country represented at the Paris Peace Conference at the end of World War I. Make thought bubbles revealing each leader's goals for the peace treaty.
- Draw heads and facial expressions representing the feelings that hawks, doves, military leaders, and war protesters had about the Vietnam War in 1969. Make thought bubbles above the heads showing what each group might be thinking.



---

### Extra Credit

Once students begin to feel comfortable with the Interactive Student Notebook system, they are ready to explore ideas on their own. They might find political cartoons that relate to a class topic and include their own commentary; pose questions about what they are studying; or create cartoon panels explaining historical events. In this way, students truly apply their note-taking skills.

---

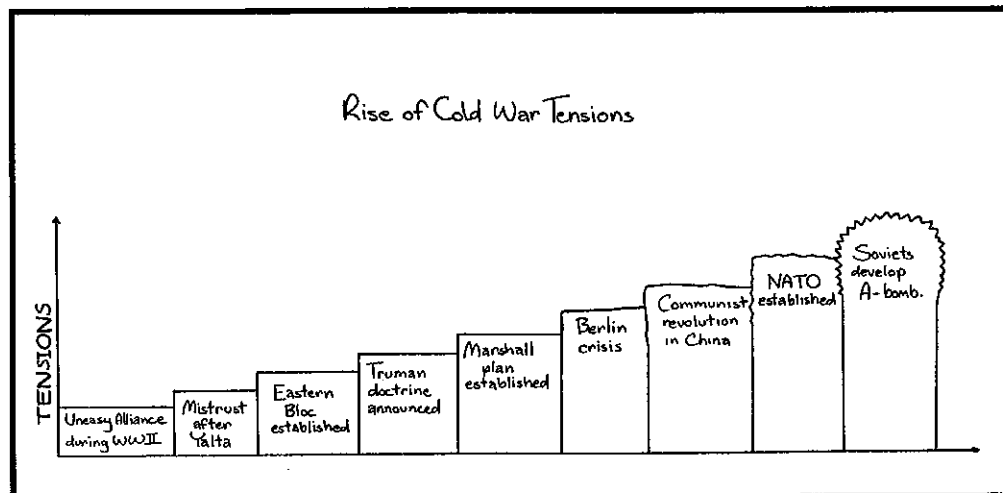
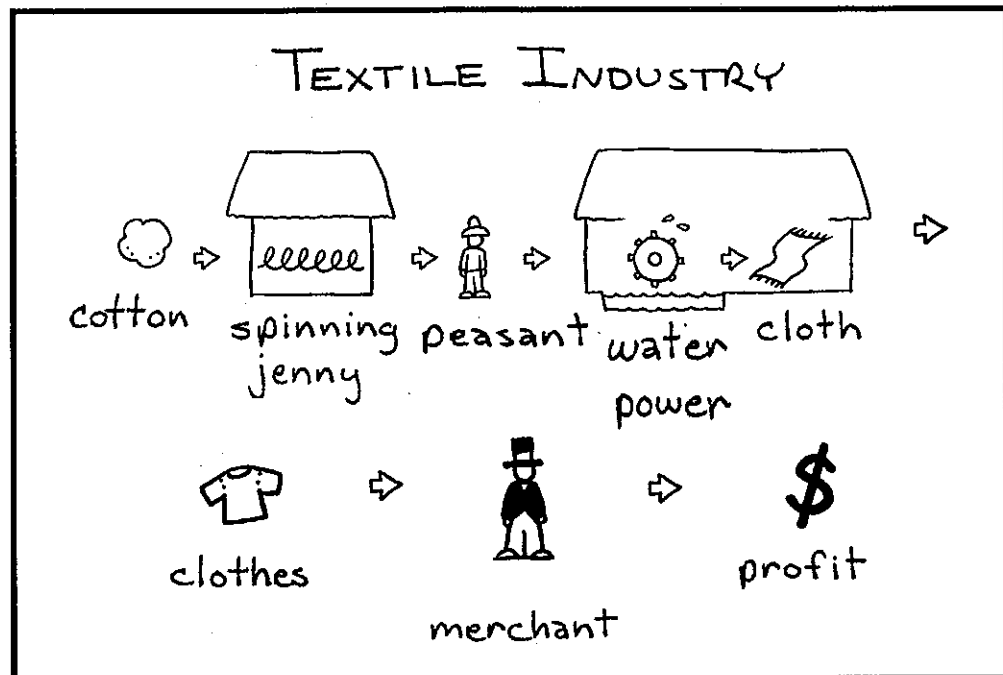


## Flow Charts

Create flow charts to show causal relationships or to show steps in a sequence.

### Examples

- Create a flow chart with simple drawings showing how the textile industry grew.
- Create a flow chart that chronicles how the Cold War intensified from 1945 to 1949.
- Create a flow chart that shows the causes of the Russian Revolution.



## Forms of Poetry

Write various forms of poetry to describe a person, place, event, or feeling of a moment.

### Examples

- Write an acrostic using the word *depression* that describes the impact of the Great Depression.
- Write a biographical poem on Buddha that follows this format:
  - Line 1: First and last name
  - Line 2: Four adjectives describing the Buddha
  - Line 3: Relative (son, daughter, husband, wife) of...
  - Line 4: Resident of (city and/or country)...
  - Line 5: Who lived from (year to year)...
  - Line 6: Who searched for...
  - Line 7: Who taught...
  - Line 8: Who is remembered for...
  - Line 9: First and last name

### The Buddha

Siddhartha Gautama

Pious, experienced, wise, holy

Son of King Suddhodana and Queen Maya

Resident of India near the Himalayas

Who lived during the fifth century BC

Who searched for enlightenment

Who taught moderation through the Eightfold Path

Who is remembered for developing a belief system

still important today

Final name of Buddha means Enlightened One

D  
E  
P  
R  
E  
S  
S  
I  
O  
N  
N

Devastating  
Economic collapse  
Poverty strikes  
Reality grim  
Everywhere  
Savings lost  
Sadness grows  
Insecurity mounts  
Ominous  
Nowhere to turn.

## Historical Journals

*Assume the role of a historical figure to keep a journal that recounts the figure's feelings and experiences in language of the era.*

### Examples

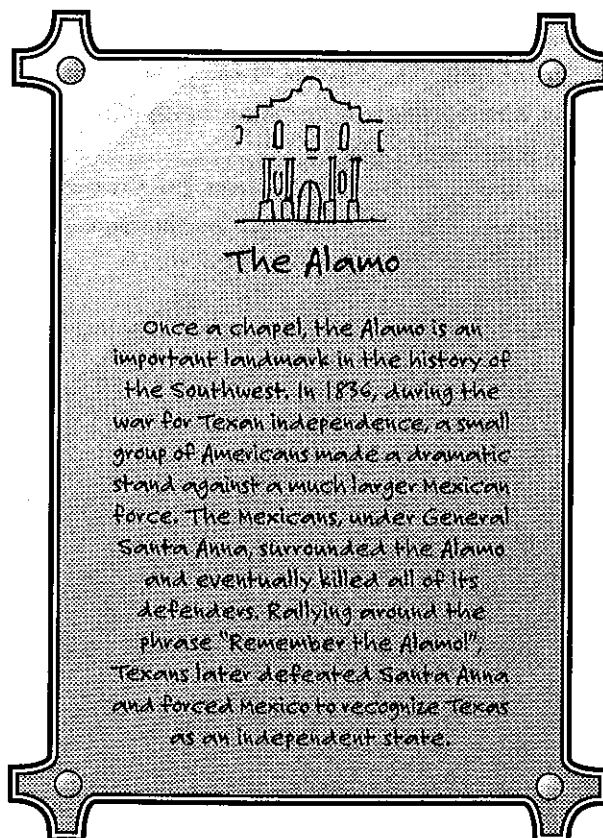
- Pretend you are a Confederate soldier at the beginning of the Civil War who has relatives living in the North. Explain why you are fighting for the Confederacy and what you will do if you encounter a relative on the battlefield.
- Pretend you are an Arab traveler on the Silk Road to China. Write a travel log that describes the highlights of your trip.
- Pretend you are a peasant, a noble, or a member of the clergy during the radical stage of the French Revolution. Keep a journal of how the events of this stage affect you.

