

- Groups are a tool teachers may choose to use
- Groups enable teachers to communicate with particular students
- All annotations and groups established before the upgrade will be available in the new format

WORKING WITH GROUPS



Introducing Groups

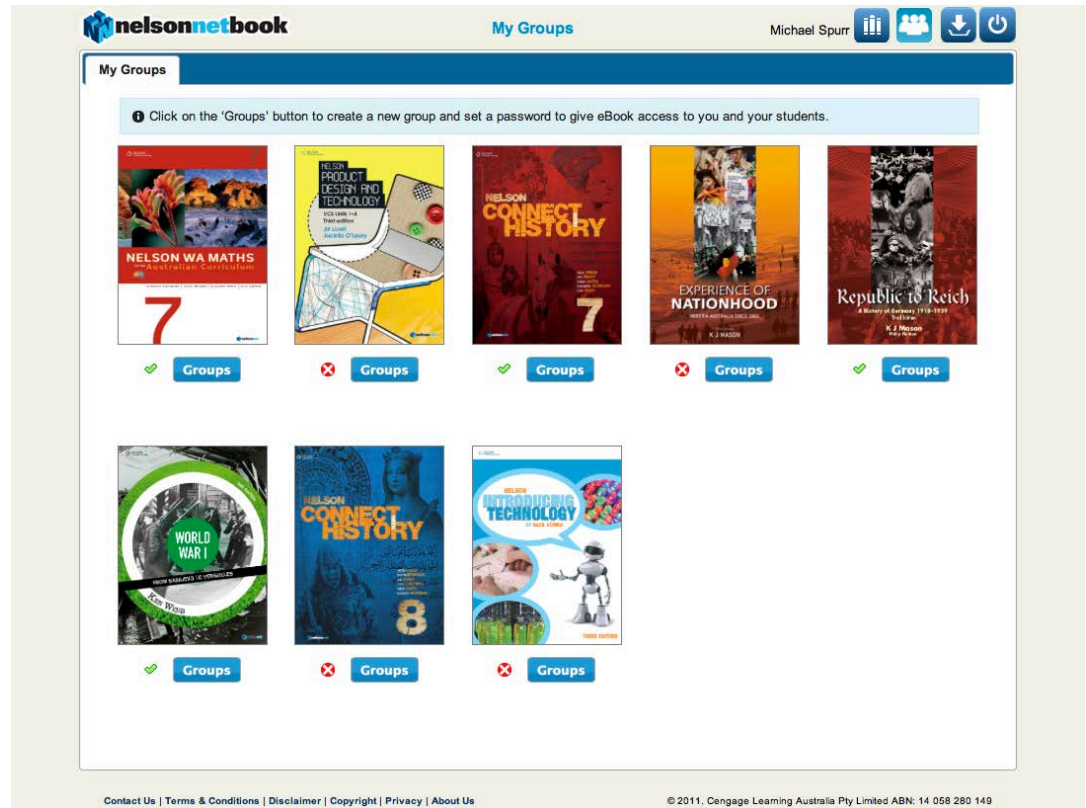
Group codes are not required for students to access a NelsonNet title

Groups are now an optional teaching tool

Groups are managed by teachers from the My Groups button on their Bookshelf

Green Tick - Groups

Red Cross – No Groups



The screenshot displays the 'My Groups' page on the NelsonNetbook platform. At the top, the 'nelsonnetbook' logo is on the left, 'My Groups' is in the center, and the user name 'Michael Spurr' is on the right. Below the header, a blue bar contains the text: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' The main content area shows a grid of book covers. Each book cover has a 'Groups' button below it, which is either accompanied by a green checkmark (indicating group access is available) or a red cross (indicating it is not available). The books shown include 'NELSON WA MATHS Australian Curriculum 7', 'NELSON PRODUCT DESIGN AND TECHNOLOGY Year 7', 'NELSON CONNECT HISTORY 7', 'EXPERIENCE OF NATIONHOOD', 'Republic to Reich', 'WORLD WAR I', 'NELSON CONNECT HISTORY 8', and 'NELSON INTRODUCING TECHNOLOGY Year 8'. At the bottom of the page, there are links for 'Contact Us | Terms & Conditions | Disclaimer | Copyright | Privacy | About Us' and a copyright notice: '© 2011, Cengage Learning Australia Pty Limited ABN: 14 058 280 149'.

Creating a New Group

1:
Select the book
you wish to
create the
Group in from
the My Groups
view.

