
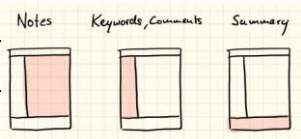
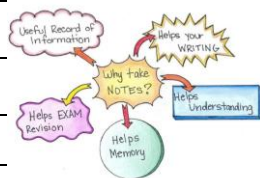







How to Use Cornell Notes

SOSE DEPARTMENT

<div>Cornell Notes</div> <div></div>	<div>Learning Goal/Intent:</div> <div>Students will improve their understanding and skills for taking effective notes, using the Cornell Notetaking method.</div>	<div>→How to Use Cornell Notes</div>
<div>Essential Question: How can Cornell Notes be used to organise new content knowledge?</div>		
<div>What can Cornell notes be used for?</div>		
<div>Questions/Comments:</div>	<div>Notes:</div> <div>→For learning new content</div>	
<div>When can you use</div>	<div>→Learning experiences or intake sessions—times when you are absorbing content or</div>	
<div>Cornell Notes?</div>	<div>skills through some sort of medium, as opposed to purely applying that content or</div>	
	<div>synthesising it into some kind of product</div>	<div></div>
<div>What can you use</div>	<div>→lecture-based lessons</div>	
<div>Cornell Notes to take</div>	<div>→watching documentaries / videos in a flipped or blended environment</div>	
<div>notes from / for?</div>	<div>→reading assigned textbook chapters or handouts</div>	<div></div>
	<div>→doing research</div>	
<div>Why should you use</div>	<div>→Whether it's taking notes from lectures (Kiewra, 2002) or from reading (Rahmani &</div>	
<div>Cornell Notes?</div>	<div>Sadeghi, 2011; Chang & Ku, 2014), note-taking has been shown to improve student</div>	
	<div>learning.</div> <div>Study tool for exams</div>	
	<div>→The more notes students take, the more information they tend to remember later.</div>	
<div>How do you take Cornell</div>	<div>→Summarise and paraphrase (restate in your own words) the facts and ideas presented.</div>	
<div>Notes?</div>	<div>Record definitions as stated or written</div> <div>paraphrase</div>	
	<div>→Number, indent, highlight, or bullet key ideas presented with each topic.</div>	
<div>Notes Box:</div>	<div>→Use list and concise sentences. Use abbreviations, whenever possible.</div>	
	<div>→Add drawings to notes to represent concepts, terms, and relationships. This has a</div>	
	<div>significant effect on memory and learning (Wammes, Meade, & Fernandes, 2016).</div>	
<div>Question/Comments box:</div>	<div>→Place headings, questions that connect points, main ideas, key points, dates, and</div>	
	<div>people, or key vocabulary in the left hand column.</div>	
<div>Summary: →Write a summary of the main ideas in the bottom section. This is the best test of how well you understand</div>		
<div>the information. This should be done at the bottom of every page. → How do the main ideas fit together into a</div>		
<div>“bigger picture” and answer the essential question. Include only the most important information. Can you narrow</div>		
<div>it down to a single statement? When reviewing the material, cover up the note-taking (right) column to answer</div>		
<div>the questions/keywords in the key word or cue (left) column. Re on the material and review the notes regularly.</div>		

Cornell Notes 	Learning Goal/Intent: Students will understand the political, social, cultural and economic conditions in Russia before Alexander II came to power in 1855, and how political authority changed and developed as a result.	Name:
		Class/Period: Year 11 – IB HISTORY – HL
		Date: TERM 3, WK 8 → Senior EXAMPLE
Essential Question: What was the impact of government policies on the status and condition of the peasantry in Imperial Russia? How did this lead to reform?		
Questions/Comments:	Notes: →Tsarist Russia was vast and difficult to administer. 'backwardness' in administration	
Why was serfdom a	→The land the serfs worked on was the property of the landowner.	
problem in 18 th -century	→ Serfs were required to work 3 days a week and part of their produce as	
Russia?	tribute to the landowner – an arrangement which was carried out over generations	
	Serfs were bound to the estate and could not leave without permission	
	→The nobility and land owners controlled the judiciary and local administration for the tsar	
	in respect to the serfs. Serfs had no access to the legal system. Nobility could control who they married.	
	→ 1859 Census revealed 90%, of the population of 60 million, were peasants	
	(40 -50 % were serfs, tied to the landowning nobility. The other half were state peasants	
VOCABULARY	who lived on estates owned by the state, church or Tsar. "Generally they were better off"	
Autocracy: a system of	→ Serfdom had arisen over centuries to enable autocracy to control scattered	
government by one person	populations in an expanding empire. Landowners policed the rural areas for	
with absolute power.	the state, giving them almost unlimited authority over the serfs.	
Reasons for problems	→1855 Russia was falling behind other countries as the industrial revolution gained	
with Serfdom	momentum in Europe. Serfdom was seen as a cause for this due to:	
	*Grain yields were lower on serf-farmed lands than the rest of Europe which used modern	
	techniques and machinery	
	*Restrictions on movement of serfs hindered growth of industry in urban areas	
	*Serfdom was seen as the cause of peasant uprisings (There were 70 a year from 1855 to 1861)	
Crimean War - military conflict	*Defeat in the Crimean War highlighted inefficiencies of an army recruited reluctantly	
fought from 1853 to 1856 in which	from the serfs rather than 'free' French and British soldiers. It also highlighted Russia's inadequate	
the Russian Empire lost to an	technology, weaponry and communications (unable to deploy human and material	
alliance of the Ottoman Empire	resources effectively). "Many in the of echelons of the tsarist government were	
France, Britain and Sardinia.	convinced that Russia's backwardness had cause its defeat."Corrin. C & Feihn. T (2015)	
Summary: The serfs living in Imperial Russia were bonded to landowners who controlled many aspects of their lives		
economically and socially. Serfdom was seen by the tsar and many historians as a 'backward' system which		
was casting doubt on Russia's continued status as a major power and this was damaging to the Romanov dynasty.		

