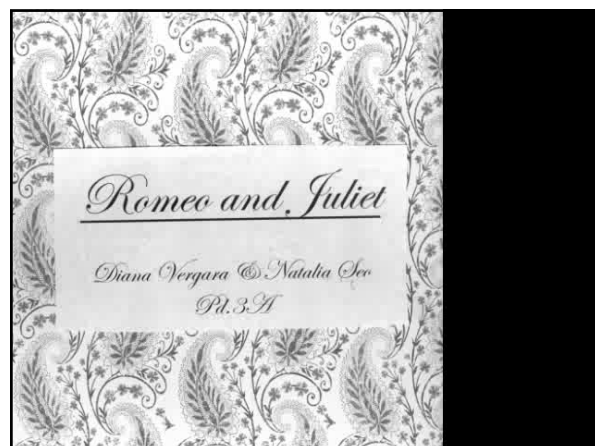


Welcome to the World of Academic Scrapbooking!



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 scrappPage) 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 with 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.



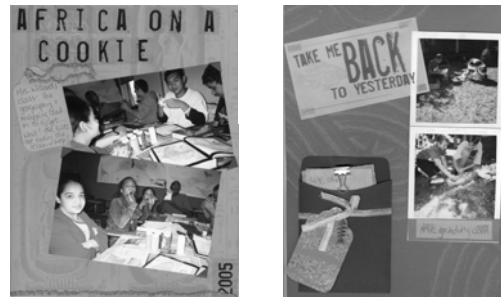
1. I feel that this was a positive learning experience for me. Score:
2. I feel that I will better remember the lesson now. Score:
3. I feel seeing a photo of me interacting in a positive manner with the curriculum helps me to appreciate what I am doing better. Score:
4. I feel that being able to scrapbook 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:**

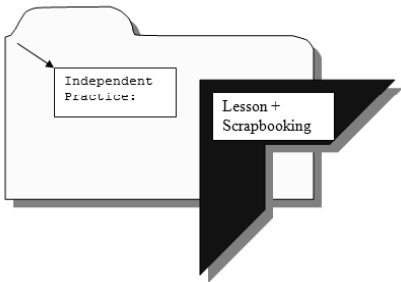
"I like this because it makes it easier to remember since I'm doing something with Julius Caesar. He's like someone I know now."

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.

The left image shows a student at a desk with a whiteboard labeled "MOSAICS" and a vertical ruler. The right image shows a pink sticky note with handwritten notes and a checklist.

How Did I Do This in the Classroom?



Independent Practice:

Lesson + Scrapbooking

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

Using a Personal Agenda for a Student's ScrappAge

Students follow their Personal Agenda to complete the scrappAge. The agenda is a personal agenda that is used to track the progress of the student's work. The agenda is a personal agenda that is used to track the progress of the student's work. The agenda is a personal agenda that is used to track the progress of the student's work.

Here's What You Can Do To ...

Student's Progress	Student's Personal Agenda	Student's Progress	Student's Personal Agenda
1	Student's Personal Agenda	2	Student's Personal Agenda
3	Student's Personal Agenda	4	Student's Personal Agenda
5	Student's Personal Agenda	6	Student's Personal Agenda
7	Student's Personal Agenda	8	Student's Personal Agenda
9	Student's Personal Agenda	10	Student's Personal Agenda
11	Student's Personal Agenda	12	Student's Personal Agenda
13	Student's Personal Agenda	14	Student's Personal Agenda
15	Student's Personal Agenda	16	Student's Personal Agenda
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47	Student's Personal Agenda	48	Student's Personal Agenda
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93	Student's Personal Agenda	94	Student's Personal Agenda
95	Student's Personal Agenda	96	Student's Personal Agenda
97	Student's Personal Agenda	98	Student's Personal Agenda
99	Student's Personal Agenda	100	Student's Personal Agenda

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The Portfolio into a Scrapbook

