How to Use Cornell Notes

SOSE DEPARTMENT

What is Cornell Note taking?

Created by Dr. Walter Pauk from Cornell University, the Cornell note-taking system is both an efficient way to record information and an effective way to absorb it.

The Cornell Note-Taking System organises ideas spatially, so it's great for visual learners. The idea is that students have space for copying down new information (class notes), for identifying key points (study cues), and for summing up the main ideas of the lesson (summary).
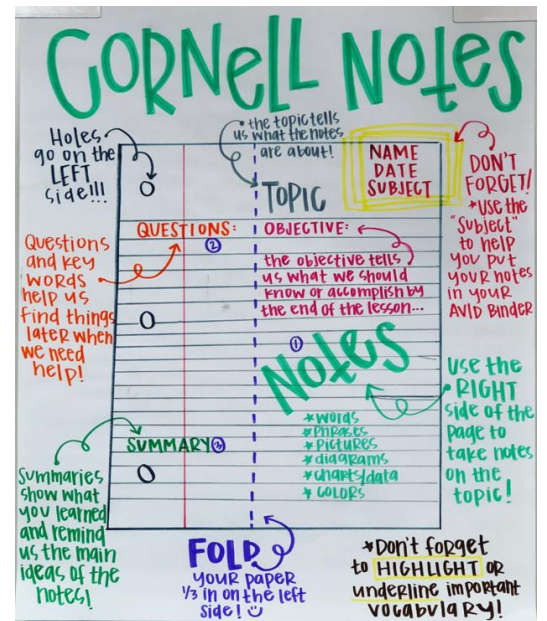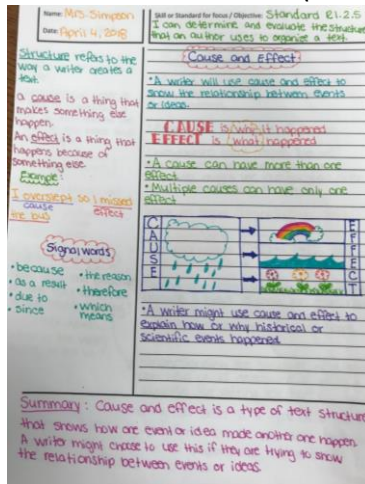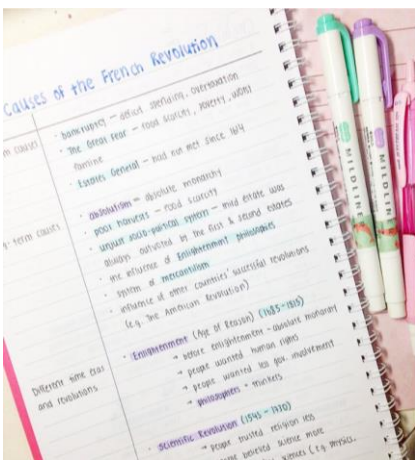
Effective note taking is interactive and involves using the original notes many times over to build memory of the content, rather than seeing note taking as just a one-off copying activity.

Visible Learning^plus 250+ Influences on Student Achievement

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

Key for rating

- ● Potential to considerably accelerate student achievement
- ● Potential to accelerate student achievement
- ● Likely to have positive impact on student achievement
- ● Likely to have small positive impact on student achievement
- ● Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

Learning strategies		
Deliberate practice	●	0.79
Effort	●	0.77
Imagery	●	0.45
Interleaved practice	●	0.21
Mnemonics	●	0.76
Note taking	●	0.50
Outlining and transforming	●	0.66
Practice testing	●	0.54
Record keeping	●	0.52
Rehearsal and memorization	●	0.73
Spaced vs. mass practice	●	0.60
Strategy to integrate with prior knowledge	●	0.93
Study skills	●	0.46
Summarization	●	0.79
Teaching test taking and coaching	●	0.30
Time on task	●	0.49
Underlining and highlighting	●	0.50

The Research of John Hattie

In 2009 Professor John Hattie published *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. This groundbreaking book synthesized the findings from 800 meta-analysis of 50,000 research studies involving more than 150 million students and it built a story about the power of teachers and of feedback, and constructed a model of learning and understanding by pointing out what works best in improving student learning outcomes.

Since then, John Hattie has continued to collect and aggregate meta-analyses to the Visible Learning database. His latest dataset synthesizes 1,500 meta-analyses of 90,000 studies involving more than 300 million students. This is the world's largest evidence base into what works best in schools to improve learning.

