

Carmell  
Notes



# The Hidden Curriculum

## Quickwrite Questions:

- **How did you learn the skill of note taking?**
- **How did this skill contribute to your success?**



First & Last Name  
Class Title  
Period  
Date

Topic

Questions,  
Subtitles,  
Headings,  
Etc.

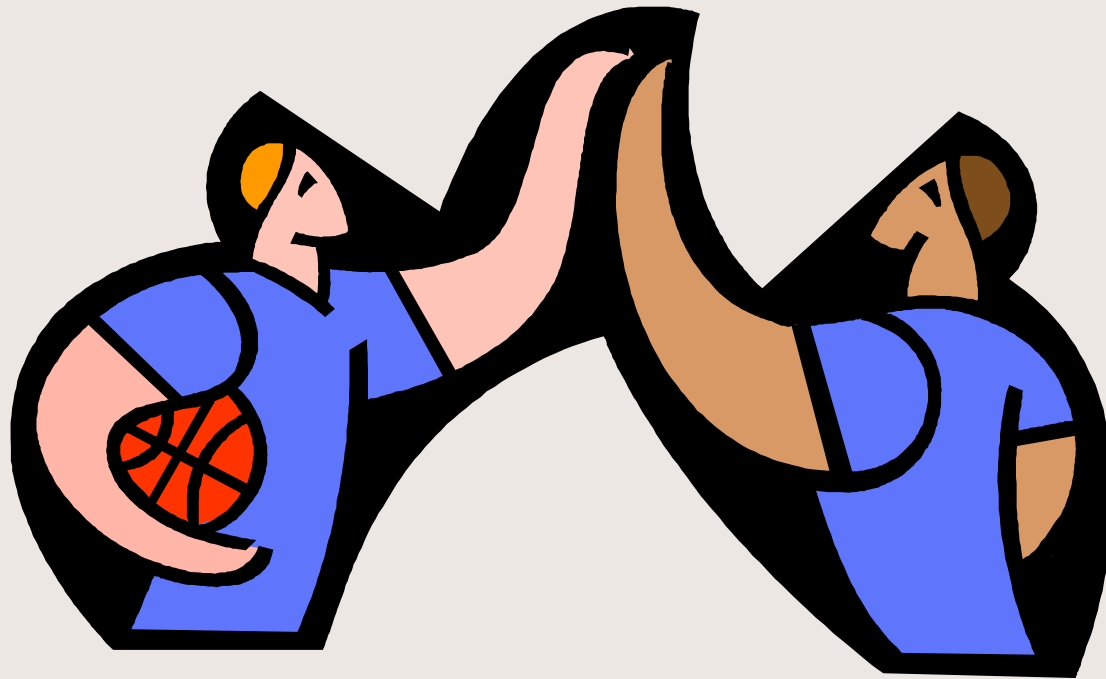
# Class Notes

← 2 1/2" →

3 to 4 sentence summary across  
the bottom of the **last page** of the  
day's notes



**LET'S PRACTICE!!**



# Assignment & Instructions

- In the large, **right hand column**, take notes like you normally would.



- You may use **any style** of note-taking you wish:
  - outline format,
  - narrative format,
  - symbols,
  - short hand, etc.

# Assignment & Instructions

- Separate blocks of information by **skipping lines** between them.
- Use a **different color of ink for each main concept.**
- Use **abbreviations** to save time.



# Note Taking Tips

Speaker says: “Hippocrates, a Greek who is considered to be the Father of modern medicine, was born on the island of Cos in 460 B.C.”

Notes say: “Hippocrates (Gr.)  
Father of med. B. Cos 460BC”

# Why take notes?

- **Cornell note taking stimulates critical thinking skills.**
- **Note taking helps students remember what is said in class.**
- **A good set of notes can help students work on assignments and prepare for tests outside of the classroom.**



# Why take notes?

- Good notes allow students to help each other **problem solve**.
- Good notes help students **organize and process data** and information.
- Helps student **recall** by getting them to process their notes 3 times.
- ***Writing is a great tool for learning!***