## Historical Markers

*Create historical markers to summarize important historical events.*

### Examples

- Create a historical marker for the Alamo. The marker should include a drawing of the Alamo, a succinct summary of the events that transpired there in 1836, and a brief explanation of the Alamo's significance in the history of the Southwest.
- Create a historical marker to commemorate the birthplace of Siddhartha Gautama, the Buddha. The marker should include a picture of Siddhartha from some stage in his life, a brief summary of his life, and an explanation of the importance of his life in the history of Asia.

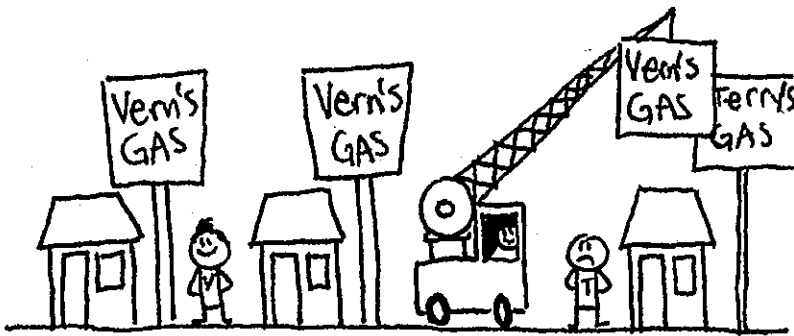


## Illustrated Dictionary Entries

Explain key terms by creating illustrated dictionary entries. Write a definition, provide a synonym and an antonym, and draw an illustration to represent each term.

### Examples

- Create an illustrated dictionary entry for the term *monopoly*. Define the term in your own words, provide a synonym and an antonym, and draw an illustration that represents the term.
- Create an illustrated dictionary entry for the term *samsara*, which means enlightenment. Define the term in your own words, provide a synonym and an antonym, and draw an illustration that represents the term.



### Monopoly

definition: to have total control  
of something, such as an  
industry

synonym: cartel

antonym: competition

---

### Students React to Current Events

Ask students to cut out a newspaper or magazine article (or to summarize a television or radio report) relevant to the history they are learning. Have them paste the article on the left-hand side of their notebooks. Then, challenge them to write a paragraph that connects the current event to the history they are learning.

---

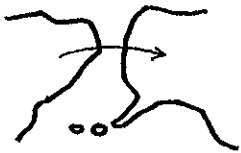
## Illustrated Outlines

Use simple drawings and symbols to graphically highlight and organize class notes.

### Examples

- Use simple sketches for each main topic to help record notes about the relationship between Native Americans and the land.
- Create a simple symbol for each step of the French Revolution. Draw the symbol in the margin alongside class notes explaining the specific stage of the revolution.

## Development of Native American Cultures



### Migrated from Asia

- encouraged by pursuit of big game hunting
- traveled across the Bering Strait
- migrated approximately 20,000-50,000 years ago



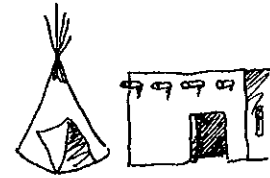
### Migrated into Eight Geographic Regions

- California
- Northwest Coast
- Plateau
- Great Basin
- Southwest
- Great Plains
- Eastern Woodlands
- Southeast



### Adapted to Environment

- built shelter using materials from surroundings
- managed freshwater resources responsibly
- developed special tools for hunting and food production
- produced clothing compatible with environment



### Created Unique Cultures

- Comanche
- Hopi
- Inuit
- Sioux
- Nez Percé

## Illustrated Proverbs

Create illustrated proverbs to explain complex concepts.

### Example

- Complete this statement, "The Loyalist arguments against colonial independence are best represented by the proverb..." by choosing one of the following proverbs or creating one of your own: *Don't bite the hand that feeds you.* *Children should respect their elders.* *Don't cut off your nose to spite your face.* Below the proverb, make a simple drawing of the proverb and label the historical comparisons.

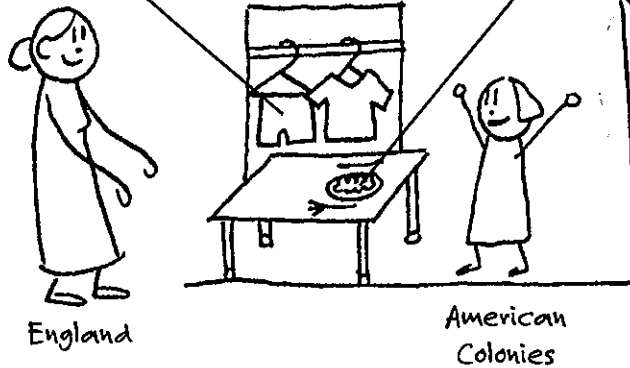
### The Loyalist Proverb

Children (the American colonies) should respect their elders (England) because they provide:

clothing and other manufactured goods

shelter and security

food



### Model Assignments

Innovative notebook assignments like these will be new to most students. To set students up for success, model each new type of assignment. Before asking them to create a sensory figure, for example, model one on an overhead transparency.

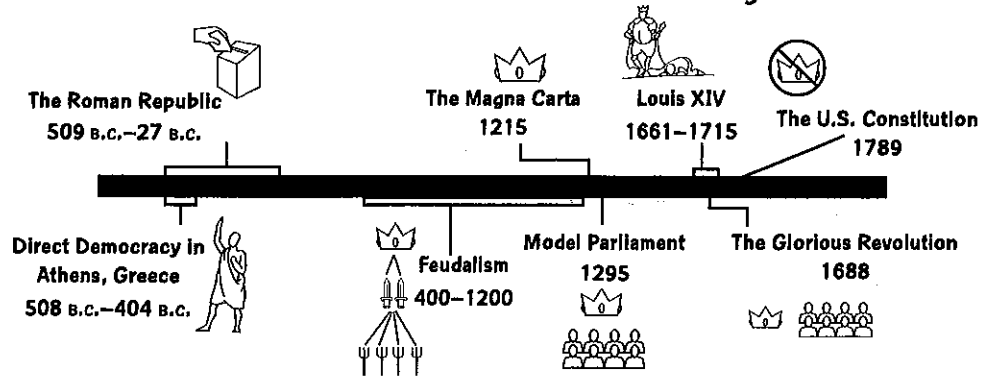
## Illustrated Timelines

Create illustrated timelines to sequence a series of events in chronological order.

