


# Cornell Note Taking Technique

**1: Revision Notes Area:** Record notes from your text book, exercise book, video clip etc. Keep as short but as meaningfully as possible.

**2: Key Question Column:** As you're taking notes, keep question column empty. Soon after completing the revision notes think of questions that the revision notes are the answers for.

**3: Summaries:** Sum up each page of your notes in a sentence or two or by recording a summary of key terms.

Subject:	Topic:	
Key Questions	Revision Notes	
2: For each "note" think of a question that could be asked	1: Read text and write "shorthand notes" of key points	
	4: Cover the "notes" and use the questions to test yourself.	
<b>Summary</b>		3: Now write a summary of 5-10 key terms


# Cornell Notes help with four important revision strategies:

- **Reduce**  
Chunk information down by 80%. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.
- **Recite**  
Cover the Note Taking Area, using only your questions in the Question Column, say over the facts and ideas of the notes as fully as you can, not mechanically, but in your own words. Then, verify what you have said.
- **Reflect**  
Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.
- **Review**  
Spend 10 minutes every week in quick review of your notes, and you will retain most of what you have learned.

• Completed Maths Example

Topic: <u>Graphing Linear Equations</u>	Name: _____ Class: <u>Algebra</u> Period: <u>4</u> Date: _____
Questions/Main Ideas	Notes
Standard form -	$Ax + By = C$ ex. $4x + 3y = 9$
Slope intercept form -	$y = mx + b$ ex. $y = 2x + 1$
slope -	rise = change in y value = $y_2 - y_1$ run change x value $x_2 - x_1$
$2x + 4y = 20$ find the slope:	$2x + 4y = 20$
subtract $2x$	$-2x \quad -2x$ $4y = -2x + 20$ slope = $-\frac{1}{2}$
divide by 4	$4 \quad 4 \quad 4$ y-intercept = 5 $y = \frac{1}{2} - \frac{1}{2}x + 5$
How do you graph a slope?	* Graphing 1. Plot y-intercept 2. follow slope 3. connect line.
Find the slope:	$(6, 4), (3, 2)$
find slope	$y_2 - y_1 = 2 - 4 = -2 = 2$ $x_2 - x_1 \quad 3 - 6 \quad -3 \quad 3$
substitute	$y = \frac{2}{3}x + b$ $y = \frac{2}{3}x + 0$ $4 = \frac{2}{3}(6) + b$ slope-intercept = 0 $4 = 4 + b \quad b = 0$ y-intercept = 0
Summary: Today in class we learned the standard form ( $ax + by = c$ ) the slope intercept form ( $y = mx + b$ ) and what a slope is (rise over run) we also learned that when graphing, you plot the y first then follow the slope.	

- Completed English example with additional highlighting and annotation following revisiting revision notes.

Cornell Notes 	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
1) What is the significance of the speaker in the poem?	① <u>Speaker</u> - * <u>voice that communicates a poem's ideas, actions, descriptions, &amp; feelings</u> - similar to narrator - can be <u>unknown or specific</u> (like character)	
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Impt.</u> - Poet's <u>choice of speaker</u> contributes to the poem's <u>mood/meaning</u> - who speaks is as <u>impt.</u> as what is said - <u>different points of view</u> regarding same event (ie. parent, child, elderly person) - *the person telling the story gives point of view and affects the message told ← <u>P.O.V</u> *	
3) How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poets style</u> <u>Vocab</u> - helps to understand meaning "Crystal stair" = luxuries ( <u>metaphor</u> ) <small>compares 2 things</small> ie. "Life for me ain't been no crystal stair" "reachin'" - <u>replace letter at end of word</u> ( <u>dialect</u> ) " 'cause" = because → Slang <small>var. lang used by group speech patt.</small>	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me aint been no crystal staircase."		

