LEARNING TECHNIQUES

LESSON 6-6 ▲ NOTE-TAKING FROM ASSIGNED READING

**LEARNING GOALS/OUTCOMES**

* Demonstrate effective note-taking techniques from reading assignments.
* Identify personal note-taking strengths and weaknesses by comparing notes with other people.

**MATERIALS NEEDED**

* **Student Handouts:**
* Two Column Note Taking System
* Industrial Designer Reading
* **Sample Note Taking Pages at end of this lesson**

**CLASSROOM ACTIVITIES**

1. **Students review good and bad note-taking.** Use the document camera or overhead to show students the sample blank page with two lines on it (at the end of this lesson). Ask students to define what it is for. Let students guess. Tell them this is the secret to taking good notes from a reading. Tell them that most people take notes like this – show the second sample page, featuring Lord of the Rings notes copied word for word from a text. Ask students to suggest why this is ineffective note-taking. Finally, show them the Two-Column Notes sample page on Lord of the Rings. Show how this page can be used to learn from a reading, and provide a useful tool when they review this page before a test.
2. **Students learn about the Two-Column Note-Taking System.** Provide students with the *Two-Column Note-Taking System* Handout. Using a document camera or overhead, take a sheet of blank notebook paper and demonstrate the system to students.
   * Divide the paper into two sections
   * Draw a vertical line from top to bottom about 2” from left printed margin.
   * Write the date and topic at the top of each page
   * In the left hand column, write “Career Guidance Washington”
   * Tell students this section is to write main ideas, key terms, people’s names, important dates, etc.
   * In the right hand column, write “a program to prepare students to be college and career ready”.
   * This section is for writing notes.

* Sometimes, they will record information in the left column first, and sometimes, they will take notes in the right hand section and then provide the cues in the left hand section.

1. **Students practice using Two-Column Notes.** Instruct students to get out a sheet of notebook paper. Guide students in setting up their own paper with your own example. Have them draw a vertical line and write their name and date. Provide students with the *Industrial Designer* Handout. Have them put the topic “Industrial Designer” at the top of their note-taking page.

Help students get started with the first paragraph. Ask student to silently read the first paragraph. With an elbow partner, come to agreement on the main idea of this paragraph: (Industrial designers make products that are desirable and easy to use.) Get several examples from various groups of students. As a class, come up with a phrase to explain the paragraph. Write this on your sheet in the left hand column. Next, have students read the second and third paragraphs with their elbow partner and write down notes in the right hand column. Have a volunteer group bring their Two-Column note sheet up to share under the document camera. Ask for another student example.

Discuss how headings can be used as the key phrase. Demonstrate by writing the phrase, “Be prepared to..” in the left hand column. This comes from a heading in the Industrial Designer article. Have students read the paragraph. Ask them what should be written on the right hand side to further explain the phrase they just wrote down. Demonstrate two examples. Have students find more information to write in this section. Have students read the rest of the document and take more notes, pulling out key phrases to write in the left hand column. Move about the room to monitor progress and understanding.

1. **Students practice taking Two-Column notes on their own.** Have students get out any textbook and pick one page to take notes from. Ask student to independently practice what they have just learned. Students should write information in their own words, not from simply copying text. As you walk around the room, ask them to explain the different parts of Two-Column Notes.
2. **Students compare their note-taking to that of another student.** Ask students to match up with one other student. Trade papers and spend two minutes reading the other person’s notes. After time is up, have each person comment on the clarity of the other person’s note-taking.
3. **Students reflect on their own note-taking skills.** Ask students to answer the following questions on their *Journal Page.*
   * What part of this style of note-taking do you find the easiest to do?
   * What part of this style of note-taking do you find the most challenging?
   * How will this style of note-taking help you with your studies?