The screenshot displays the 'My Groups' page on the Nelson Netbook platform. At the top, the 'nelsonnetbook' logo is on the left, 'My Groups' is in the center, and the user's name 'Michael Spurr' is on the right. Below the header, a blue bar contains the text: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' The main content area shows a grid of book covers. Each book cover has a 'Groups' button below it, which is either green with a checkmark or blue with a red 'X'. The books shown are: 'NELSON WA MATHS 7', 'NELSON PRODUCT DESIGN AND TECHNOLOGY', 'NELSON CONNECT HISTORY 7', 'EXPERIENCE OF NATIONHOOD', 'Republic to Reich', 'WORLD WAR I', 'NELSON CONNECT HISTORY 8', and 'NELSON TECHNOLOGY'. At the bottom, there is a footer with 'Contact Us | Terms & Conditions | Disclaimer | Copyright | Privacy | About Us' on the left and '© 2011, Cengage Learning Australia Pty Limited ABN: 14 058 280 149' on the right.

Creating a New Group

2: A Groups dialogue screen will open

3: Select New Group

The screenshot shows the 'My Groups' interface in the Nelson Netbook. At the top, the user is identified as Michael Spurr. A dialog box titled 'Nelson WA Maths for the Australian Curriculum :: Groups' is open, providing instructions: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' The dialog box is divided into two main sections: 'My Groups' and 'Group Details'.

My Groups Section: This section contains a search bar labeled 'Search for groups.' Below it, there is a list of existing groups. One group is visible with the name 'smith', a user icon, and '1 Member(s)'. A 'Delete' button is located to the right of this group entry. At the bottom right of this section is a 'New Group' button.

Group Details Section: This section is for configuring a new group. It includes the following fields and options:

- Owner:** Michael Spurr (indicated by a user icon).
- Group name:** A text input field containing 'smith'.
- Group description (Maximum 500 characters):** A text area containing 'group test'.
- Group code:** A text input field containing 'smithie'.
- Instructions:** 'Share this group code with the students that belong to this group. Group codes should comprise of 6 characters or more, should not contain spaces and need to be unique for each group you create.'
- Save:** A button to save the group details.

Members Section: This section is titled 'Members' and contains a sub-section 'Users'. It features a table with two columns: 'Username' and 'Full Name'. The table is currently empty. Below the table are 'Add' and 'Remove' buttons.

Creating a New Group

4: Name your group, add a brief description and create a group code

The screenshot shows the 'My Groups' page in the Nelson Netbook. At the top, there's a navigation bar with the Nelson Netbook logo, 'My Groups', and the user's name 'Michael Spurr'. Below this, a message says: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' The main content area is titled 'Nelson WA Maths for the Australian Curriculum :: Groups' and has a 'Close' button. On the left, there's a 'My Groups' section with a search bar and a list of groups. One group is visible: 'smith' with 1 member and a 'Delete' button. At the bottom of this section is a 'New Group' button. On the right, the 'Group Details' form is shown. It includes: 'Owner: Michael Spurr', 'Group name: NelsonGroup', 'Group description (Maximum 500 characters): A new group for a group of students', and 'Group code: Newgroup'. Below the group code, there's a note: 'Share this group code with the students that belong to this group. Group codes should comprise of 6 characters or more, should not contain spaces and need to be unique for each group you create.' A 'Save' button is at the bottom right of the form.

5: Save your Group

Group Code
Your Group Code must be at least 6 characters long. Give your students a group code to join the group

Creating a New Group

The screenshot shows the 'My Groups' page in the Nelson Netbook. At the top, the user is identified as Michael Spurr. A notification bar states: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' Below this, a blue header for the current group reads 'Nelson WA Maths for the Australian Curriculum :: Groups' with a 'Close' button. The main area is split into two panels. The left panel, titled 'My Groups', contains a search bar and a list of groups. One group is visible with the name 'smith', 1 member, and a 'Delete' button. A 'New Group' button is at the bottom of this panel. The right panel, titled 'Group Details', contains a form for creating a new group. The 'Owner' is Michael Spurr. The 'Group name' field contains 'NelsonGroup'. The 'Group description (Maximum 500 characters)' field contains 'A new group for a group of students'. The 'Group code' field contains 'Newgroup'. A 'Save' button is at the bottom right of the form.

