

# Notetaking and Studying

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Mr. Kelly, Headmaster

# Notes - what they are and aren't....

Main points, key words, phrases, facts, definitions, pictures

Not every word of the lecture or everything written on every slide.

Listen to what the teacher says and write down summary in your own words.

Big mistake: copying the powerpoint slide and not listening to what the teacher is explaining.

Don't write down what you already know.

# Two pages system

## Left Page

Put diagram, pictures, maps at the top of the left page. This could be from lecture or your own diagram/picture.

Identify the organizational pattern.  
Write a summary which names the pattern.

Personal connection/questions/examples.

Exam question based on the lecture as if you were the teacher (based on organizational pattern and summaries)

## Right Page

### LECTURE TOPIC

Short  
phrase that  
summarizes  
1st section.

In your notebook, take all of your notes on the right side of the right page.

Short  
phrase that  
summarizes  
2nd section.

This side is for everything you take down during class.

Short  
phrase that  
summarizes  
3rd section.

Before the end of the day, clean up notes. Fill in/make legible. Highlight main ideas, underline examples.

Short  
phrase that  
summarizes  
4th section.

# Example

COURSE U.S. HISTORY 112.1  
 DATE 10/16/15  
 TEACHER SAXTON  
 PAGE 1

TOPIC: WESTWARD EXPANSION SUMMARY

Assignment: Read Dandrea Pp. 215-275 Oregon Country - Texas

Prof Saxton develops the lecture showing a cause + effect relationship between the work of traders, explorers + missionaries + the resulting interest in + movement to the west. He also categorized the major routes to the west.

Two thoughts: First that entrepreneurs see opportunity quickly. Astor, Astley + Becknell are like the new Russian capitalists operating in the former Soviet. Second - One cannot always ignore the effects of an event. Think how space exploration has spawned so many new industries + inventions - ex: Mapping Maps navigation in autos based on satellites

Identify the forces which led to the opening of the West. Describe for each the way these forces operated in each area of the West.

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PERSONAL RESTATEMENT COLUMN

U.S. HISTORY 112.1 COURSE  
 10/16/15 DATE  
 PR.F. SAXTON TEACHER  
 PAGE

LECTURE TOPIC: WESTWARD EXPANSION

① Explorers + Traders' Roles

North west

Explorers/Traders began movement to N.W.

- \* Jefferson sent Lewis + Clark 1804 - Route Missouri R. → Rockies → Columbia R. → Pacific
- \* Fur Traders followed - J.J. Astor - Amn. Fur Co. Wm. Ashley - Rocky Mts. Fur Co.

Southwest

Trade w/ Mexicans began movement in S.W.

- \* Trade w/ Mexicans - Wm. Becknell 1st.
- Many followed
- Opened Santa Fe trail = Missouri → Santa Fe
- Used Wagon Caravans

② Missionaries' Role in North West

Missionaries brought religion - Ford

- \* Native Americans wanted preachers after traders
- \* Methodists sent ministers 1834
- \* Presbyterians / Congregationalists follow
- \* Roman Catholic founded mission 1840
- \* Preachers taught religion + farming + bldg.
- \* Missions loved climate, soil - Told East friends

③ Movement to Oregon

2 Main Routes

- \* Overland - Oregon Trail 2000M. Dangerous
- Ford - Oregon Trail
- Sea - Cape Horn
- Panama.

- Indep. Mo. x Plains x Rockies → Ch. R. → Pacific
- 5-6 Months 120 people 1st trip
- Sea Routes - Easier but longer
- Cape Horn
- Panama
- Panama - 2 Ships needed
- Disease killed many

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# Example of first topic

## LECTURE TOPIC: WESTWARD EXPANSION <sup>PAGE</sup>

### ① Explorer's + Traders' Roles

Explorers/Traders  
began movement  
to N.W.

#### North west

\* Jefferson sent Lewis + Clark 1804 - Route  
Missouri R. → Rockies → Columbia R. → Pacific

\* Fur Traders followed - J.J. Astor - Amer. Fur Co.  
Wm. Ashley - Rocky Mt. Fur Co.