### Examples

- Create an illustrated timeline—with a symbol, illustration, or picture for each event—of the eight stages we studied of the Holocaust.
- Create an illustrated timeline—with a symbol, illustration, or picture for each event—of the events leading to the American Revolution.
- Create an illustrated timeline—with a symbol, illustration, or picture for each event—of the major steps in the evolution of democracy.

## The Evolution of Democracy

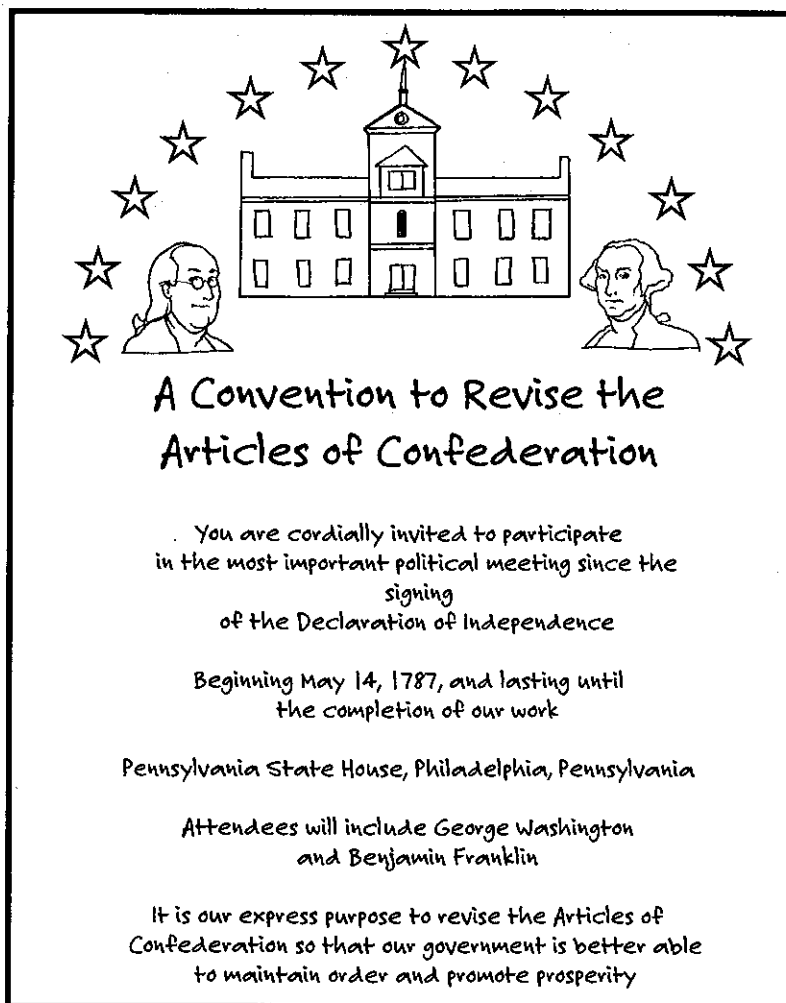


## Invitations

*Design invitations that highlight the main goals and salient facts of important historical events.*

### Examples

- Design an invitation that might be sent to prospective delegates to the Constitutional Convention. The invitation should include information about when the convention will begin and end, where it will take place, who has been invited, and what will be accomplished at the meeting. Invitations must include a bold title, a catchy statement to entice delegates to attend, and other creative touches common in formal invitations.
- Design an invitation that might be sent to prospective participants in a conference held to debate how the resources of the Brazilian rainforest should be used. The invitation should include information about when the convention will begin and end, who will be participating, where it will be held, and what will be accomplished. Invitations should include a bold title, an eye-catching visual, and other creative touches common in formal invitations.





## Making Connections Outside the Classroom

After completing an activity, find examples outside of class of the topic or concept studied.

### Examples

- Find an example of a tessellation in your community, such as might be seen in a building, a piece of fabric, or computer art. Make a sketch of the tessellation, write a description of it, and identify the geometric shapes the compose the tessellation.
- Choose a contemporary song and write about the African musical traditions present in the song. List at least three traditions.

## Save Paper

Require students to draw simple matrices, charts, and maps in their notebooks. This will cut down on the number of student handouts you need to reproduce.

## Matrices

Complete matrices to organize large bodies of information.

### Examples

- Complete a matrix entitled “Dynastic Rule in China, A.D. 589–1644” with these headings: Chinese Dynasty, Territory Controlled, How did this dynasty rise to power?, How did this dynasty govern China?, What belief systems were encouraged? Discouraged?
- Complete a matrix entitled “Ancient River Civilizations” with these headings: River Civilization, Location, Economy, Government, Religion, Social Structure.

### Dynastic Rule in China, A.D. 589–1644

Chinese Dynasty	Territory Controlled	How did this country rise to power?	How did this dynasty govern China?	What belief system were encouraged / discouraged?
Sui (A.D. 589–618)				
Tang (A.D. 618–907)				
Song (A.D. 960–1279)				
Yuan (A.D. 1260–1368)				
Ming (A.D. 1368–1644)				

## Metaphorical Representations

*Create metaphorical representations to explain difficult or abstract historical concepts.*

### Examples

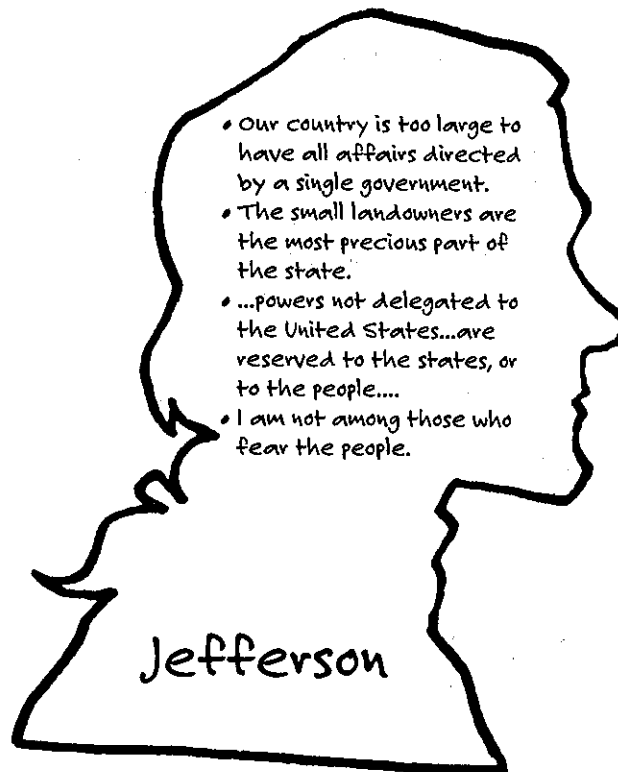
- Complete this statement: “The scramble for African territory among European powers was like...” using one of the following analogies or one of your own: prospectors racing to stake a claim in the gold country, concertgoers clamoring for the best seats, or sharks in a feeding frenzy. Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: “The three branches of government under the Constitution are like...” using one of the following analogies or one of your own: a three-ring circus, a football team, a musical band, or a three-part machine. Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: “Enacting the New Deal was like...” using one of the following analogies or one of your own: putting a small bandage on a gushing wound, creating a safety net to stop falling objects, or demolishing a building that only needed to be repainted. Make a simple drawing of your analogy and label the historical comparisons.
- Complete this statement: “The many changes in communist policies in China were like...” using one of the following analogies or one of your own: shifting winds, a seesaw, a tennis game. Make a simple drawing of the analogy and label the historical comparisons.