6: Close

Creating a New Group

7: New Group added to your list

The screenshot shows the 'My Groups' page in NelsonNetbook. At the top, there's a navigation bar with the NelsonNetbook logo, 'My Groups', and the user's name 'Michael Spurr'. Below this is a sub-header 'Nelson WA Maths for the Australian Curriculum :: Groups' with a 'Close' button. A message says: 'Click on the 'Groups' button to create a new group and set a password to give eBook access to you and your students.' The main content is split into two panels. The left panel, 'My Groups', has a search bar and a list of groups: 'amith' (1 Member(s)) and 'NelsonGroup' (1 Member(s)), each with a 'Delete' button. A 'New Group' button is at the bottom. The right panel, 'Group Details', shows the owner 'Michael Spurr' and a form for creating a new group. The form includes: 'Group name' (filled with 'NelsonGroup'), 'Group description (Maximum 500 characters)' (filled with 'A new group for a group of students'), and 'Group code' (filled with 'Newgroup'). Below the form is a 'Save' button and instructions: 'Share this group code with the students that belong to this group. Group codes should comprise of 6 characters or more, should not contain spaces and need to be unique for each group you create.' At the bottom of the right panel is a 'Members' section with a table header 'Users' and columns 'Username' and 'Full Name'. Below the table are 'Add' and 'Remove' buttons.

8: Add or remove members of a group

Creating a New Group

9: Add new members by typing their names.

Students who are registered in NelsonNet from your school can be added to your list

The screenshot shows the 'My Groups' page in NelsonNet. At the top, there's a header with the NelsonNet logo, 'My Groups', and the user's name 'Michael Spurr'. Below the header, there's a search bar and a list of groups. One group, 'Nelson WA Maths for the Australian Curriculum', is selected. The 'Group Details' panel shows the owner as 'Michael Spurr' and the group name as 'NelsonGroup'. An 'Add Members' dialog box is open, displaying a search input field and a table with columns for 'Username', 'Full Name', 'Registration Class', and 'Role'. The 'Add' button at the bottom right of the dialog box is highlighted by a callout.

Username	Full Name	Registration Class	Role
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10: Confirm addition of member to group

- Groups has become a tool teachers choose to use
- Use groups in the same way as before
- All annotations and groups established before the upgrade will be available in the new format

COMMUNICATING WITH GROUPS



Adding annotations to a Group

Open the NelsonNetBook you wish to add an annotation to from your Bookshelf




Adding annotations to a Group

Go to the page in the book you wish to add an annotation to.

REPUBLIC TO REICH A HISTORY OF GERMANY 1918-1945

CHAPTER ONE WEIMAR GERMANY: THE EARLY YEARS 1918-1919



The signing of the Treaty of Versailles in the Hall of Mirrors at Versailles, 28 June 1919

1 Harold Nicolson was an eyewitness to the event and a member of the British delegation. Exclude what his extract from his diary reveals about his particular attitude to the Germans.


2 Explain what Harold Nicolson meant by the phrase 'the second Treaty of Versailles'.

3 Identify the major powers that drew up the Paris peace settlements from evidence in this extract.

The Treaty of Versailles—a harsh peace?

Under the terms of the Treaty of Versailles Germany lost about 13 per cent of its territory (most of it in eastern Europe), about 12 per cent of its population and some 48 per cent of its iron ore and 16 per cent of its coal resources. While the German condemnation of the treaty was understandable and genuine, it should nonetheless be placed in perspective. The French had been demanding a more severe settlement, including the loss of the Rhineland and the creation of an independent buffer zone along the Franco-German border. This did not happen. Germany was neither occupied nor divided (as it was after World War II) and the nation remained essentially intact. The peace treaty could in fact have been much harsher, particularly in the light of the very severe Treaty of Brest-Litovsk that Germany had imposed on the defeated Russians in 1918. In that treaty Russia had lost 25 per cent of its territory, 40 per cent of its population and over 70 per cent of its industrial capacity.

Apart from Soviet Russia, Germany was still the largest nation on the continent and still potentially the most powerful, despite the restrictions of the treaty. The war had been fought outside Germany and, unlike France and Belgium, Germany had suffered very little war damage. The German population remained larger than the traditional enemy France, and Germany's industrial capacity, despite the clauses of the treaty, remained strong. Motivated by a strong feeling of national humiliation, the aim of every German government after 1919 was to revise or evade the provisions of the treaty, and in this task the Germans had some success. The economic restrictions held Germany back for a time, but by 1924 the German economy was in recovery and expanding. Even the military clauses of the treaty did not hold Germany back. The army was reduced to 100 000 men but other military clauses were generally evaded.



A German soldier still in uniform reads a poster in Berlin calling on the people, in accordance with the terms of the Peace Treaty, to surrender weapons. The government paid for every weapon turned in.

