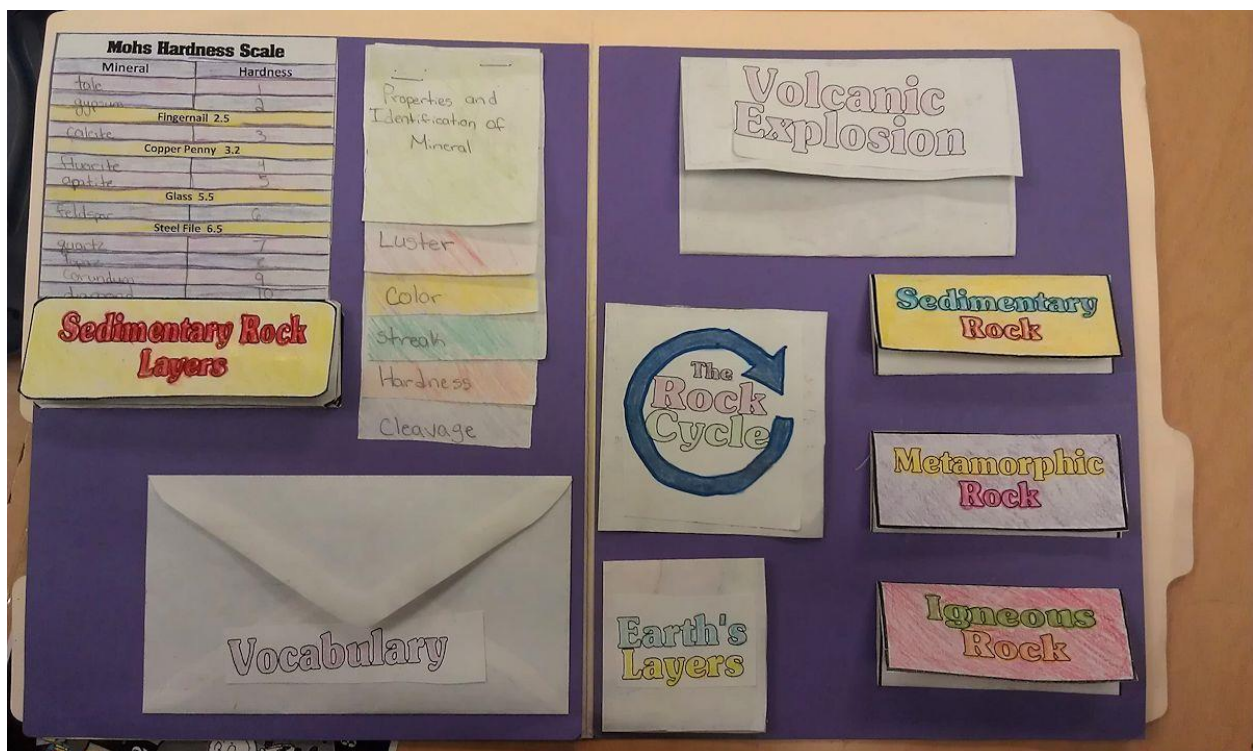


The Nervous System – Brain Part Lap Books

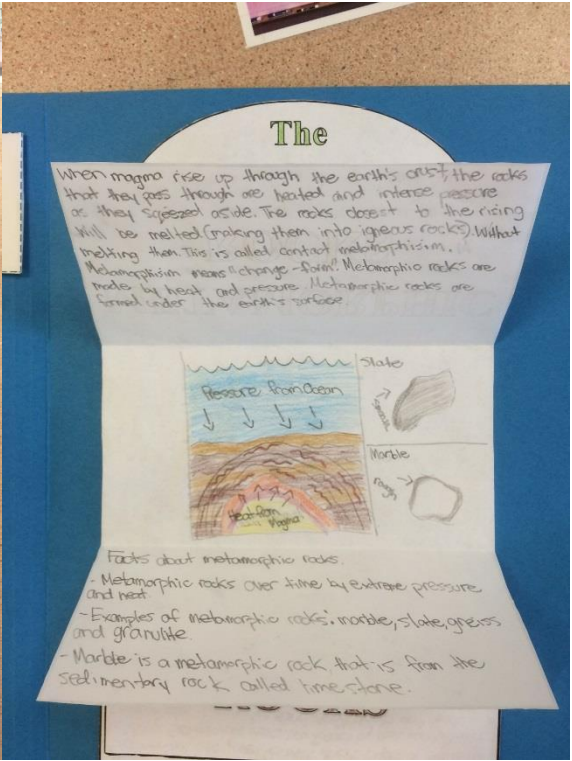
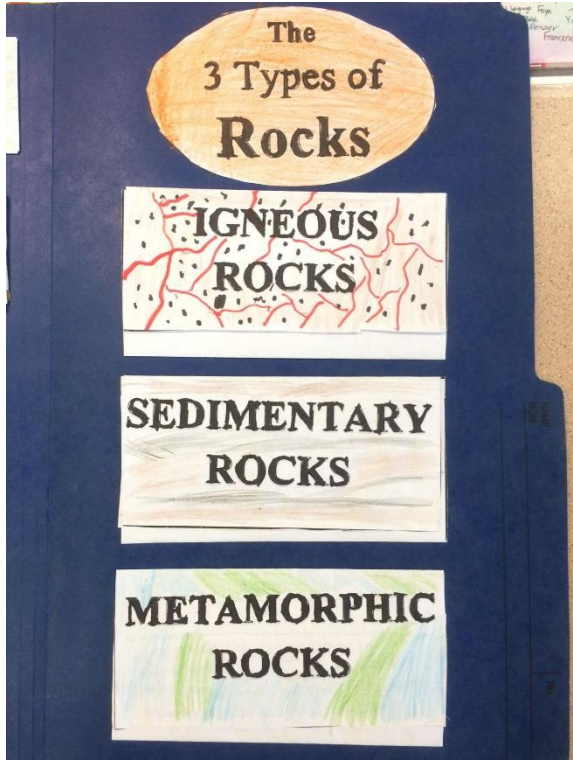