Questions:	Notes:
Move to Change & Reform	→ Nicholas I, tsar between 1852-55, recognized the problem but didn't achieve change. → His son Alexander II came to power and moved forward with reform. The threat of uprising may have encouraged reform but landowners who would clearly lose influence were resistant.
Emancipation Statute Reform	→ Serfs could marry who they wished, own property and set up a business → Peasants were restricted to the maximum allowance of land they could buy
What changes occurred?	→ All serfs became 'obliged peasants' for 2 years while charters were drawn up to decide the areas of land to be given to them. Existing relations between serfs and nobles existed during this time. After 2 years 'obliged peasants' could buy land if the owner wanted to sell it → Peasants had to pay 'redemption dues' annually for 19 yrs at 6% interest. Mortgages on land. This was how the Tsar reimbursed nobles for loss of free labor. → The village commune or <i>Mir</i> was made responsible for collecting 'redemption dues' → Alexander II steered the Great Emancipation Statute into Law during Feb 1861. However, the result was a ' <i>series of compromises that diluted many of the intentions and failed to satisfy anyone.</i> ' → " <i>The so-called 'emancipation' legislation had in fact reduced the land available to peasants and therefore perpetuated their dependence on the nobility.</i> " Dalton. H (2015)
What was the impact of the new emancipation policy? (Cause & Effect)	→ There was deep resentment among peasants as it was felt the abolition of serfdom had not freed everyone equally. The Emancipation <i>Ukase</i> (statute) had completely ignored the peasant belief that land belonged to those who worked on it. → The emancipation was ' <i>deeply disturbing for the landed nobility</i> '. Nobility began to lose their land. Smith (2012) suggests that this contributed to growing disillusionment with the regime.
Perspectives on the Emancipation	→ Nobles often resented the government's greater investment in heavy industry following 1861. They felt they had to deal with mounting peasant disturbance on their own. → Nobles in Tver suggested the only way to remedy problems was to create an assembly of elected representatives to deal with the problems emancipation had created. (Source B - p. 8) → Alexander II's reforms taught that change was possible. Expectations were raised, and when they were not fulfilled, the autocracy was in danger.
Increased instability	
Summary: The emancipation of the serfs in Russia, in 1861, meant that the serfs were legally able to marry, vote, leave land and trade. However the terms of the Emancipation Statute did not satisfy either the peasants or the nobles. Whilst technically the status of the peasants improved and serfdom was abolished throughout the Russian Empire, in practice their living conditions changed very little. Emancipation was intended to give Russia economic and social stability and thus prepare the way for its industrial and commercial growth. But it ended in failure. It both frightened the privileged classes and disappointed the progressives.	

Cornell Notes 	Learning Goal/Intent: Students will understand the causes of water scarcity (for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used). (ACHGK040)	Name: Class/Period: Geography Date: → Junior EXAMPLE
Essential Question: What is water scarcity? What are the causes and consequences of water scarcity?		
Questions/Comments:	Notes: → Not all places have the same levels of access to a water supply	
What is water scarcity?	→ Some countries have little spare water beyond that for essential uses	
	→ Water scarcity occurs when the demand for water exceeds the amount available.	
water footprint (WF): volume of	→ Water scarcity can be physical (not enough water for demand including the	
fresh water used to produce the	ecosystem) or economic (not enough investment in infrastructure to store and transport	
goods and services consumed by	Water).	
humans		
What is water security?	Factors which influence water security:	
	<input type="checkbox"/> climate change resulting in drought	
hydrological hazards =	<input type="checkbox"/> climate change resulting in flooding	
Floods, droughts	<input type="checkbox"/> political change threatening supplies that cross national boundaries (conflict)	
	<input type="checkbox"/> economic change threatening maintenance of expensive supplies	
	Over-abstraction: Taking more water from a source than is capable of being replenished	
	Two Effects of Over-abstraction:	
	1. severe drop in the water table	
	2. In coastal areas, a lowering of the water table so that salt seawater seeps	
	into the underground store of fresh water to make the stored water unsuitable for use.	
What are the effects of	→ Lack of Access to Drinking Water: Water scarcity results in people having to rely on	
water scarcity?	unsafe drinking water:	
(Social Impacts)	→ Sanitation Issues: not enough water to bath or clean clothes	
	→ Diseases: contaminated water increases infection from waterborne diseases	
	→ Hunger: If there is no water that can be used in order to help water the crops, then	
	you are going to have people that are going hungry	
Summary: Water is one of the most essential environmental resources on Earth. Without it, no living things can survive. Water scarcity is the lack of access to adequate quantities of water for human and environmental use.		
Lack of water can result in: unsafe drinking water, sanitation issues, increase in diseases and hunger due to a lack of food/crops which require water to grow.		