## Mind Notes

*Draw and label outlines of the heads of important historical figures. Fill in the outline with quotations and paraphrased thoughts from the figure.*

### Examples

- Draw and label a simple outline of the heads of Thomas Jefferson and George Washington. After discussing critical-thinking questions relating to the ideas of these two, write important quotations and paraphrased beliefs in the appropriate outline.
- Draw and label a simple outline of the heads of Lenin and Stalin. After discussing the main ideas of these two figures, write important quotations and paraphrased beliefs in the appropriate outline.



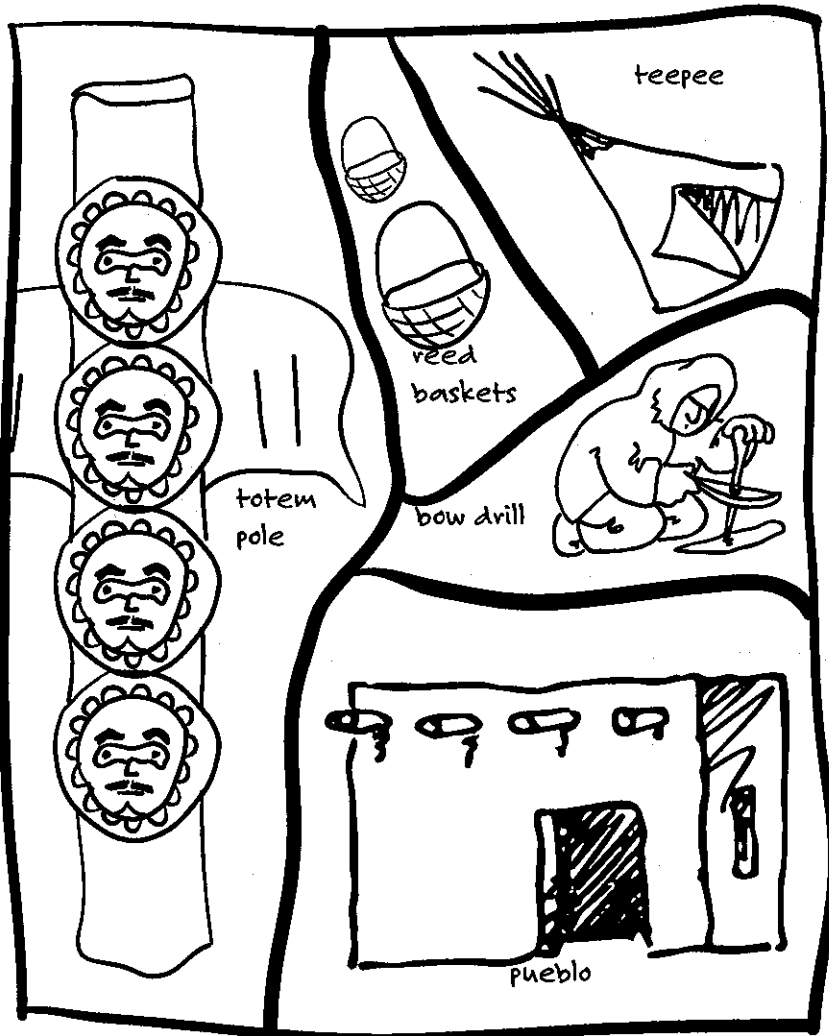
## Mosaics

*Synthesize information from a broad content area by creating mosaics. Use visuals and words to represent similarities, differences, and important concepts.*

### Examples

- Create a mosaic to summarize key details on how Native Americans adapted to their environment. Mosaics should include an appropriate title, at least five colors, “tiles” containing visuals of different environmental adaptations, key words or phrases that describe each visual, and graphics that show imagination and creativity.
- Create a mosaic on Latin America demography. The mosaic should include an appropriate title, at least five colors, “tiles” whose sizes and shapes match the importance of the various topics, key words or phrases and a symbol on each tile, and graphics that show imagination and creativity.

### Mosaic of Adaptations Made by Native Americans

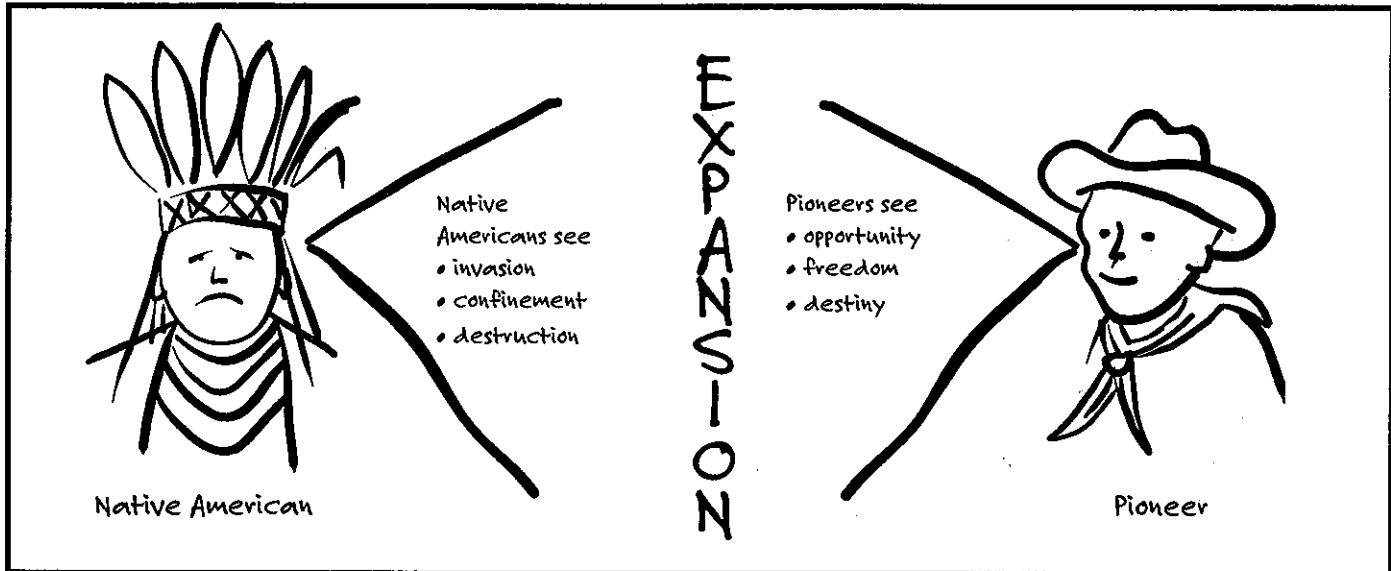


## Perspective Pieces

*Design drawings or write newspaper articles to represent different perspectives on controversial figures, events, and concepts.*

### Examples

- Draw a simple representation of a pioneer and a Native American and list their different perspectives on the advantages and disadvantages of westward expansion.
- Create a Janus figure—a drawing based on the Roman god portrayed with two opposite faces—to represent the English and French perspectives of Joan of Arc. Label each part of the figure and explain its symbolism.
- Design a commemorative plaque for Hernan Cortes from the Spanish perspective. Then, design a “Wanted” poster for him from the Aztec perspective.
- Write two newspaper articles summarizing the bombardment of Ft. Sumter. The first article should represent the perspective of a Union journalist, and the second should represent the opposing Confederate viewpoint.