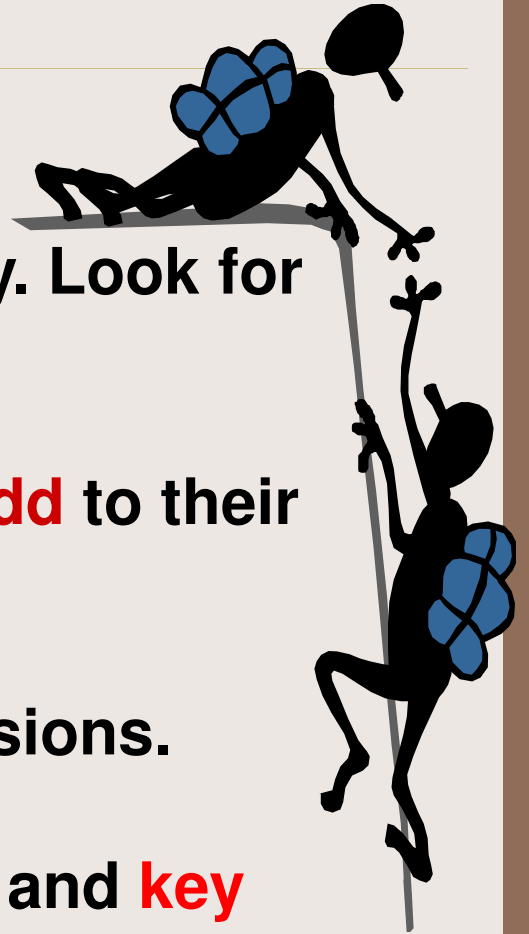
# History of Cornell Notes

- Developed in 1949 at Cornell University by Walter Pauk.
- Designed in response to frustration over student test scores.
- Meant to be easily used as a **test study guide**.
- Adopted by most major **law schools** as the preferred note taking method.



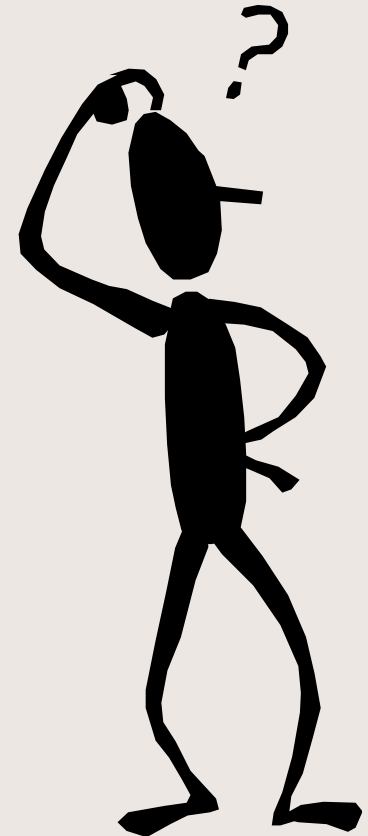
# Assignment & Instructions

- **Compare notes** with a partner.
- Talk about what you wrote and why. Look for **gaps & missed information**.
- Both partners should feel free to **add** to their notes.
- Use a **different color** of ink for revisions.
- Highlight/underline the **main ideas** and **key words**.



# Assignment & Instructions

- With your partner(s), **create questions** in the left hand column.
- These questions should **check for understanding** (Level 1) and **elicit critical thinking skills** (Levels 2 and 3) .



# Brief Review of Costa's Levels

**Level 1:** Remember  
Show Understanding

**Level 2:** Use Understanding  
Examine  
Create

**Level 3:** Evaluate using supportive  
evidence

# Assignment & Instructions

- **On your own, in the space provided at the bottom of the page, complete a 3 or 4 sentence summary of what you wrote in your notes.**



- ***Summary ties the main ideas together and reflects on learning.***

# What goes where?

**Questions,** subtitles, etc. go here, in the left hand column. Remember, we want higher level critical thinking questions.

Don't forget the **heading:** ↑  
Name, Class, Period, Date, Topic

**Notes** go here, in the large right hand column.

A 3 to 4 sentence **summary** down there on the bottom of the last page of notes ↓



# Grading Rubric

<b>5</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes are selectively and accurately paraphrased</li><li>• Use of logical abbreviations</li><li>• Notes have been edited, highlighted, and underlined</li><li>• Questions check for understanding and reflect higher levels of inquiry</li><li>• Summary shows learning by effectively summarizing and reflecting on information and/or asking questions to clarify or further the thinking</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes are selectively and accurately paraphrased</li><li>• Use of logical abbreviations</li><li>• Questions check for understanding and reflect higher levels of inquiry</li><li>• Has a summary</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Proper set-up and heading</li><li>• Notes may/may not be accurate; information not always paraphrased</li><li>• Some use of abbreviations</li><li>• Questions check for understanding</li><li>• May/may not have a summary</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Proper set-up</li><li>• Has some notes</li><li>• Has questions</li><li>• May/may not have summary</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Proper set-up</li><li>• Has notes</li><li>• Questions on left non-existent</li><li>• No summary</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Improper set-up; not Cornell notes</li></ul>

# Tips for Studying with Notes

## Make use of the format

- **Cover the right side** of your notes; review and answer study questions from the left using the right side as an answer key
- **Quiz yourself out loud**
- **Cover the right side with blank paper; write out answers** to the left column study questions



# Tips for Studying with Notes

**Write!**

- Write summaries of the **most important material** in the summary/reflection section
- **Write a quiz** for others using notes; exchange and correct
- Write **anticipated test questions** beyond those already in the left-hand column and write answers



# Tips for Studying with Notes

## Review

- Look over notes **frequently** to keep information and questions still unanswered fresh in mind
- **Recite** information from notes



# Tips for Studying with Notes

## Study in a Group

- **Exchange notes** with others to flesh out information and understanding
- Use notes in study groups to provide a **common ground** of material for reference and review
- **Rewrite** notes if necessary



# Resources for CN

- [Cornell notes | Cornell note taking | Word templates - Productivity Portfolio](#)
- [Free Online Graph Paper / Cornell Note-taking Lined](#)
- [Cornell Notetaking Method Custom PDF Generator](#)