**STUDENT PRODUCTS**

* **Completed *Journal Page***

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|  | **Lord of the Rings** |
|  | “The lord of the rings is an epic high fantasy novel written by philogis phill philologist and |
|  | Oxford university professor JRR Tolkien. The story began as a sequel to an earlier, less |
|  | complex fantasy novel called the Hobbit (1937) but it eventually emerged into a much |
|  | more comprehensive and symblic novel. It was written in stages between 1937 and 1949 |
|  | much of it during World War II. Although known to many readers as a trilli trilogy, |
|  | the work was originally intended to be one volume of a two-volume set along with The |

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|  | Simarillion: however the publisher decided to omit the second volume and insted published |  |
|  | The lord of the Rings in 1954/55 as three volumes, containing a total of six books, rather |  |
|  | than one, for economic reasons. It has since been reprinted numerous times and tranlat |  |
|  | translated into numerous languages, becoming one of the most popular and influnetial |  |
|  | works of the 20th century in 20th century literature.” |  |
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|  | “The title of the book refers to the book’s main antagonist, the Dark Lord Sauron, who had |  |
|  | in an earlier age created the One Ring to rule the other rings of power, as the ultimate |  |
|  | weapon in his campain to conquer and rule all of Middle Earth. From quiet beginning in |  |

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|  | the Shire, a hobbit land not unlike the English countryside, the story ranges across Middle |  |
|  | Earth following the course of The War of the Ring through the eyes of its characters, most |  |
|  | notably the Hobbits Frodo Baggins, Samwise Gamgee, Merduc Meriadoc Brandybuck, |  |
|  | and Peregrin Took (Pippin), but also the hobbits chief helpers – Aragorn (a ranger), and |  |
|  | Gandolf (a wizard).” |  |
|  | “The Lord of the Rings has been the subject of extensive analysis of its thems and origins, as have Tolkien’s works in general. |  |
|  | Although a major work in itself, the story was only the ast movement of a larger work Tolkien had work on since 1917, in a process he described |  |
|  | (OVER) |  |

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|  | Lord of the Rings | |
|  | **Author** | * Written by JRR Tolkien |
|  | **philologist** | * He was a philologist (studies languages) and Oxford professor |
|  |  | * Took 12 years to write (1937-49) |
|  |  | * Was a follow up to The Hobbit (1937) – children’s book |
|  | **Title Character** | * Dark Lord Sauron is the title character |
|  |  | * Sauron wanted to conquer all of Middle Earth |
|  |  | * Created the One Ring – all powerful over other Rings of Power |
|  | **6 Key Characters** | * Key characters: Frodo Baggins, Samwise Gamgee, Meriadoc Brandybuck and Peregrin Took – all Hobbits from The Shire |
|  |  | * Also a ranger named Aragorn and a wizard named Gandolf |
|  | **Mythopoeia** | * Tolkien’s way of writing was called MYTHOPOEIA – fictional mythology created by a writer |
|  | **3 Book Titles** | * Three books: The Fellowship of the Ring, the Two Towers, The Return of the King |
|  | **Allegory** | * Tolkien said the One Ring was not an ALLEGORY (a symbolic representation) for the nuclear bomb. |
|  |  | * Tolkien is called “the father of fantasy literature” |
|  |  | * Died in 1973 |
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LEARNING TECHNIQUES

LESSON 6-6 STUDENT HANDOUT

SAMPLE NOTE TAKING PAGES

**Directions:** Use this to set up your notebook paper to take notes

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| --- | --- | --- |
|  | **Two-Column Note-Taking** | |
|  | **2”** | **6"** |
|  | **1. Record** | Take notes in your own words. Do not copy word for word. |
|  |  | Use phrases and short sentences. Use bullets, too. |
|  |  |  |
|  | **2.** **Questions** | When you are finished taking notes, re-read them. Use a |
|  |  | highlighter to mark key points. help you parts that are not |
|  |  | clear to you? Are there Write questions you have. |
|  |  | These questions can be used to help quiz you when you study. |
|  |  |  |
|  | **3.** **Recite**: | Cover the note-taking column with a sheet of paper. Use |
|  |  | the left hand column to quiz yourself. Use another sheet of |
|  |  | paper and write what you know in your own words. Uncover |
|  |  | The right hand side to check your answers. |
|  |  |  |
|  | **4.** **Reflect**: | Reflect on the material by asking yourself questions: |
|  |  | “What does this information tell me? What is the main |
|  |  | concept? What are the steps involved? Does this information |
|  |  | connect with other information or another class? |
|  |  |  |
|  | **5.** **Review**: | Each night, spend 10 minutes going over your notes. |
|  |  | If you study a little each night, when you have a test coming |
|  |  | You will already have done a lot of studying! |
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LEARNING TECHNIQUES