### English Perspective

horns on her head represent English belief that she was a heretic

snicker on her face represents her incorrigibility and her disrespect for English leaders

blood on her sword represents the English soldiers who died trying to end the rebellion she started

English flag under her feet represents her defiance of English laws

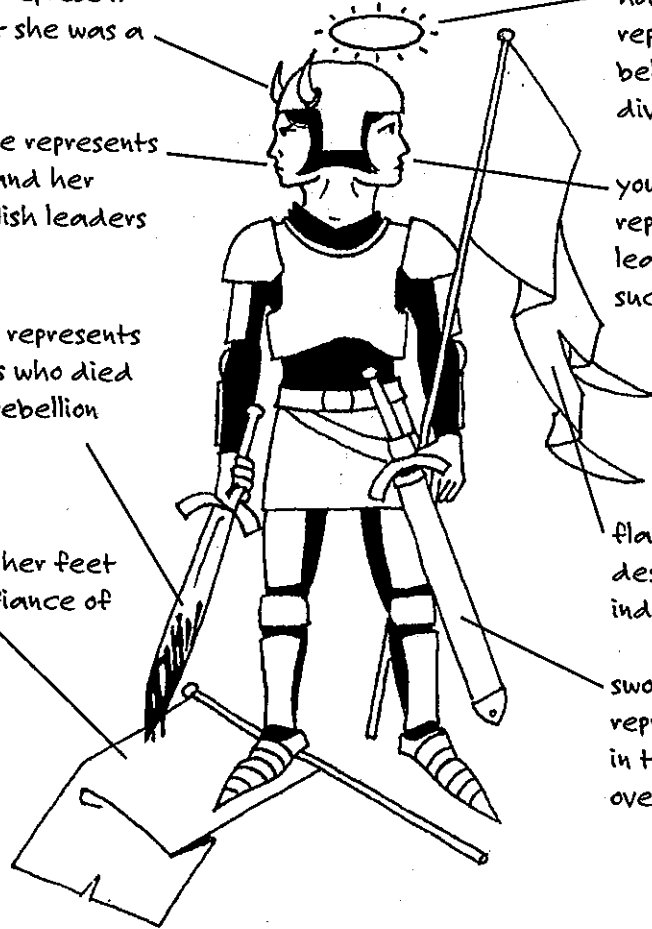
### French Perspective

halo around her head represents French belief that she was divinely inspired

youthful face represents amazing leadership ability at such a young age

flag in hand represents desire to gain French independence

sword in her belt represents courage in the face of overwhelming odds



Joan of Arc

### A NATIONAL HERO:



Hernan Cortés

All of Spain should recognize the great accomplishments of Hernan Cortés, a hero to us all.

- conquered Aztecs
- expanded Spain's claim to the new world.
- helped spread Christianity
- acquired gold and riches

### WANTED:



Hernan Cortés

Be on the lookout for this ruthless, evil murderer, thief, and threat to the Aztec people. Cortés is wanted for:

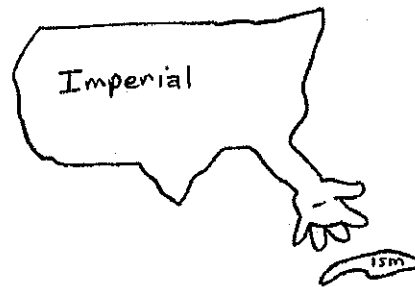
- Murder of thousands of Aztecs
- Destruction of Tenochtitlan
- Enslaving innocent people.
- Robbery of gold and relics

## Pictowords

Create pictowords—symbolic representations of words or phrases that show their meaning—to help define difficult concepts.

### Examples

- Create a pictoword for *imperialism*.
- Create a pictoword for *escalation*.
- Create a pictoword for *appeasement*.
- Create a pictoword for *fascism*.



ESCALATION

appeasement

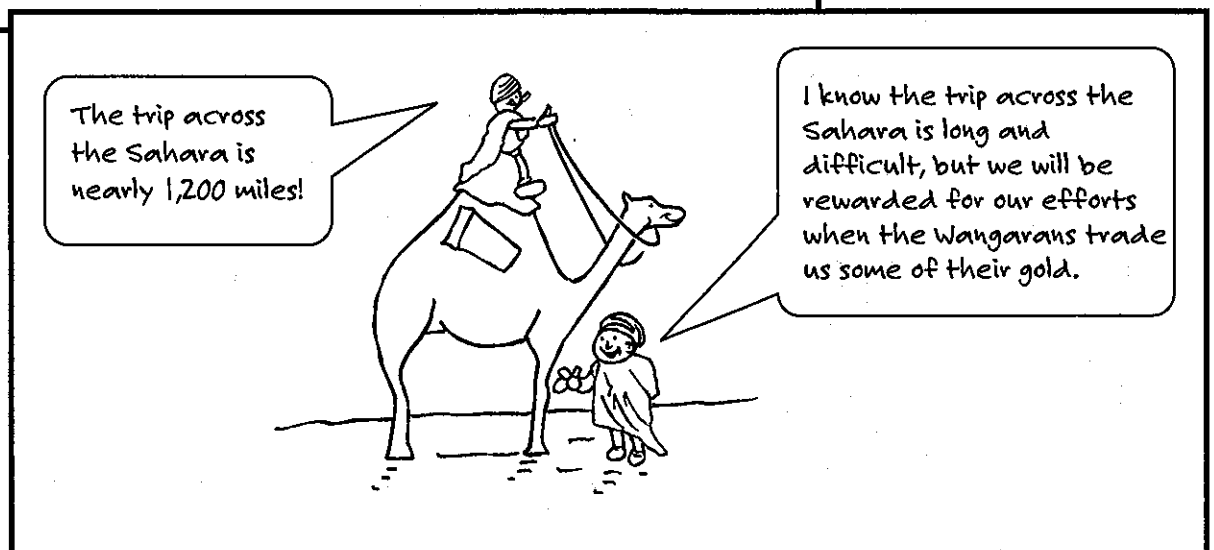
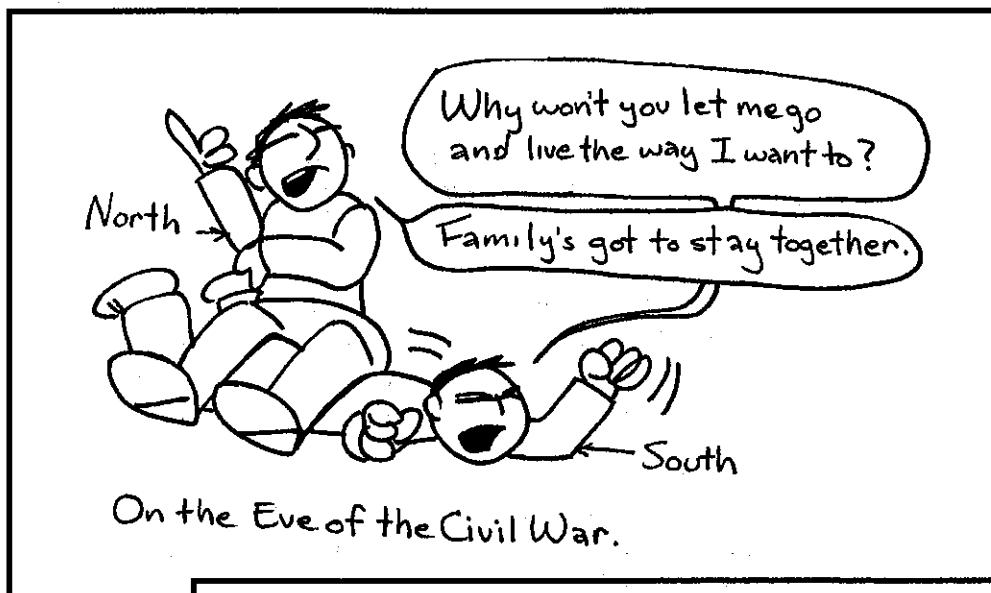
fasci⌘m