Harold Nicolson (a British politician) describes in his diary the signing of the Treaty of Versailles, 28 June 1919

We enter the Hall of Mirrors. It is divided into three sections. At the far end are the press already thickly installed. In the middle there is a horse-shoe table for the plenipotentiaries (diplomats), in front of that, like a quillion, is the table for the signatories ...

And then, isolated and piteous, come the two German delegates, Dr Müller and Dr Bell. The silence is terrifying. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling.

They are deathly pale. They do not appear as representatives of a broad coalition. The one is thin and pink-eye-lidded, the other is moon faced and suffering. It is all most painful.

Through a few open windows comes the sound of distant crowds cheering hoarsely ... We keep our seats while the Germans were confused like prisoners from the dock. Their eyes still fixed upon some distant point of the horizon. We still keep our seats to allow the Big Five to pass down the aisle. Wilson, Lloyd George, the Dominions (parts of the British Empire, including Australia), others. Finally Clemenceau. Poincaré who was sitting one off from me rose to greet him. He stretched out both his hands and grasped Clemenceau's right glove. He congratulated him. 'Yes,' said Clemenceau, 'it is a good day.' There were tears in his bloody eyes.

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Adding annotations to a Group

Open **Settings**
Select the
group you wish
to save
annotations to.

The screenshot shows a digital document viewer interface. The main document is titled "REPUBLIC TO REICH: A HISTORY OF GERMANY 1918-1945" and "CHAPTER ONE: WEIMAR GERMANY: THE EARLY YEARS 1918-1919". The document content includes a photograph of the signing of the Treaty of Versailles and a "DOCUMENT STUDY 1.9" section. A "Settings" dialog box is open, displaying a list of groups to save annotations to. The groups listed are "testingteachergroup" and "My Notes". The "testingteachergroup" group is selected. The dialog also has checkboxes for "Page Turning", "Show annotation descriptor dialog again", and "Warn about fullscreen limits". A red arrow points to the settings icon in the bottom navigation bar.

Remember
My Notes is
your private set
of Notes


Each set of
group notes
must be created
individually

Adding annotations to a Group

Return to NelsonNetBook page view

REPUBLIC TO REICH A HISTORY OF GERMANY 1918-1945

CHAPTER ONE WEIMAR GERMANY: THE EARLY YEARS 1918-1919



The signing of the Treaty of Versailles in the Hall of Mirrors at Versailles, 28 June 1919

1 Harold Nicolson was an eyewitness to the event and a member of the British delegation. Exclude what his extract from his diary reveals about his particular attitude to the Germans.


2 Explain what Harold Nicolson meant by the phrase 'the second Treaty of Versailles'.

3 Identify the major powers that drew up the Paris peace settlements from evidence in this extract.

The Treaty of Versailles—a harsh peace?

Under the terms of the Treaty of Versailles Germany lost about 13 per cent of its territory (most of it in eastern Europe), about 12 per cent of its population and some 48 per cent of its iron ore and 16 per cent of its coal resources. While the German condemnation of the treaty was understandable and genuine, it should nonetheless be placed in perspective. The French had been demanding a more severe settlement, including the loss of the Rhineland and the creation of an independent buffer zone along the Franco-German border. This did not happen. Germany was neither occupied nor divided (as it was after World War II) and the nation remained essentially intact. The peace treaty could in fact have been much harsher, particularly in the light of the very severe Treaty of Brest Litovsk that Germany had imposed on the defeated Russians in 1918. In that treaty Russia had lost 25 per cent of its territory, 40 per cent of its population and over 70 per cent of its industrial capacity.

Apart from Soviet Russia, Germany was still the largest nation on the continent and still potentially the most powerful, despite the restrictions of the treaty. The war had been fought outside Germany and, unlike France and Belgium, Germany had suffered very little war damage. The German population remained larger than the traditional enemy France, and Germany's industrial capacity, despite the clauses of the treaty, remained strong. Motivated by a strong feeling of national humiliation, the aim of every German government after 1919 was to revise or evade the provisions of the treaty, and in this task the Germans had some success. The economic restrictions held Germany back for a time, but by 1924 the German economy was in recovery and expanding. Even the military clauses of the treaty did not hold Germany back. The army was reduced to 100,000 men but other military clauses were generally evaded.



A German soldier still in uniform reads a poster in Berlin calling on the people, in accordance with the terms of the Peace Treaty, to surrender weapons. The government paid for every weapon turned in.

Harold Nicolson (a British politician) describes in his diary the signing of the Treaty of Versailles, 28 June 1919

We enter the Hall of Mirrors. It is divided into three sections. At the far end are the press already thickly installed. In the middle there is a horse-shoe table for the plenipotentiaries (diplomats), in front of that, like a quillion, is the table for the signatories...