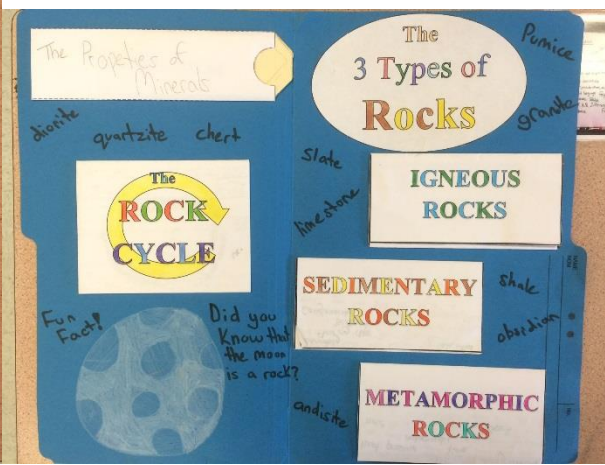
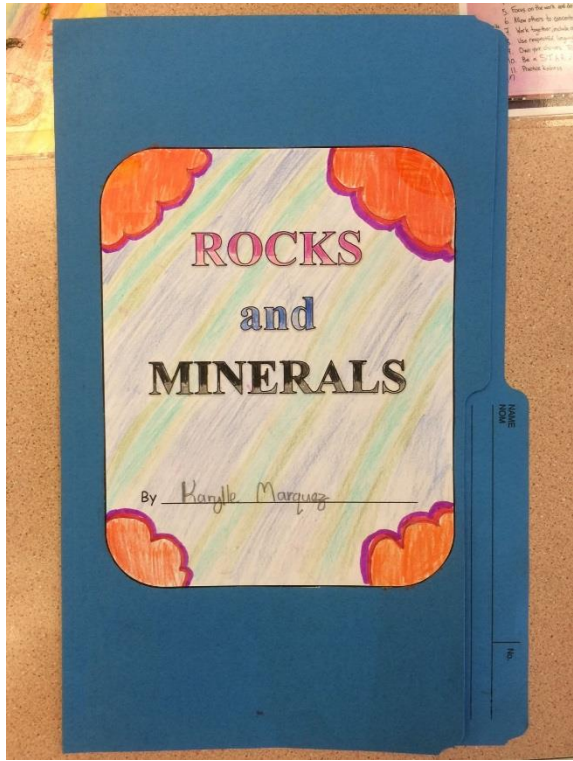
Hello, scientists. Welcome to your first science/research/note-taking/writing/design/art/math project.

