Using Worksheets as Guided Notes

Action Research Project

By Collin Barnes

The Students

"All Hands on Deck!"

High School Junior U.S. History Classes

1st Period: 32 students, 16 female, 16 male.
Typically very sleepy (class starts at 6:44 am), unmotivated

2nd Period: 28 students, 9 female, 19 male.
Exceptionally unmotivated, negative criticism, more complaining than work

5th Period: 26 students, 11 female, 15 male.
Dynamic class, humorous, partially motivated, unwilling to do large projects

6th Period: 27 students, 14 female, 13 male.
Highly motivated, positive criticism, talkative, humorous

The Problem

“Hurricane's a Comin'!”

- Students' test grades are generally below average
- The school has a set test for each quarter taken from the US History textbook
- Tests need to be from the textbook, but it is not fun to read
- Students were required to take notes from the textbook before, but they were not detailed and it was clear that many did not do the readings.

The Plan

"What's Our Heading?"

- How can I implement a new strategy without completely changing what these students are used to?
- "Guided Notes" to aid students' readings
- What is important, and what is not?
- How can I make it fair and valid?
- How will they be assessed?

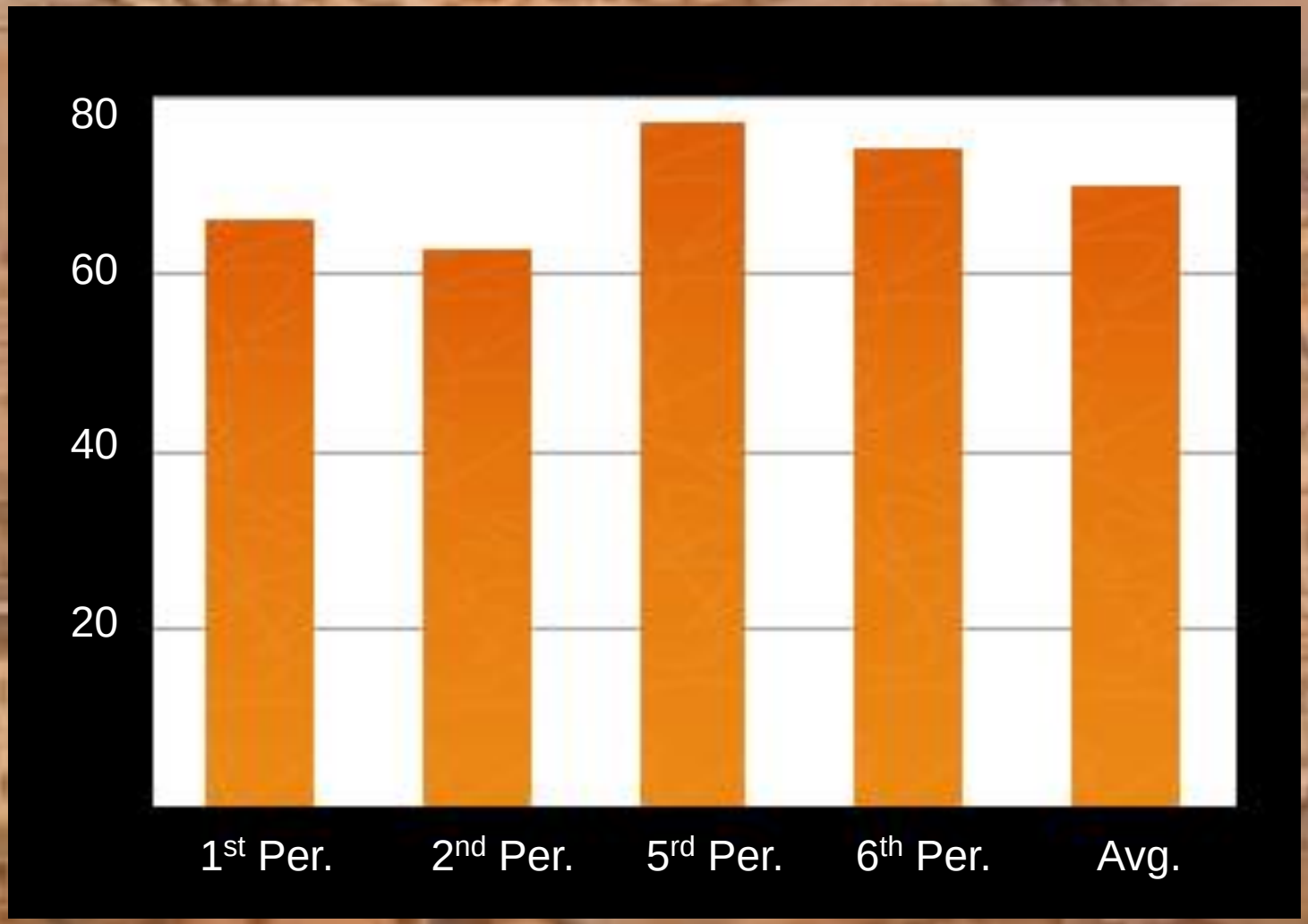
The Plan

"What's Our Heading?"

