



Mr. Barge's Instructional Tip of the Week! – Note Taking

What I have found over the years is that students need a little extra guidance on note taking. Often times, students go from one class to another, year after year, with the expectation that they "should already know how to take notes." However, many students may not know or may never have been taught how. Classroom note taking is a good way to (1) establish a classroom routine, (2) set clear expectations, (3) develop students' organizational skills and, if done a certain way, can also help (4) reinforce and develop important academic skills such as writing, and critical thinking that are essential in preparing students for life beyond Murrow. In addition, you can also use it to assess student learning.

In my class, we use Cornell Notes. At the beginning of the semester, I teach my students to set up their notebooks when they enter the room (see below). In September we review a sample and discuss the importance of keeping organized notes and taking notes. Since there are essential questions that will be asked during the lesson aligned to the AIM and instructional objectives, I have students write them on the left side. The class notes aligned to that particular question would be written on the right side directly across from the question. Keep in mind that Cornell Notes is just one method of good note taking. Please try to make good note taking part of your classroom routine.

For more information on **Cornell Notes** as well as a sample template, please visit the Murrow **CARE** Corner (murrowcarecorner.com). Hope this helps!

Student Sample

Many of my students simply set up their notebooks this way in lieu of using a template.

Questions are in the left column. Sometimes I write the questions, and sometimes I will elicit the questions from the students by asking:

Q: What do we need to know in order to answer the AIM? (You can then simply jot down some of the questions from the students – This helps students take ownership over their learning and empowers them).

Cornell Notes	Topic/Objective:	Name:
		Class/Period:
		Date:
AIM: <u>Was it possible for the U.S. to maintain neutrality during WWI?</u>		
Questions:	Notes:	
Q: What is neutrality?	1914 - President Wilson declares neutrality (not taking sides in a conflict or war).	
Q: What were the factors affecting American neutrality?	<ul style="list-style-type: none"> ① Cultural links - immigration and multiculturalism in U.S. results in people favoring different sides ② U.S. trying to trade with both Central and Allied Powers until British blockade (trade increases w/ Allied) 	
Q: Can a nation trade with belligerents and still remain neutral?	<ul style="list-style-type: none"> → Germany (Central) declares "unrestricted submarine warfare and sinks ships heading to ports → U.S. says it has a right to trade. ③ Lusitania is sunk by German sub. (1915) - British ship (128 Americans on board were killed) ④ Propaganda 	
Summary:		
By 1915, it became very difficult for the U.S. to maintain neutrality during WWI. The Allied and Central Powers were involved in a war in Europe and the U.S. thought they would be able to continue sending exports to Europe. With the British blockade and Germany's unrestricted submarine warfare, the U.S. claim to "freedom of the seas" became more complicated. After the Lusitania was sunk and 128 Americans were killed, American neutrality was impossible to maintain due to the loss of human life and the negative impact the war was having on the American economy.		

Notes, whether they are copied from the board or notes that students write during the task, are on the right side aligned to the questions.

The summary can serve as a quick assessment. Something as simple as answering the AIM could help students piece it all together.

... because at Edward R. Murrow High School, we **CARE** about our students!