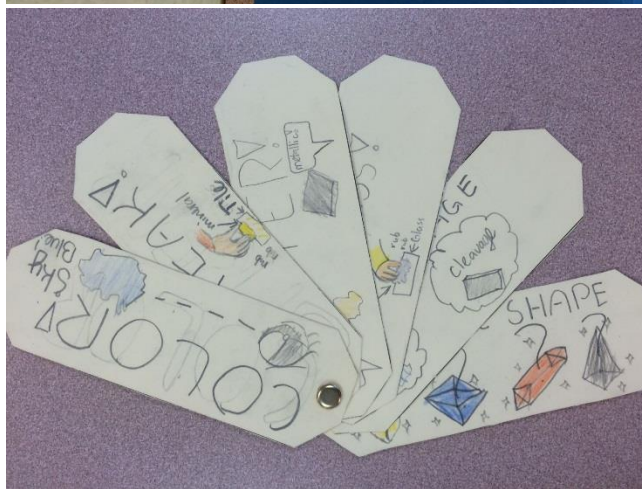
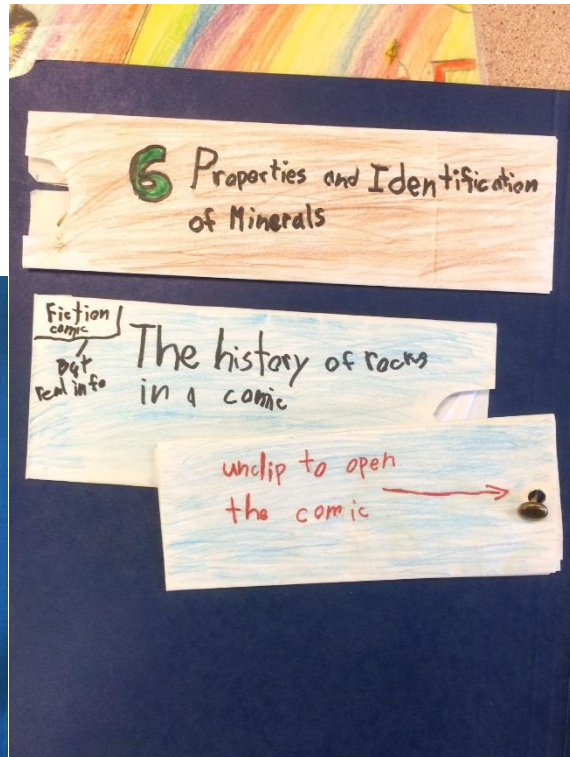
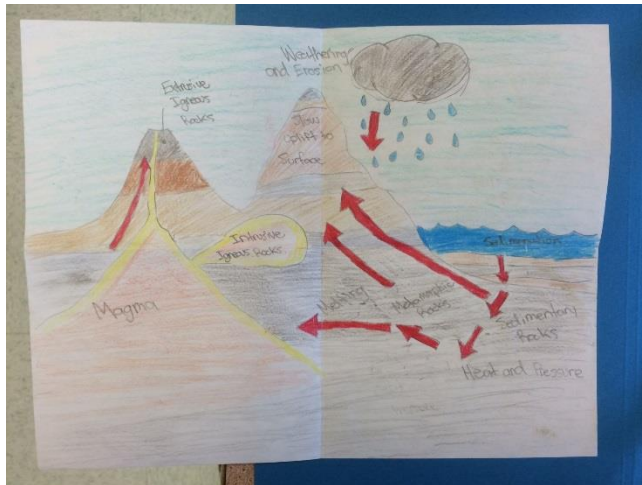
You have been given an alter ego: one of the parts of the human brain. Your job is to become an expert on this section of the brain, to help others digest and remember your learning, and to seek connections between your brain part and those of others. Remember what Wu Mei said to Wing Chun about *Siu Nam Tao*: “To recognize the whole through the observation of a small part.”

Your project will be contained in a “lap book.” Here’s some examples from lap books used in a grade 4 class for a rocks and minerals project (we’ll also look at some examples of how past MACC students used this form of presentation):



<http://talesofagrade4teacher.blogspot.ca/2012/08/we-rock-rocks-minerals-lapbook.html?m=1>





A lap book is an interactive presentation – viewers will touch and open the various pockets and collapsables. It is a distant relation of the pop-up book.

You can use whatever form of interactives you wish. Go to this page and look at the options: <http://www.homeschoolshare.com/lapbook-templates.php>

You can print these out at school or at home. If you need cardstock (thicker paper), let me know. Our class blog has links to other options (under Science). Also, feel very free to make your own unique forms of interactives!