# Student drew map from board

COURSE U.S. History 112.1  
DATE 10/16/15  
TEACHER SAXTON  
PAGE 1

**TOPIC: WESTWARD EXPANSION SUMMARY**

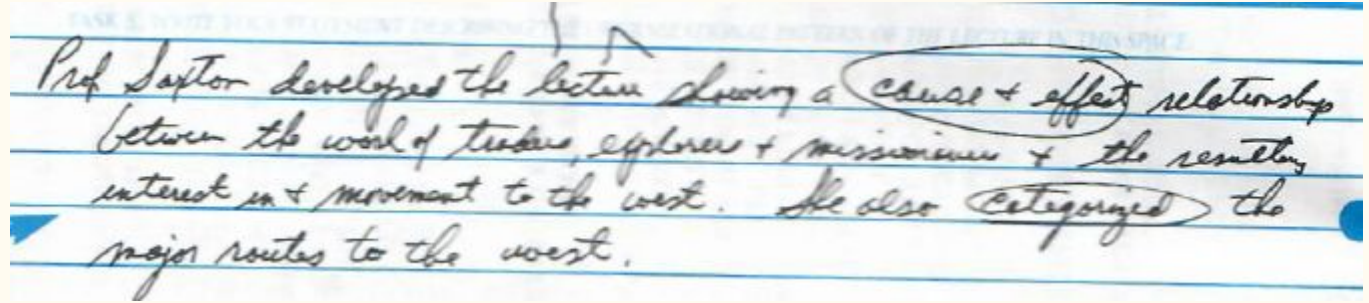
Assignment: Read Gardner P.P. 215-275 Oregon Boundary - TEXAS

✓  
✓  
✓  
✓  
✓  
✓  
✓

# Organizational Pattern

Student decided lecture had a cause & effect organization as well as a categorical element and wrote this statement. When recalling from long term memory, student will think of the effect and recall the causes, exploration, trade, and religion and the two categories of routes. This process strengthens long term memory.

Prof Saxton developed the lecture showing a **cause and effect** relationship between the work of traders, explorers & missionaries & the resulting interest in and movement to the west. She also **categorized** the major routes to the west.”



Prof Saxton developed the lecture showing a **cause + effect** relationship between the work of traders, explorers + missionaries + the resulting interest in + movement to the west. She also **categorized** the major routes to the west.

# Personal connection

Student related ideas of lecture to personal experiences and beliefs.

This is a powerful way to reinforce long term memory.


“Two thoughts: First-that entrepreneurs see opportunity quickly. Astor, Ashby & Becknell are like the new Russian capitalists operating in the former Soviet. Second - One cannot always foresee the effects of an event. Think how space exploration has spawned so many new industries & inventions - ex: Moving map navigation in autos based on satellites.”

Two thoughts: First that entrepreneurs see opportunity quickly. Astor, Ashby & Becknell are like the new Russian capitalists operating in the former Soviet. Second - One cannot always foresee the effects of an event. Think how space exploration has spawned so many new industries & inventions -  
EX: Moving Map navigation in autos based on satellites



Created possible test questions.

Identify the forces which led to the opening of the West.  
Describe for each the way these forces operated in each  
area of the West.



“Identify the forces which led to the opening of the West.  
Describe for each the way these forces operated in each  
area of the West.”

# Two pages system for MATH CLASSES

## Left Page

## Right Page

<p>Write the question that the lesson was answering.</p> <p>Explain the steps to answering the question.</p> <p>Identify how this topic relates to previous topics.</p> <p>Real world connection/questions/examples.</p> <p>*Summary of the lesson.</p>	<p>Short phrase or question that summarizes what you are doing in the 1st section.</p> <p>Short phrase or question that summarizes what you are doing in the 2nd section.</p>	<p style="text-align: right;"><b><u>LESSON TOPIC</u></b></p> <p>In your notebook, take all of your notes on the right side of the right page.</p> <p>This side is for everything you take down during class.</p> <p>Before the end of the day, clean up notes. Fill in/make legible. Highlight vocabulary words, formulas, and circle steps to work problems.</p>
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# Example from MATH CLASSES

## Left Page

How do you graph inequalities?

How is it different from graphing equations?

Steps:

Graph the equations

Test points in each equation

These steps show if different inequality equations share the same area of a graph.

The basics of graphing inequalities are the same as graphing equations. You start at the y-intercept & use slope. Make sure to check if the line is dotted or solid. You also need to test a point to shade.