## Political Cartoons and Comic Strips

Create political cartoons and comic strips to provide social or political commentary on important historical events.

### Examples

- Create a political cartoon that comments on the relationship between the North and the South on the eve of the Civil War. As symbols for the North and South, you may use siblings, a wife and husband, neighbors, or images of your own.
- Create a comic strip that depicts the steps involved in the silent trading of gold and salt in tenth-century West Africa. Captions or voice bubbles for the comic strip should contain these terms: *North African, Wangaran, Soninke, gold, salt, Sahara Desert, Niger River, and Ghana*.





## Postcards

*After studying specific content, write postcards to summarize information about places or events.*

### Examples

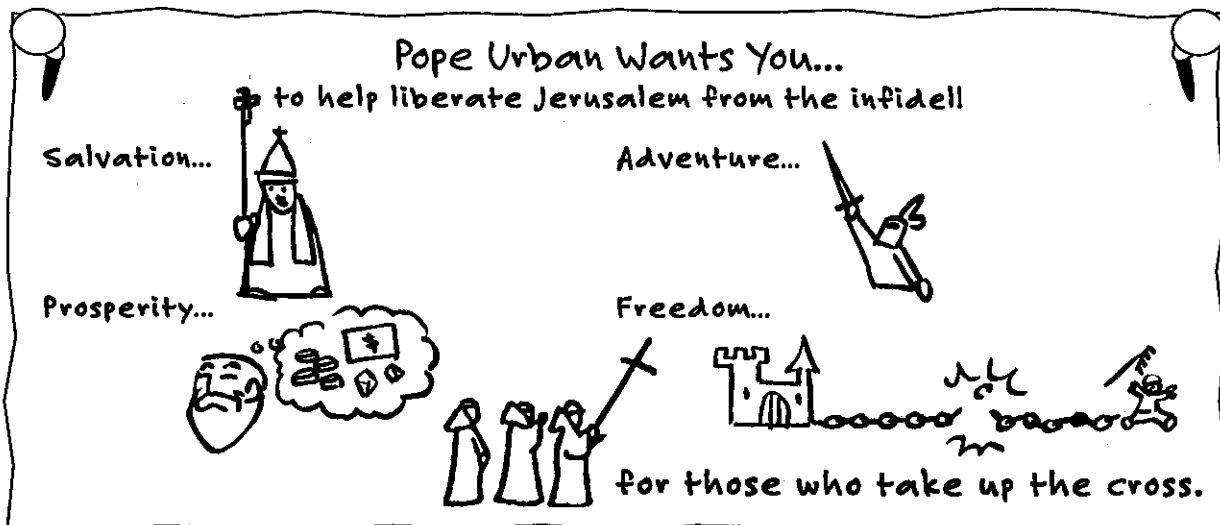
- Assume the role of a colonist who has settled in one of the 13 colonies in the early eighteenth century. Write a postcard to a friend in Europe describing the colony in which you have settled. Describe the key features of the colony and the colonists' reasons for settling there. Create an image for the reverse side of the postcard that includes visuals, maps, or other graphics that highlight interesting aspects of the colony.
- Write a postcard to Stalin from Magnitogorsk as if you were John Scott in 1937. On the reverse side, draw a visual that might have appeared on a postcard of Magnitogorsk at that time.

## Posters

*Draw posters to emphasize key points about political ideas, a political figure's point of view, or reasons behind important historical events.*

### Examples

- Create a campaign poster that might have been used in the election of 1828. The poster should list Andrew Jackson's qualifications for the presidency, include a memorable campaign slogan, and employ colorful visuals. At the bottom of the poster include graffiti that opponents of Jackson might have scrawled on such a poster.
- Create a recruiting poster to encourage Europeans to participate in the first crusade to the Holy Land. Include at least three reasons for going, each accompanied by a visual.



## Provocative Statements

*Have students react to provocative statements to introduce historical themes or to critically assess a historical period.*

### Examples

- “Only the wealthy and the educated should be able to govern.” Write a paragraph that supports or refutes that statement.
- “Manifest Destiny was justified.” Write an essay that supports or refutes that statement.
- “Communism improved life in Russia.” Write an essay that supports or refutes that statement.

## Report Cards

*Use graded evaluations to assess the policies of leaders or governments.*

### Examples

- Evaluate the Allies’ response during World War II. Give a letter grade—A+, A, A–, B+, and so on—and a corresponding written explanation on each of these topics: policy toward Germany before 1939, effectiveness of military actions, response to the Holocaust, and concern for enemy civilians given wartime conditions.
- Evaluate Hatshepsut’s performance as a pharaoh. Give a letter grade—A+, A, A–, B+, and so on—and a corresponding written explanation on each of these topics: expanding the empire, fostering trade with other peoples, and balancing the power among different groups in Egypt.

---

## Encourage Reading for a Purpose

*Ask students to read selections from a textbook, a piece of literature, or a primary source and then connect what they read to what they are learning in class. After an Interactive Slide Lecture, for example, have students read a textbook selection and note five additional details they learned about a topic that were not included in the slide lecture.*