Cornell Note taking

STUDIES OF SOCIETY & ENVIRONMENT

Modelled Examples

Studies have found note taking is most effective when notes are organised and transformed in some way or when a teacher gives examples of good notes.

Name: Mrs. Simpson
Date: April 3, 2018

Skill or Standard for focus / Objective: Standard RI.2.8
I can trace and evaluate an argument

to trace means to follow.
to evaluate means to look at something closely and decide its worth.

an argument is when you defend what you believe to be true using reasons and evidence.
a claim is a statement of what you believe to be true.
evidence is proof from the text that supports your reasons.
when something is relevant it has to do with something else.
when something is sufficient, it is enough.

An argument is like a House!

Your evidence is like the foundation of a house. If it is weak or not there, your house will fall down. Without evidence, your claim will not stand!

← Your claim is like a roof. It is your overall argument.
← Your reasons are like walls. They hold up your roof/claim.

• When we evaluate an argument, we have to decide if the reasons are relevant and if the evidence is sufficient.

Ask yourself:
① What is the claim? What does the writer believe to be true?
② What reasons does the writer give to support why they believe what they do?
③ What evidence do they give? Does it prove their point?

Summary: An argument has three parts - claim, reasons, and evidence. To evaluate an argument, I must decide if the reasons presented are relevant and if the evidence used is sufficient in proving the writer's claim.

Name: Mrs. Simpson
Date: April 3, 2018

Skill or Standard for focus / Objective: RI.2.5
I can determine and evaluate the structure that an author uses to organize a text

Structure refers to the way a writer creates a text.
chronological order is a way of organizing a text so that events are listed in the order that they happen.

Signal Words:
• ordinal numbers like first, second, third, etc.
• next
• last
• after
• before
• later
• then

Example question:
How does the structure of the text contribute to the text's meaning? (In other words, what is the writer trying to tell us?)

Chronological Order:
• When a writer writes in chronological order, they put events in the order that they happened.
• Also called Sequence of Events
• biographies about people's lives are usually written in chronological order.
• a writer might use chronological order to tell about historical events.

Ways to show chronological order:
- lists
- timelines
- storyboards
- flowcharts

• Using chronological order is important because it helps to show the relationship between events which helps us to understand cause and effect of those events.
• Understanding the structure of a text can help us to determine a writer's purpose for writing the text.

Summary: Chronological order is a type of structure where a writer gives information in the order that it happened. This helps us to understand how events affect or influence each other.

Name: Mrs. Simpson
Date: April 3, 2018

Skill or Standard for focus / Objective: Standard RI.1.2
I can provide an objective summary of an informational text

objective means not using your own biases or opinions.
a summary is a short retelling of the main points or events in your own words.
a fact is something that can be proven to be true.
an opinion is what someone thinks about something.

An objective summary only contains the facts from the text.
• do not include your own opinions
• you must write in your own words

• the purpose of summarizing is to help you better understand the text or to show your understanding of the text

→ example - George Washington was the first President of the United States.
→ example - George Washington was the best President we have ever had.

To summarize:
• Ask yourself: who or what is it about?
• What happened?
• Where did it happen?
• When did it happen?
• Why did it happen?
• How did it happen, or how did they fix/solve/help it?
• What was the outcome?

Ask yourself *FSA @*:
What can be taken out to make the summary more objective?

Summary:
Writing objective summaries means retelling just the facts of the text in your own words. This is important because summarizing helps us to understand the text or show our understanding of the text.

Name: Mrs. Simpson
Date: April 4, 2018

Skill or Standard for focus / Objective: Standard RI / RI.1.1
I can cite evidence from the text to support my analysis of what the text says.

to cite evidence means to tell where in the text you got information to help you analyze the text.
to support something means to help it.
to analyze something means to look at it closely in order to understand it better.

Ways to cite the text:
- In paragraph... the text says...
- According to the text in paragraph...
- The text tells us in paragraph... that...

Providing a Complete analysis using the RACE strategy:
Follow These Steps:
R - Restate the question
A - Answer the question
C - Cite Evidence to support your answer
E - Elaborate or Explain

Using CER to analyze a text:
C - Claim (what you think is true)
E - Evidence to support your claim
R - Reasoning - or why you think what you think.

• You must always cite the text when you provide a response to a text-based question.
• Citing the text gives your analysis credibility. This means that your response is believable!

Summary: Citing evidence from the text is important because it supports my analysis of the text and gives my response credibility. I can use the RACE strategy to provide a complete analysis or when responding to text-based questions.