## Right Page

### Graphing inequalities

Apply the process for graphing 2 inequalities onto

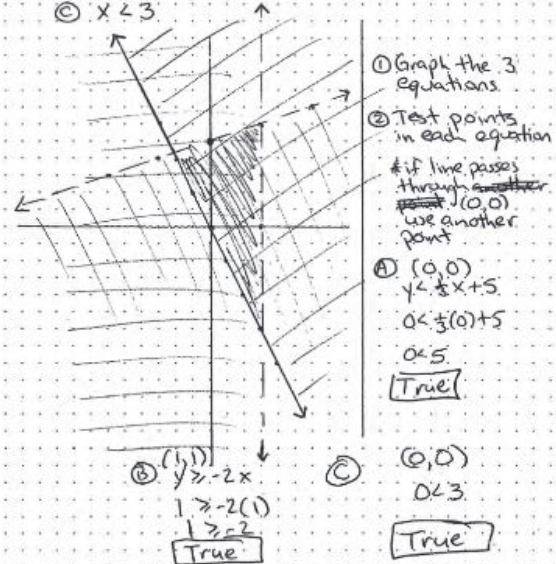
$$y < \frac{1}{3}x + 5$$
$$y \geq -2x$$
$$x < 3$$

(Ex. 3)

Ⓐ  $y < \frac{1}{3}x + 5$

Ⓑ  $y \geq -2x$

Ⓒ  $x < 3$



# To study for MATH CLASSES

Left Page

Right Page

Cover up everything  
except the questions.



How do you graph inequalities?



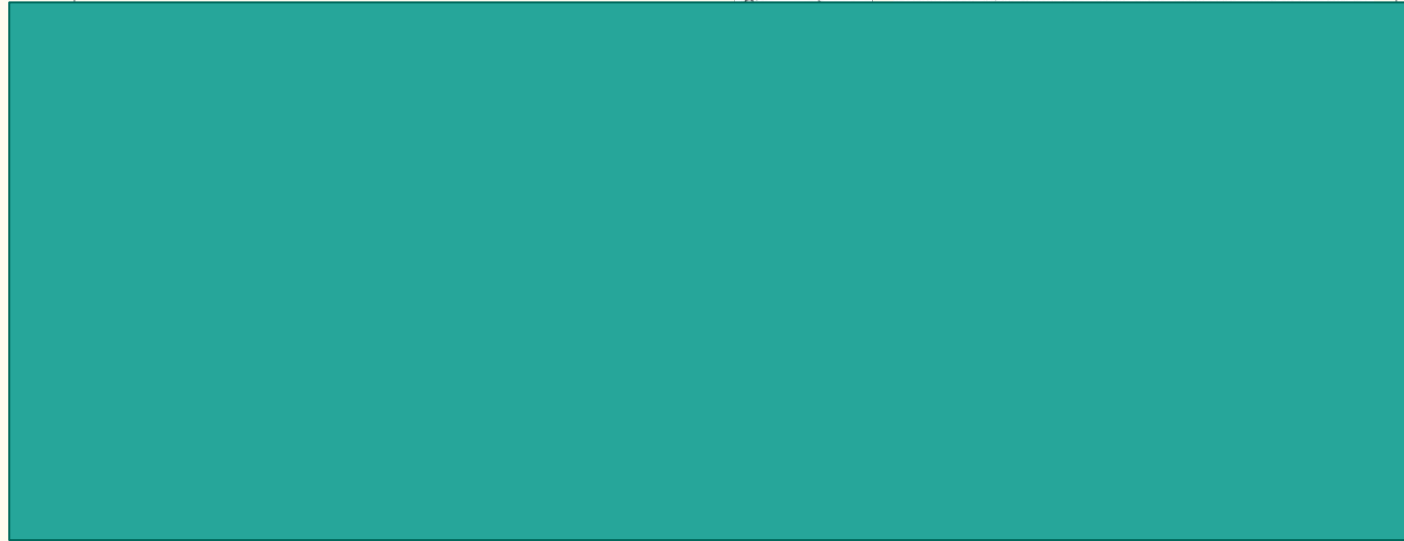
How is it different from graphing equations?

Apply the  
process

Graphing inequalities

(Ex. 3) ①  $y < \frac{1}{3}x + 5$   
②  $y \geq -2x$

- Can you answer the questions?
- Can you say what the first step is?
- Can you list the steps?



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# What if your notes are pictures?

## Left Page

Mrs. Almanza explained the steps in the cellular respiration **process** that creates energy inside cells.

This reminds me of how a car engine works to use gas, oxygen, and a spark to create power.

