Welcome to the World of Academic Scrapbooking!

Romeo and Juliet

Diana Vergara & Natalia Seo
Pd.3A
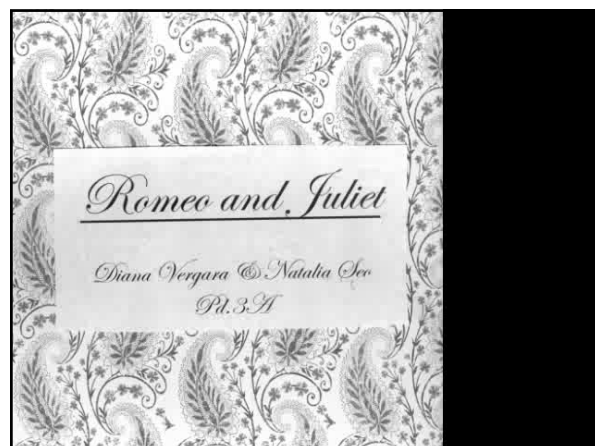
Using Academic Scrapbooking in the Classroom

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Action Research Question

What happens to student retention with World History or U.S. History curriculum when academic scrapbooking is used?

I was looking for a positive correlation between student retention and their completed scrapbook page (called a scraPPage) when the students took a quiz on the lesson the following class.

Student Quote:

"Mrs. Willard, can we do scrapbooking for the SOL because it will help me to remember it."

How did I Develop the Idea?

▣ I was looking for a way to motivate my students to be more interested in History. I had a group of tough to reach students. I regaled my students will stories from my personal travels, my journal, and shared my photos that I had scrapbooked. The students listened. I introduced scrapbooking to them. They participated. I then created a lesson in which the Independent Practice activity was to tell me what they understood from the lesson by completing a scrapbooking page. My "Scrap that Curriculum" program was born! And that was in 1997.

I wanted my students to see themselves being successful in school

Student skills are more diverse. Today's students have many different interests, and the attitude toward sitting in the classroom has changed. Students want meaningfulness in the form of a personalized curriculum.

Antarctica scraPPage

We took class photos of the students building a research Biodome. It was the students idea and I had a parent who donated the materials for the kids. Once the students were done building the Biodome– and I did not intervene at all– we held our class lessons inside. The students took their notebooks inside, took notes, and completed their interactive pages.

Student Quote:

"I'm sitting in the back here; I got myself a plan on how to do this, so don't bother me, okay?"

Data Collection

1. Post activity surveys from the students
2. Graded Student Portfolio
3. Anecdotal notes from observations
4. Photographs
5. Students scores on lesson quizzes the block period after academic scrapbooking
6. One-on-one conferencing with students

Scrapbooking the Curriculum Student Processing

Using the scale below, rate your experience with the scrapbooking activity.

| Yuck! | ➡ | Okay | ➡ | Do it again! |

1. I feel that this was a positive learning experience for me. Score:
2. I feel that I will better remember the lesson now. Score:
3. I feel seeing a photo of me interacting in a positive manner with the curriculum helps me to appreciate what I am doing better. Score:
4. I feel that being able to scrapbook the lesson is something I would be willing to try again. Score:
5. Please use 1 or 2 words to let me know what you remember what you were scrapbooking.

Data Analysis

- Academic Scrapbooking promotes positive attitudes in students.
- Students will request academic scrapbooking after the first time, however, I don't use it more than 1-2 a month.
- Fits into the teacher's teaching style with limited classroom routine adjustments.
- Shows students how to make personal meaning of the curriculum. Connection!

Student Quote:

"When I see the photograph of me in my notebook doing the page, I think of that on a test."

Taking a Look in 2005 and Back Again in 1997 at the Analysis
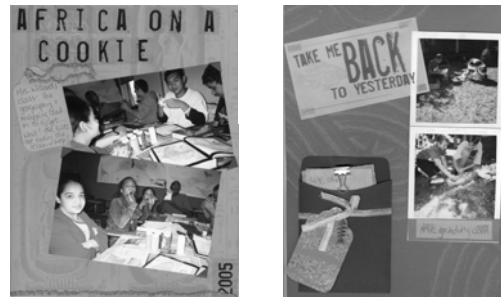
Student Quote:

"Doing the geography on a cookie that looked like Africa will be something I will remember for all my life time because I have a photo of me making the geography of Africa on top of that huge Africa cookie to go along with my memory. It's like my memory will be more accurate now."

Julius Caesar: Ancient Rome

This student was always resistive to having her photo taken. I was very surprised when one day she came into my classroom and asked when we were doing Academic Scrapbooking again. I suggested that we could do it with the Ancient Rome unit and she yelled out: Julius Caesar! I used my photos from my research of the Forum (ancient Rome) and Julius Caesar's grave to regale this student. She was thrilled!

Student Quote:
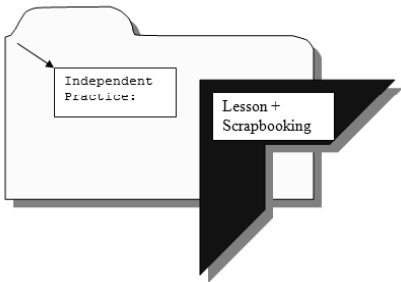
"I like this because it makes it easier to remember since I'm doing something with Julius Caesar. He's like someone I know now."

Conclusions/Findings

- ▣ Changes the way students interact with the curriculum.
- ▣ Students feel supported because they have a visual record.
- ▣ Actively engages students in learning– most want to have their photo taken. (Photo is only taken when student is actively engaged.)
- ▣ Student directed = student ownership
- ▣ Easy to adjust the complexity of the skill level.
- ▣ Positive correlation between grades after academic scrapbooking.