You will create a project that has:

1. **A cover** with your brain name clearly written and with images and/or designs that make sense, given the nature of your brain part. This is where your design skills and attention to aesthetics (making it pleasing to the eye) come into play.
2. **A back cover** with the name of your brain part clearly written. This needs to be visible and legible (readable) from across the room.
3. An interactive **containing a detailed written description of the function of your part of the brain, *written in your own words***. (notice the double-dip of bold and italics there!).
4. An interactive containing **a detailed diagram of the brain**, noting the location of your brain name and the other parts of the brain that your part functions most closely with.
5. An interactive containing **a written mnemonic or memory aid for the name of your brain part, and a visual mnemonic or memory aid that will help others remember the name and function of your brain part**. For example, the amygdala could be represented by a knight, Sir Amygdala, guarding the brain and its host from real or perceived danger.
6. An interactive containing **a comic strip** depicting what life would be like for someone who was born without your part of the brain, or who had your part of the brain damaged.
7. An interactive containing **a list of the ways in which your part of the brain is connected to other parts**, focusing on “how”—e.g. *how* are they connected? How do they function together? This can be in any form you choose – a written list, a drawing, a map, a web, etc. Regardless of its form, the information needs to be clear and detailed.
8. **A web of your research notes**.
The focus is on visual hierarchy: Big ideas are connected to sub-topics, which are connected to the smaller but important details.
Big ideas have the biggest containers; details have the smallest containers.
After you have created your base web, connect related information across your web, but only if you feel you can justify (explain) the connection.
There is no right number of connections. There may be a few; there may

be many. I may ask you to explain one or two of them to me...

What can you do to help your viewers read and make sense of your web? How might color help? Might a legend or key be useful? What can you do to aid in clear communication?

9. *Optional*: an interactive explaining or showing what is happening with your part of the brain when a person is engaged in mediation or gratitude.
10. If you have time, you can add extra interactives containing information that you think is interesting and relevant. This is optional.

Stage 1 – Research

Use web and print resources to gather information about your part of the brain. Use your comp book or a Word or Google doc to record your notes and to track your sources. You are highly encouraged to take notes by hand, rather than type them up—science has proven that students who take notes by hand retain and process the information at a higher level than those who type (I wonder why?).

Note-taking formats to consider: webs, sketchnotes, mindmaps. Grade 7s, you have some of those skills; grade 6s, we will look at web-making as a class.

Remember that good notes capture all of the important information **in as few words as possible**. This helps avoid the trap of unintended plagiarism when it comes time to write up your work.

The era of cut and paste and change a few words has come to an end!

You are looking to find the following information:

- the location of your part of the brain within the nervous system
- the function of your part of the brain, aiming for a deep understanding of “how”
- how your part of the brain functions in relation to other parts of the nervous system
- information about or case studies of people born without your part of the brain or who had this part of their brain damaged

- information about what is happening in your part of the brain when a person is engaged in mediation or gratitude

We will meet to look at your research notes. I will be interested in the following:

- do you have a system of organization for your notes? Can you find information quickly and simply when you need it?
- have you recorded ideas in your own words?
- are you using the fewest possible words to capture the essence of the information you are trying to capture?
- have you challenged yourself to dig deep and be thorough in your approach?
- have you taken steps to help yourself fully understand the information you are exploring?
- have you kept track of your sources?

Stage 2 – Building and Seeking Connections

After you have gathered all of your information, you will begin to build your project.

The first step will be to actively explore the interactive options that are available to you and decide which interactives you will use—and then print those out. You might want to print two copies of each in case you make irreparable mistakes. Feel free to create your own interactives, too.

While you are building, you will be given opportunities to visit classmates to gather information to help you form connections.

The last step will be a detailed, sketched plan, including color-testing, as to how you will organize your information effectively and efficiently within your lap book.

During this phase, you will be assessed on your time management, the degree to which you embrace exploration and practice (process > product), and effort.

Remember, effort means:

1. Being ready to work
2. Keeping track of your materials
3. Working well with others and the teacher
4. Focusing on your work and allowing others to focus on their work
5. Asking questions to clarify understanding
6. Managing your time well

Stage 3- Gallery Walk

After your projects are built, you will have time to explore each other's projects. You should be prepared to answer questions that your peers may have about your part of the brain.

Final assessment will be based on your notes, fully embracing process, your finished project, participation in class discussions, and a short written/drawn response about the nature of the systemic nature of the brain (how it functions as a system).

This work will also tie into our explorations in Physical and Health Education and Mindset. Guiding Question: **When we are meditating, what is happening in the body and the brain?** Keep your antennae up for ideas—both in your own research and in what you are learning about other people's brain parts.

Good luck! Use your brains!

DUE DATE: TBD