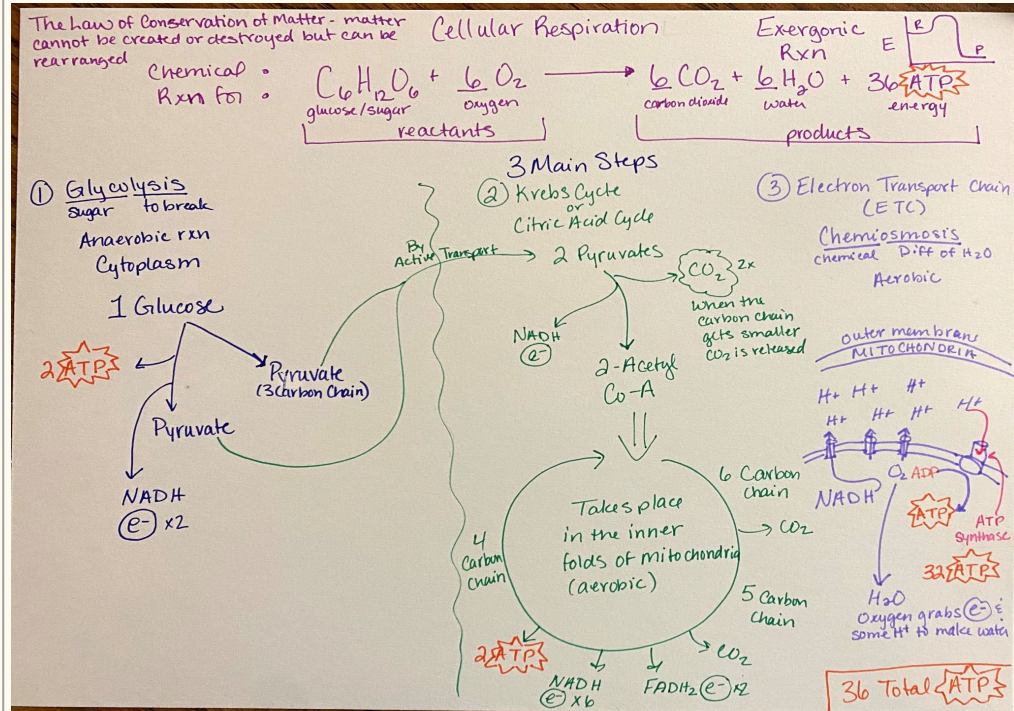
What is the right order of steps in cellular respiration?

What reactants and products are involved?

What is ATP and how many are created from one molecule of glucose?

## Right Page

### Cellular Respiration



Sugar and oxygen produce carbon dioxide, water, and energy

3 steps: glycolysis, citric acid cycle, electron transport chain

1) Sugar breaks apart

2) carbon chain gets smaller and CO<sub>2</sub> is released

3) ATP is energy for the cell

## TASK 1: TAKE NOTES

### USING VISION, HEARING, AND MUSCLE SENSES IMPROVES LEARNING

#### 1.1 LISTEN ACTIVELY

Read last lecture notes or textbook on subject before the lecture.

Sit up straight. "A" students do this.

Look teacher in the eye. Teachers appreciate your attention.

Pay attention. Be alert.

Show teacher you are interested. It will payoff.

Reflect on what teacher is saying.

Listen for oral cues: Words like "important," "law,"

"theory," "effects," "summary," "remember this,"

"in conclusion," as well as repetition, changes in rate, pitch, volume of speech all say, "Write this down!"

Look for visual cues: Board outlines, handouts,

diagrams, underlining, visuals all say, "This is important!"

Don't say lecture is boring.

Don't daydream.

#### 1.2 WRITE FAST

Use right side of right page only for lecture notes.

Write main points after listening a bit.

Write legibly in outline form in your own words.

Don't try to copy every word of lecture.

Write key words, sentences, phrases, facts.

Write definitions and examples.

Skip lines between ideas. Leave space.

Write end of class summary. Most important part of lecture.

Copy blackboard outlines and diagrams on left page.

Draw your own diagrams, pictures and maps on left page.

Get big picture.

Write questions to ask teacher later if you don't understand something.

Don't write what you already know.

#### 1.3. USE PERSONAL SHORTHAND

Use symbols: = for *equal to*, + for *plus or and*, > for *greater than*, < for *less than*, ∴ for *therefore*, w/ for *with*, w/o for *without*, vs. for *against*, etc.

Use abbreviations: "impl" for *important*

Eliminate vowels: "trnsfm" for *transform*.

Use prefixes: "com" for *commercial*.

Omit conjunctions: *and* & *or*.