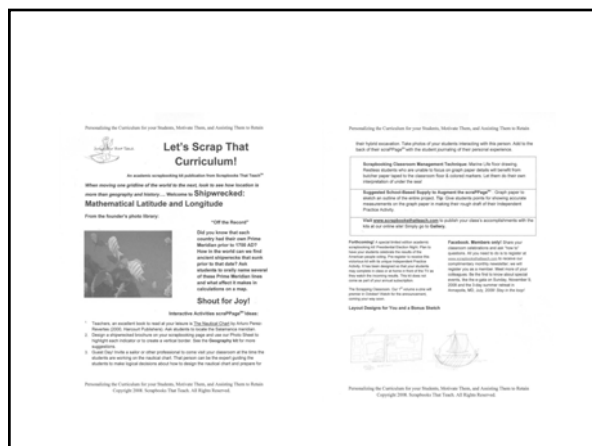
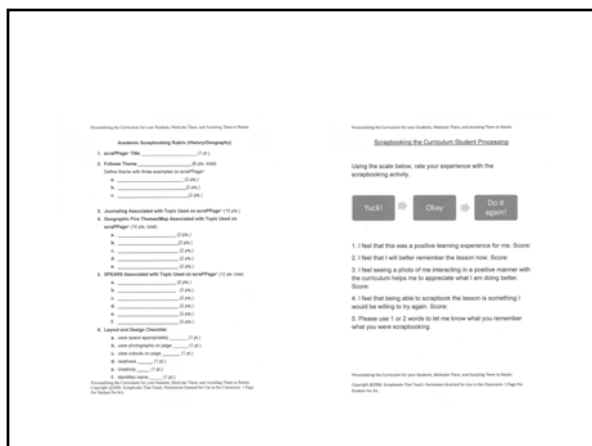
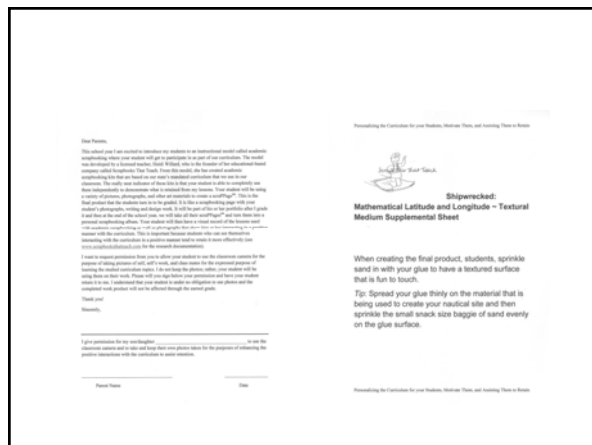
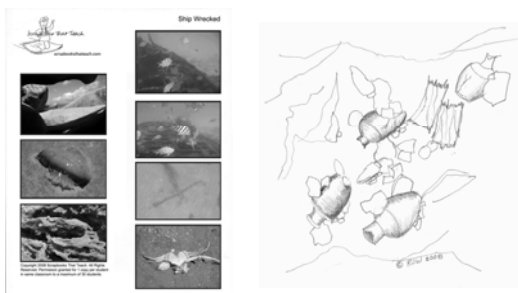
At the end of the year we turn the students' portfolio into a scrapbook. All the students work is used and they use different styles, like collage, and art mediums to complete this project. We use it as an in-class activity to prepare for finals. I provide them with the study guide and as they go through 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.



[illegible]

Responsible for Continuity for your Students, Monitor Theirs and Assisting Them to Achieve



Shipreckless!
Mathematical Latitude and Longitude – Cutouts

Each student needs a copy to assist in solving the vocabulary words to use on their worksheet!

Terrific meridian Degrees	Cadiz meridian Nautical chart
-------------------------------------	---

Responsible for Continuity for your Students, Monitor Theirs and Assisting Them to Achieve

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

Journaling Prompts:

(Teachers, you are permitted to assign the writing 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 1582 who made errors in calculating longitudes of up to 5 degrees when using the Terrestrial Meridian."

Tip: Blend chalk on edges of words.

←

Tip: Use stamping or around the edges of the cut-out words


Students make an outline of a word and colored letters from the story. Then, a poster board with a background color is prepared. A word and colored letters are placed on the poster board. (Copyright © 2008 American War School, Inc. All rights reserved.)

Students make an outline of the word and colored letters from the story. Then, a poster board with a background color is prepared. A word and colored letters are placed on the poster board. (Copyright © 2008 American War School, Inc. All rights reserved.)

Students make an outline of the word and colored letters from the story. Then, a poster board with a background color is prepared. A word and colored letters are placed on the poster board. (Copyright © 2008 American War School, Inc. All rights reserved.)

Thank you!

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



This Classroom Does Academic Scrapbooking

Palmer County Public Schools
Heidi Wilkins, M.Ed.
Teacher/Researcher Lesson Group 2006-2