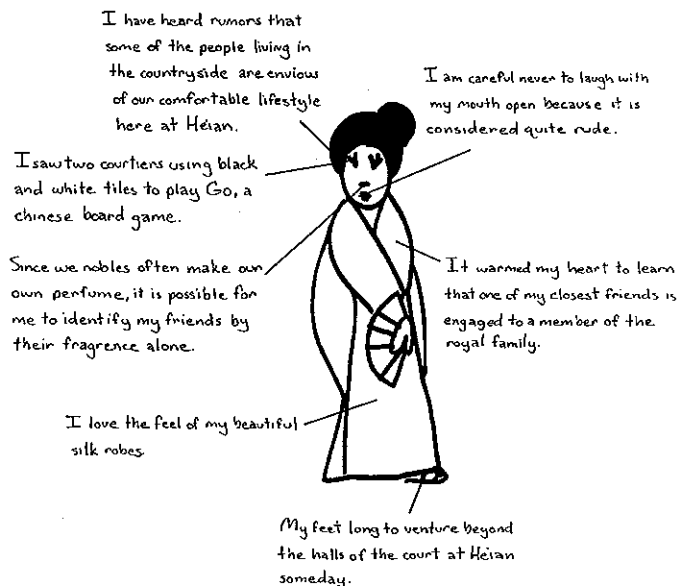
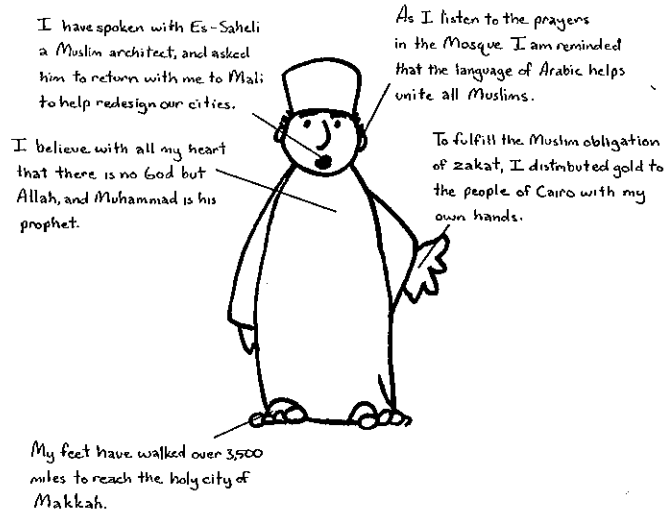
---

## Sensory Figures

Create sensory figures—simple drawings of prominent historical figures with descriptions of what they might be seeing, hearing, saying, feeling, or doing—to show the thoughts, feelings, and experiences of historical figures.

### Examples

- Create a sensory figure for Mansa Musa's pilgrimage to Makkah.
- Create a sensory figure for Lady Murasaki Shikibu that represents daily life in Japan's Imperial Court during the eleventh century.
- Create sensory figures for Malcolm X and Martin Luther King Jr. that show how their different backgrounds and experiences shaped their respective philosophies.
- Create a sensory figure for Elizabeth Cady Stanton after the Seneca Falls Convention.

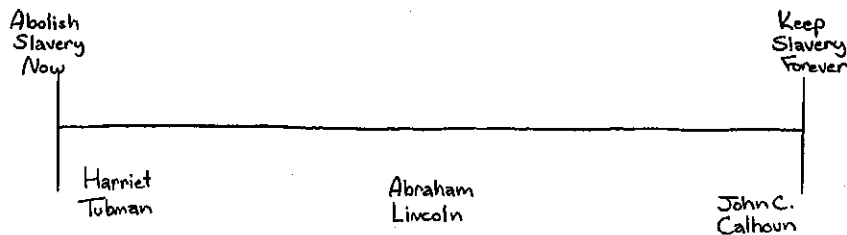


## Spectrums

Place information on spectrums to show multiple perspectives on a topic or to express an opinion about an issue.

### Examples

- Draw a spectrum ranging from “Abolish Slavery Now” to “Keep Slavery Forever.” Use information from your textbook to determine where to place John C. Calhoun, Abraham Lincoln, and Harriet Tubman.
- Draw a spectrum ranging from “Favors Capitalism” to “Favors Socialism.” Place the major political and industrial figures from 1890 to 1940 that we have studied—Eugene Debs, Henry Ford, Emma Goldman, Herbert Hoover, John L. Lewis, Huey Long, John D. Rockefeller, Franklin Roosevelt, Teddy Roosevelt, and Booker T. Washington—at the appropriate places on the spectrum.
- Draw a spectrum ranging from “Praiseworthy Motive” to “Condemnable Motive.” Place each of the five motives for European imperialism—economic, political, religious, ideological, and exploratory—on the appropriate part of the spectrum. Write a one-sentence justification for your placement of each motive.



## Get Great Color

Here are some ways to encourage students to use color:

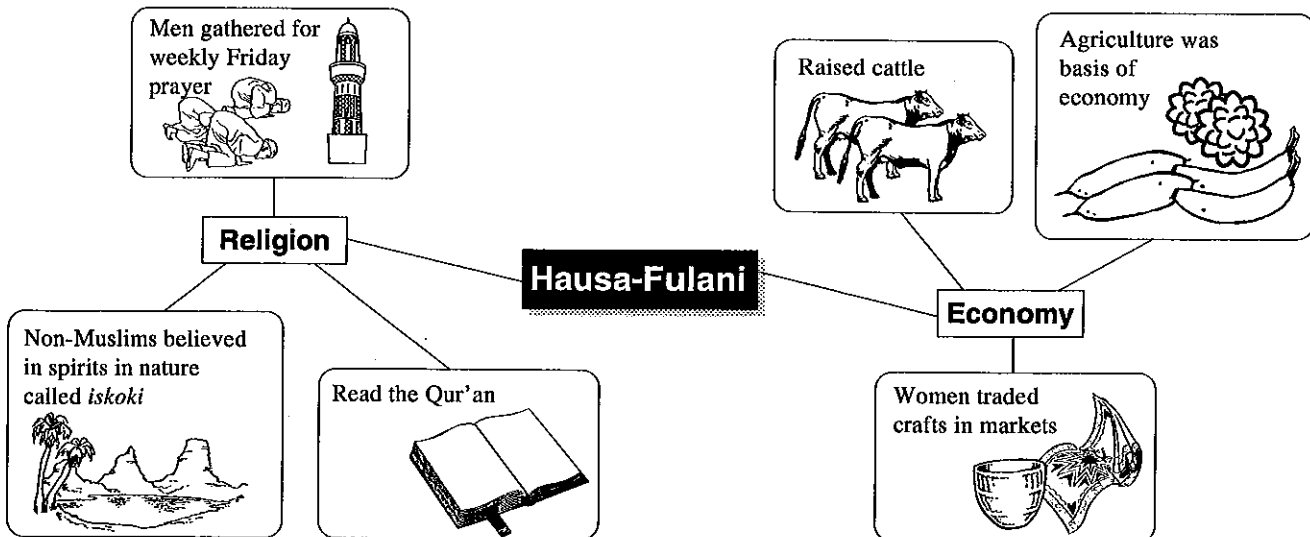
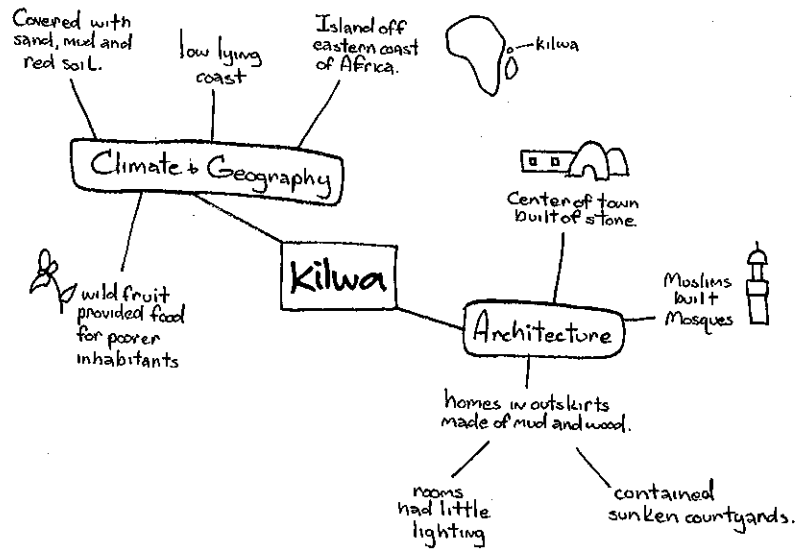
- Require them to purchase highlighters and colored pencils.
- Include the use of color as a criterion for completing assignments.
- Showcase notebooks with good use of color.
- Encourage students to review readings or class notes using highlighters to emphasize key points.