## TASK 2: READ AND CLEAN UP NOTES

### READING STOPS FORGETTING AND PUTS IDEAS IN

#### LONG TERM MEMORY

2.1 READ NO LATER THAN 8 HOURS AFTER LECTURE.

2.2 CLEAN UP ILLEGIBLE SCRIBBLES AND SHORTHAND.

2.3 ISOLATE AND UNDERLINE OR HIGHLIGHT MAIN IDEAS.

2.4 IDENTIFY EXAMPLES.

2.5 REDUCE LECTURE TO A FEW CLEAR, STRONG IMPRESSIONS.

### TASK 3: RESTATE MAIN IDEAS IN YOUR OWN WORDS IMMEDIATELY AFTER TASK 2.

### RESTATING GIVES YOU OWNERSHIP AND BUILDS

#### LONG TERM MEMORY

3.1 RE-READ THE FIRST SECTION OF NOTES.

3.2 THINK OF A SHORT PHRASE WHICH SUMMARIZES THE FIRST SECTION.

3.3 WRITE THAT SINGLE PHRASE IN THE PERSONAL RESTATEMENT COLUMN ON THE LEFT SIDE OF THE RIGHT PAGE.

3.4 CONTINUE WRITING PERSONAL RESTATEMENTS FOR EACH SECTION.

## TASK 4: RECITE

### RECITING IS BEST METHOD OF STRENGTHENING

#### LONG TERM MEMORY

4.1 COVER THE RIGHT SIDE OF THE PAGE LEAVING ONLY THE PERSONAL RESTATEMENT COLUMN EXPOSED.

4.2 RECITE ALOUD IN YOUR OWN WORDS AS MUCH OF THE FULL LECTURE NOTES REPRESENTED BY YOUR FIRST RESTATEMENT AS YOU CAN.

4.3 UNCOVER YOUR NOTES AND CHECK TO SEE HOW MUCH YOU WERE ABLE TO RECITE.

4.4 REPEAT AS NECESSARY UNTIL YOU CAN RECITE MOST OF THE FULL LECTURE NOTES OF THE FIRST SECTION.

4.5 CONTINUE THE PROCESS FOR EACH SECTION OF YOUR NOTES.

## TASK 5: FIND THE ORGANIZATIONAL PATTERN

### SEEING THE ORGANIZATION TIES IDEAS TOGETHER IN

#### LONG TERM MEMORY

5.1 REVIEW ALL THE PERSONAL RESTATEMENTS.  
5.2 DETERMINE THE ORGANIZATIONAL PATTERN OF THE LECTURE.

- |                     |               |                          |
|---------------------|---------------|--------------------------|
| >Chronological      | > Sequential  | >Definition and examples |
| >Categorical        | > Comparative | >Spatial                 |
| >Organization Chart | > Causal      | >Order of Importance     |
|                     | > Process     |                          |

Answer the following questions to help you find the pattern:

How did the lecture begin? End?

Were ideas presented in chronological order?

Were two or more ideas compared?

Was one event shown to be a cause of the other?

Were categories of subjects discussed?

Was a sequential process described?

What is the major theme of the lecture?

What are the ideas which support that theme?

### 5.3 WRITE A SUMMARY STATEMENT ON THE LEFT HAND PAGE WHICH NAMES THE PATTERN.

Examples: Dr. Clark compared the poetry of Coleridge with that of Wordsworth using poetic structure, themes, and imagery.

Professor Schwartz identified the causes of the Bosnian wars.

### 5.4 RECITE THE ORGANIZATIONAL SUMMARY STATEMENT ALOUD.

## TASK 6: RELATE LECTURE TO YOUR OWN IDEAS

### RELATING LECTURE TO YOUR IDEAS SOLIDIFIES

#### LONG TERM MEMORY

#### 6.1 ASK YOURSELF A SERIES OF QUESTIONS LIKE THESE.

How do I feel about these ideas?

Have similar thoughts occurred to me?

Do I agree or disagree with them? Why?

What questions do these ideas bring to mind?

Have I observed similar data myself?

#### 6.2 WRITE THE ANSWERS TO THESE QUESTIONS ON THE LEFT PAGE.

## TASK 7: REVIEW AND RECITE

### REVIEWING AND RECITING REINFORCES

#### LONG TERM MEMORY

7.1 BEFORE THE NEXT LECTURE REPEAT TASKS FOUR, FIVE, AND SIX.

7.2 WRITE AN EXAM QUESTION BASED ON THE LECTURE AS IF YOU WERE THE TEACHER.

7.3 RECITE TASKS FOUR, FIVE, AND SIX PERIODICALLY AT END OF RELATED TEXT CHAPTER OR END OF COURSE SECTION OR EVERY TWO WEEKS.

7.4 BEFORE EXAM, RECITE TASKS FOUR, FIVE, AND SIX AND ANSWER YOUR EXAM QUESTION.