LESSON 6-6 STUDENT HANDOUT

INDUSTRIAL DESIGNER

**INDUSTRIAL DESIGNER**

Consider your digital media player for a moment. Why does it have a particular shape? Why do its various components look the way they do? In fact, think about many of the products you interact with: computers, cars, video games, cameras, and cell phones. Why do you prefer using certain ones over others? Is it because certain items look better, have easier features to use, or just feel better in your hand? The job of industrial designers is to consider all of these physical and functionality attributes to design the best, most easy to use product in the market.

Industrial designers combine art, business, and engineering to design and improve the products you use every day. Often designers specialize in a single product, such as televisions, cars, toys, etc, in order to craft the most beautiful and easy to use product they can. In order to design effectively, industrial designers must first be engineers, having a perfect knowledge of how an item works so they can conceive of a way to make that product better. A good designer must also be an exceptional artist, cramming tons of functionality and features into a fairly compact, but elegantly crafted shape. Once their designs are approved, designers must work with a host of people, from accountants to engineers, to ensure that their product is built soundly, safely, and cost effectively.

Industrial design is the perfect career for those who enjoy working with their hands and building things, but who also have excellent artistic skills. In fact, in order for a designer to sell his ideas to clients, he must be able to draw up compelling images of his designs, both on paper and with complicated computer imaging programs. What's even better, as a designer you may get the opportunity to see people enjoy and appreciate your craft everyday.

**If you're interested, be prepared to**

* Communicate well. You may be brimming with ideas and brilliant designs, but if you can't communicate those plans, they're not going to get built. Solid communication skills ensure that everyone you're working with, from clients to engineers, understand your vision as well as you do.
* Analyze complicated information. Tons of complex data about how certain items work will cross your path. If you can't understand how something works, then you won't be able to improve it.
* Practice visual arts. Whether your skill is painting, drawing, or sculpting, you'll need to develop your natural talent and practice what you've learned if you want to stay competitive in this world.
* Handle criticism and direction. Even though you may feel that your work is great, there are always people who feel differently and will give you feedback about what to change. You'll need to learn when to take their advice, and when to ignore it.
* Be Inventive. In general, people in this career are expected to come up with solutions to complicated problems. When the answers aren't obvious, you'll have to take chances and find news ways to think about old problems.
* Enjoy creating. To succeed as a designer, you'll need to enjoy the process almost as much as you'll love the finished product.

**How to get there**

* In high school, take college-track courses and plan a well-rounded schedule that includes art, math, and science classes. Take the SAT or ACT and get good grades; most people in this field have a college degree.
* Always practice drawing and painting. Industrial designers have to have a keen eye for lines, colors, and trends. By refining your artistic skills, you'll give yourself an edge over other designers.
* In college you should major in industrial design. If your college doesn't offer industrial design, then consider majoring in architecture or engineering (with a few art classes thrown in).
* Many designers also decide to get a graduate degree in industrial design or business administration

**Job Outlook**

* Employment for industrial designers is expected to grow by about 7% over the next decade, which is about as fast as the average for all jobs. If you want to improve your job prospects, increase your knowledge of computer aided design tools and your business experience.

**Earnings and compensation**

* The median annual wage for industrial designers was $54,500 according to the Labor Department. These jobs often include benefits such as health insurance and retirement savings plans. The lowest 10% of earners made about $31,000 a year, while the top 10% of earners made about $93,000.

LEARNING TECHNIQUES

LESSON 6-6 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 6-6 | *NOTE-TAKING FROM ASSIGNED READING***

***Q1:*** What part of this style of note-taking do you find the easiest to do?

***Q2:*** What part of this style of note-taking do you find the most challenging?

***Q3:*** How will this style of note-taking help you with your studies?

***Answers:***