And then, isolated and palpable, come the two German delegates, Dr Müller and Dr Bell. The silence is terrifying. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling.

They are deathly pale. They do not appear as representatives of a broad coalition. The one is thin and pink-eye-lidded, the other is moon faced and suffering. It is all most painful.

Through a few open windows comes the sound of distant crowds cheering hoarsely... We keep our seats while the Germans were confused like prisoners from the dock. Their eyes still fixed upon some distant point of the horizon. We still keep our seats to allow the Big Five to pass down the aisle, Wilson, Lloyd George, the Dominions (sons of the British Empire, including Australia), others. Finally Clemenceau. Painleve who was sitting one off from me rose to greet him. He stretched out both his hands and grasped Clemenceau's right glove. He congratulated him. "Yes," said Clemenceau, "it is a good day." There were tears in his bloody eyes.

11. Nicolson, *Reminiscences*, Weimar, London, 1931, p. 308

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Adding annotations to a Group

Create note or other annotation.
Ok to close


The screenshot displays the NelsonNetBook interface with a document titled "REPUBLIC TO REICH: A HISTORY OF GERMANY 1918-1945". The document content includes a large photograph of the signing of the Treaty of Versailles, a "DOCUMENT STUDY 1.9" section, and a "CHAPTER ONE WEIMAR GERMANY: THE EARLY YEARS 1918-1919" section. A note dialog box is open over the photograph, containing the text: "This is an important image. You need to know about when and why it was created as it might appear in your exam". The interface includes a toolbar on the right with icons for Create, View, and Draw, and a bottom toolbar with navigation and editing tools. The page number "24-25 / 295" is visible at the bottom.

Annotation tools include Notes, Sticky Notes, Weblinks, links to within NelsonNetBook and sound files.

Adding annotations to a Group

REPUBLIC TO REICH A HISTORY OF GERMANY 1918–1945

CHAPTER ONE WEIMAR GERMANY: THE EARLY YEARS 1918–1919



The signing of the Treaty of Versailles in the Hall of Mirrors at Versailles, 28 June 1919

the Hall of Mirrors at Versailles near Paris, two German delegates, Dr Müller and Dr Bell, signed the Treaty of Versailles. In the very room where **Bismarck** had declared the German Empire in 1871, the Germans were forced to accept the humiliation of defeat.

DOCUMENT STUDY 1.9

Harold Nicolson (a British politician) describes in his diary the signing of the Treaty of Versailles, 28 June 1919

We enter the Hall of Mirrors. It is divided into three sections. At the far end one is pressed already thickly installed. In the middle there is a horse-shoe table for the plenipotentiaries (diplomats). In front of that, like a guillotine, is the table for the signatories ...

And then, isolated and pitiable, come the two German delegates, Dr Müller and Dr Bell. The silence is terrifying. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling.

They are deathly pale. They do not appear as representatives of a brutal militarism. The one is thin and pink eye-balled, the other is roon faced and suffering. It is all most painful.

They are conducted to their chairs. Clemenceau (the French Prime Minister) at once breaks the silence. 'Gentlemen,' he roars, 'the session is open.' He adds a few British words. 'We are here to sign a Treaty of Peace.' Then St Quentin advances towards the Germans and with the utmost dignity leads them to the little table on which the treaty is suspended. There is general tension. They sign. There is general relaxation ... Suddenly from outside comes the crash of guns thundering in salute. It announces to Paris that the second Treaty of Versailles has been signed by Dr Müller and Dr Bell.

Through a few open windows comes the sound of distant crowds cheering hoarsely ... We keep our seats while the Germans were conducted like prisoners from the dock; their eyes still fixed upon some distant point of the horizon. We still keep our seats to allow the Big Five to pass down the aisle, Wilson, Lloyd George, the Dominions (parts of the British Empire, including Australia), others. Finally Clemenceau. Poincaré who was sitting one off from me rose to greet him. He stretched out both his hands and grasped Clemenceau's right glove. He congratulated him. 'Yes,' said Clemenceau, 'it is a good day.' There were tears in his heavy eyes.

H. Nicolson (Penguin Classics, London, 1933, p. 358)

1 Harold Nicolson was an eyewitness to the event and a member of the British delegation. Evaluate what this extract from his diary reveals about his particular attitude to the Germans.

2 Explain what Harold Nicolson meant by the phrase 'the second Treaty of Versailles'.


3 Identify the major powers that drew up the Paris peace settlements from evidence in this extract.

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New note icon appears on page

Save your annotations