- Create worksheets that correspond to each chapter
- Read the chapter, separate important information from non-important information
- Distribute and have them fill them out as they read
- Collect on the day of the test

Pre-Test

"Gettin' Yer Sea Legs"



The Research

"Where's the Treasure?"

- M.A.X.: Motivation, Acquisition, and eXtension (Mark Forget, 2003)
- Essential characteristics for using a worksheet effectively (Arlene Pincus, 2005):
  - Does the worksheet aim at a research-based goal?
  - Does the worksheet employ effective and efficient means to reach that goal?
  - Is the worksheet used for instructional modeling, or as guided practice?
- Six factors to making an effective worksheet:
  - Frequency/Extent, Free Time, Choice, Guidance, Social Interaction/Cooperation, and Focusing Attention (Ute Harms, 2008)

Chapter 26, Section 1
Origins of the Cold War

1) **Define:**
-Satellite Nation:

-Containment:

-North Atlantic Treaty Organization (NATO):

2) List the differences between the United States and the Soviet Union in their respective areas.

United States	Soviet Union

3) Why was the United Nations (UN) established? How did the US and Soviet Union use it?

4) Who coined the term "Iron Curtain"? What did it mean?

5) What was the "Cold War"? What does it mean when a war is "cold"? How long did it last?

6) What was the Truman Doctrine? Why did Truman create this doctrine? How was this similar to the Marshall Plan?

7) What did the Soviet Union do to try and take West Berlin? How did the US and Great Britain counter this? What was it called, and what did it do?

8) What countries were a part of NATO?

9) What was unique about America's involvement in NATO? What political position did it make impossible?

10) Describe, in two or three sentences, something interesting you learned in this section that you did not know before.

Observations

"Keep a Sharp Eye!"

- Students would use time after they completed assignments to work on their worksheets
- Half of the students would write short answers, half would write extensive answers
- Most showed evidence of thought and research
- Overall, I got positive reactions from the students
  - Based on informal assessments throughout every period

Observations

"Keep a Sharp Eye!"

Chapter 27, Section 2

The American Dream in the Fifties

1) **Define:**

-Conglomerate: a major corporation that includes a number of smaller companies in unrelated industries.

-Franchise: right, sold to an individual, to do business using the parent companies name & system that the parent company developed

-"Belongingness": Feeling of fitting in to a certain place or atomsphere.

-Baby Boom: a sore number of births, greatest amount of births in 1957

-Consumerism: buying material goods came to be equated with success

2) What was one of the most successful franchises? How did it happen? What made it possible?

Mcdonalds, A man bought the name and invested a'lot of money opening several of them

3) Did individualism increase or decrease during the 1950s? What contributed to this?

Decrease, the feeling of "Belongingness"

4) What made commuting possible? Where would people travel (ie: where did they work, where did they live, why was commuting necessary?)

A'lot of private automobiles, to work, they lived in the suburbs and worked in the cities.

Observations

"Keep a Sharp Eye!"

Chapter 26, Section 1 Lecture Guide

1) _____ led the Nationalists in China.

2) _____ led the Communists in China.

3) Characteristics of the Nationalist Party

a) Area Controlled:

b) Relied on _____ for aid

c) _____ leadership

d) _____ morale

4) Characteristics of the Communist Party

a) Area Controlled:

b) Relied on _____ for aid

c) _____ leadership

d) _____ morale

5) What happened after Japan left China? _____

6) Split along the _____ Parallel.

7) _____ attacked _____ first.

8) _____ supported South Korea militarily.

9) _____ supported North Korea militarily.

10) What was established between the two countries? _____

(Hint: Outside of the war in the Middle East, it is the most militarized area in the world.)

11) _____ wanted to attack China after pushing into North Korea.

12) What happened to him? _____

Chapter 26, Section 2 Guided Notes

1) What made the Cold War "cold"? _____

2) The Soviets were angry with the US because we kept the _____ a secret.