## Spoke Diagrams

Create spoke diagrams as a visual alternative to outlining.

### Examples

- Make spoke diagrams showing the major features of Kilwa, the Kongo Kingdom, and the Zimbabwe state.
- Make an illustrated spoke diagram depicting aspects of life of three prominent ethnic groups in Nigeria at the end of the nineteenth century: the Hausa-Fulani, the Igbo, and the Yoruba.



## T-Charts

*Create T-charts to compare classroom experiences with historical details, to look at advantages and disadvantages of a topic, or to compare and contrast two different items.*

### Examples

- Create a T-chart that compares and contrasts the life histories and beliefs of Martin Luther King Jr. and Malcolm X.
- Create a T-chart that connects specific experiences from the Experiential Exercise activity “Experiencing the Struggle to Maintain Unity in the Mauryan Empire” with historical details from the period.

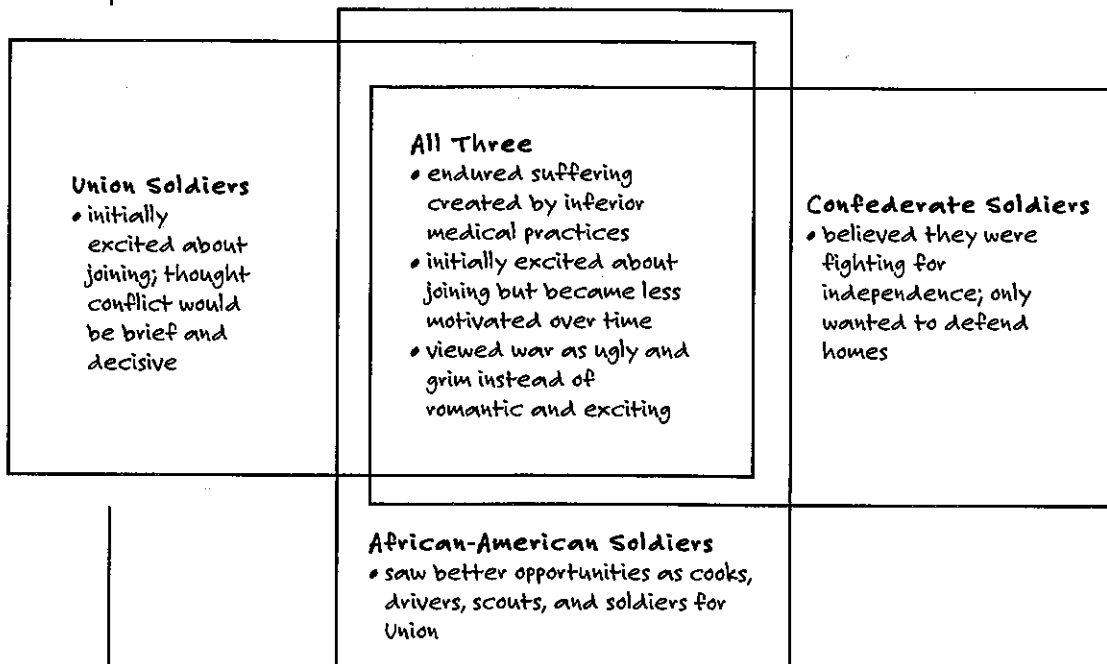
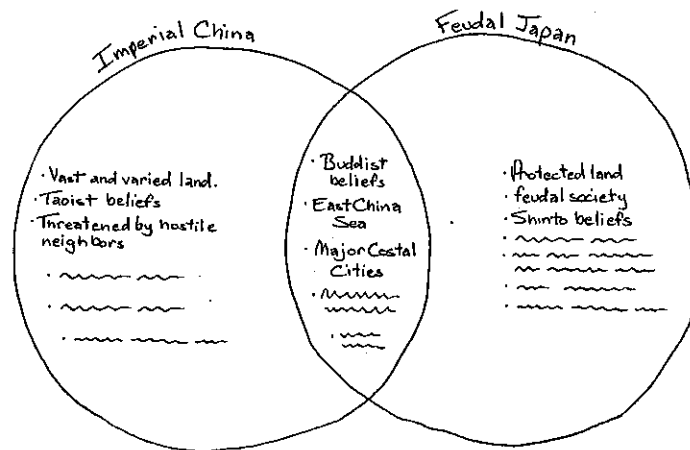
<b>In-class Experience</b>	<b>History of India 184 B.C.E. to 320 C.E.</b>
<ul style="list-style-type: none"><li>• Blue, Green, Orange, and Red groups earned tokens by crossing chairs blindfolded</li><li>• Purple group earned tokens by assisting other groups across chairs</li><li>• Purple group assisted all groups across chairs in round 1 of the activity</li><li>• Purple group earned lots of tokens in round 1 of the activity</li><li>• Some groups earned more tokens by crossing chairs without assistance</li><li>• Some groups chose to cross the chairs without assistance from the Purple group</li></ul>	<ul style="list-style-type: none"><li>• Regional kingdoms produced goods that could be traded for profit</li><li>• Mauryan leaders collected taxes from regional kingdoms in exchange for protection</li><li>• Early Mauryan leadership effectively governed regional kingdoms</li><li>• Mauryan leaders profited from their control of regional kingdoms</li><li>• Kingdoms that traded independently with foreign nations became wealthy</li><li>• Regional kingdoms eventually broke away from the Mauryan Empire</li></ul>

## Venn Diagrams

Create Venn diagrams to compare and contrast people, concepts, places, or groups.

### Examples

- Make a Venn diagram comparing and contrasting imperial China and feudal Japan.
- Make a Venn diagram comparing and contrasting the North and the South before the Civil War.
- Make a Venn diagram comparing the perspectives of Union, Confederate, and African-American soldiers on the Civil War.



## **"What If?" Statements**

*Use "What if?" statements to apply new found knowledge to hypothetical historical situations.*

### **Examples**

- What if women had the same rights as men in the United States over time? Explain the ways in which the course of American history might have been different.
- What if the Industrial Revolution had occurred first in Africa, not in Europe? Describe how you think the course of history in Africa and Europe might have changed.
- What if India did not have a caste system? Describe how you think peasant farmers might have reacted to their plight if they were not part of a caste system.
- What if Malcolm X and Martin Luther King Jr. had not been assassinated? Describe how you think the course of history in the United States might have changed.
- What if you had been drafted to fight in the Vietnam War? Explain how you would have felt and what you would have done.