Meeting Standards

Modifying to Meet Standards

How Did I Do This in the Classroom?

Independent Practice:

Lesson + Scrapbooking

STUDENT RETENTION
Student Motivation
Go hand-in-hand

Could I activate schema with visual literacy beyond that of the textbook?

Students Follow their Personal Agenda to Complete the scraPPage
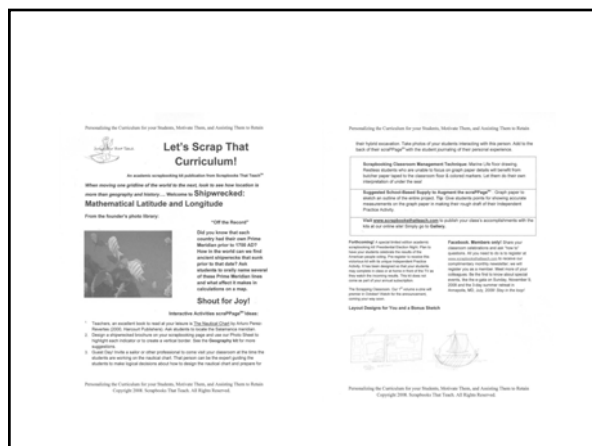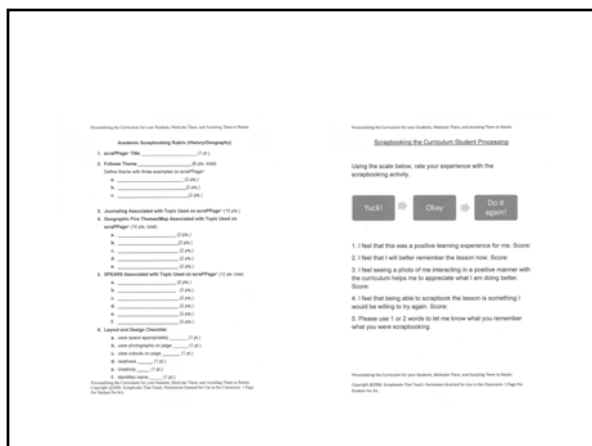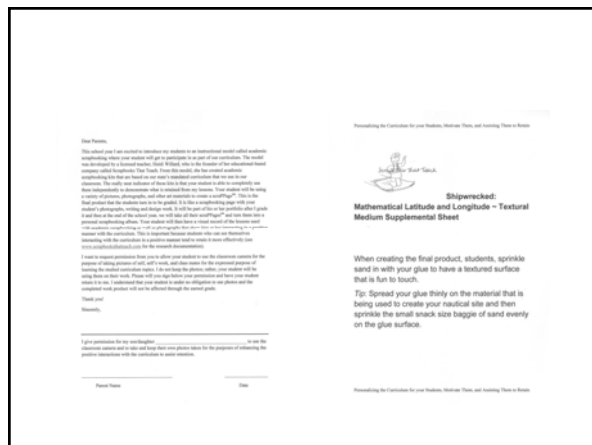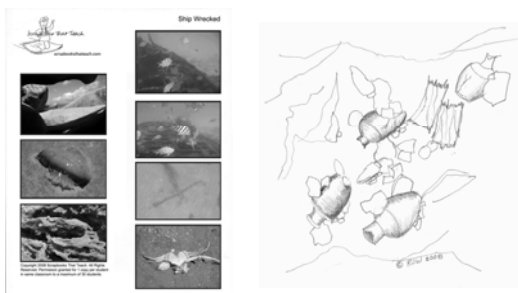
The Portfolio into a Scrapbook

At the end of the year we turn the students' portfolio into a scrapbook. All the students work is used and they use different styles , like collage, and art mediums to complete this project. We use it as an in-class activity to prepare for finals. I provide them with the study guide and as they go through the portfolio, they are to further embellish and journal their work to ensure that they adequately prepare themselves for the final. I expect to see that they have inserted graphic organizer s and reports and other materials from the year . So that, they are not graded for creating the scrapbook, rather they are graded on how well they have prepared themselves for the final and 1/3 of the grade is the final grade averaged in.

Implications and Recommendations

▫ Findings are important because students see themselves interacting in a positive manner with the curriculum. With their visual record, students feel that the classroom is a place where they can learn in a way that works for them and this is assisting them to retain high school assessed curriculum.

Inside your A.S.K.

Shipwrecked: Mathematical Latitude and Longitude – Project Sheet

Shipwrecked:
Mathematical Latitude and Longitude – Cutouts

Tenerife meridian   Cadiz meridian

Degrees   Nautical chart

Tip: Blend chalk on edges of words.

Tip: Use stamping ink around the edges of the cut out words.

Sun and Stars	Astrolabe
Quadrant	Measuring depths
Greenwich meridian	Pan's meridian
Fathoms	

Journaling Prompts:

(Teachers, you are permitted to adjust the wording on these journaling prompts in order to accommodate all your students so that each one is able to successfully participate in the journaling activity.)

"Matteo Ricci was a great cartographer in 1583 who made errors in calculating longitudes of up to 5 degrees when using the Tenerife Meridian."

"It was a Greek man, Eratosthenes, who measured the angle of the sun at noon on a June 21 of some year and logically deduced that the resulting arc, at approximately 7 degrees, was 1/50 of the earth's meridian."

"Did you know that meridian is equal to 250,000 estadia or in other words, 28,000 miles? Eratosthenes' mathematical error was less than 14%, which in my way of thinking, is incredibly precise for a guy living 2 centuries before Christ!"

Thank you!

How will you assist your students to personalize the curriculum? Motivation-to-Retention. Consider the possibilities.

This Classroom Does Academic Scrapbooking

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