3) US was angry at the Soviets because they _____

_____

4) USSR was supposed to allow _____. Did they? ___ Yes ___ No

5) The Soviet Union started controlling _____ and made them Communist.

6) The _____ took a policy of _____

7) Only two powers in the world. 1: _____, 2: _____

8) The division of Europe between these two views was known as the _____

(Coined by Winston Churchill)

9) After the attack on Turkey and Greece, President Truman made the _____

10) The _____ said the US would _____ and _____

_____ that is _____ pressures to become _____

11) The _____ provided $_____ to _____ countries in

_____ Europe in hopes of making them like _____

12) The city of _____ was divided into two main sections.

13) _____ tried to starve out the _____ by closing roads/railroads.

14) _____ responded by sending _____ full of _____

and _____.

15) Lasted _____ days, and had _____. (About _____ per day)

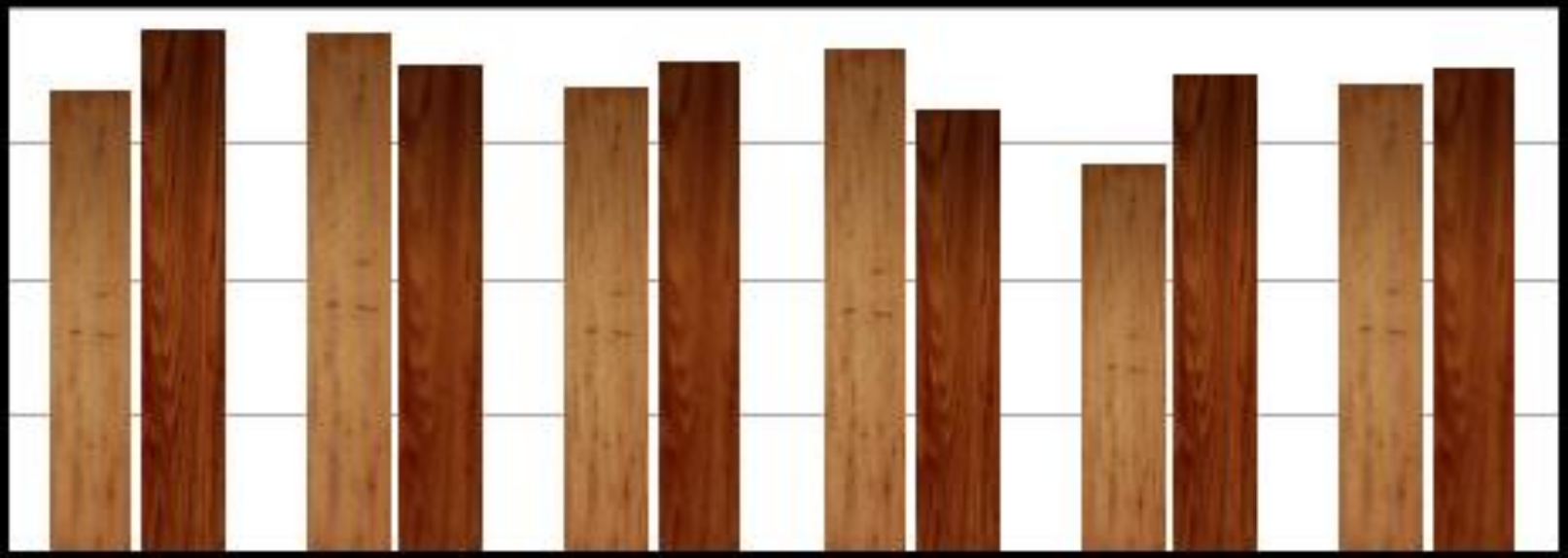
16) _____ realized it couldn't work alone, so it joined _____

17) _____ prevented the _____ from ever being _____ again.

Results

"By the Sweat of Our Brow, and the Strength in Our Backs"

	Test 1	Test 2	Test 3	Test 4	Test 5	OVERALL AVERAGE
Without Worksheet	76.5	86	77	83.5	64	77.4
With Worksheet	86.5	80.5	81	73.5	79	80.1



Conclusions

"Bring Me That Horizon"

Strengths

- Students did the readings
- Participation in class increased
- Students gained the important knowledge and glazed over the unimportant information
- Test scores increased overall
- Most students enjoyed the sheets

Weaknesses

- Not enough time to properly assess
- Needed to get to know the classes more thoroughly before initiating the plan
- Seemed daunting to some students and they would not complete the worksheets
- Findings did not show a *drastic* increase in scores

Work Cited

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