Cornell Notes	Learning Goal/Intent:	→How to Use Cornell Notes
Writing @ Benowa	Students will improve their understanding and skills for taking effective notes, using the Cornell Notetaking method.	

Essential Question: How can Cornell Notes be used to organise new content knowledge?

What can Cornell notes be used for?

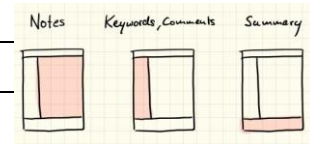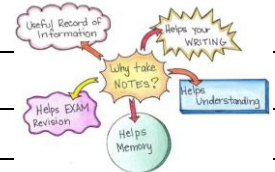| Questions/Comments:	Notes:
	→For learning new content
When can you use Cornell Notes?	→Learning experiences or intake sessions—times when you are absorbing content or skills through some sort of medium, as opposed to purely applying that content or synthesising it into some kind of product
What can you use Cornell Notes to take notes from / for?	→lecture-based lessons →watching documentaries / videos in a flipped or blended environment →reading assigned textbook chapters or handouts →doing research
Why should you use Cornell Notes?	→Whether it's taking notes from lectures (Kiewra, 2002) or from reading (Rahmani & Sadeghi, 2011; Chang & Ku, 2014), note-taking has been shown to improve student learning. Study tool for exams →The more notes students take, the more information they tend to remember later.
How do you take Cornell Notes?	→Summarise and paraphrase (restate in your own words) the facts and ideas presented. Record definitions as stated or written Paraphrase →Number, indent, highlight, or bullet key ideas presented with each topic.
Notes Box:	→Use list and concise sentences. Use abbreviations, whenever possible. →Add drawings to notes to represent concepts, terms, and relationships. This has a significant effect on memory and learning (Wammes, Meade, & Fernandes, 2016).
Question/Comments box:	→Place headings, questions that connect points, main ideas, key points, dates, and people, or key vocabulary in the left hand column.

Summary: →Write a summary of the main ideas in the bottom section. This is the best test of how well you understand the information. This should be done at the bottom of every page. → How do the main ideas fit together into a "bigger picture" and answer the essential question. Include only the most important information. Can you narrow it down to a single statement? When reviewing the material, cover up the note-taking (right) column to answer the questions/keywords in the key word or cue (left) column. Re on the material and review the notes regularly.

Cornell Notes Writing @ Benowa	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 problem in 18th-century Russia?	→The land the serfs worked on was the property of the landowner.
	→ Serfs were required to work 3 days a week and part of their produce as
	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 government by one person with absolute power.*	→ Serfdom had arisen over centuries to enable autocracy to control scattered
	populations in an expanding empire. Landowners policed the rural areas for
	the state, giving them almost unlimited authority over the serfs.
Reasons for problems with Serfdom	→1855 Russia was falling behind other countries as the industrial revolution gained
	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, tasr 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 had encouraged reform but landowners who would clearly lose influence were resistant.
Emancipation Statute	→ Serfs could marry who they wished, own property and set up a business
Reform	→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 19yrs at 6% interest. Mortgages on land. This was how the Tsar reimbursed nobles for loss of free labor.
	→The village commune or *Mir* was made responsible for collecting 'redemption dues'
	→Alexander II steered the Great Emancipation Statute into Law during Feb 1861.However,
What was the impact of the new emancipation policy?	the result was a '*series of compromises that diluted many of the intentions and failed to satisfy anyone.*'
(Cause & Effect)	→ "*The so-called 'emancipation' legislation had in fact reduced the land available to peasants And therefore perpetuated their dependence on the nobility."* Dalton. H (2015)
	→ There was deep resentment among peasants as it was felt the abolition of statues had
Perspectives on the Emancipation	not freed everyone equally. The Emancipation *Ukasee* (statute) had complexly ignored the peasant belief that land belonged to those who worked on it.
	→The emancipation was '*deeply disturbing for the landed nobility'.* Nobility began to lose their land. Smith (2012) suggests that this contributed to growing disillusionment with the regime.
Increased instability	→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 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.

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:	Name:
Writing @ Benowa	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)	**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 fresh water used to produce the goods and services consumed by humans	→ Water scarcity can be **physical** (not enough water for demand including the ecosystem) or **economic** (not enough investment in infrastructure to store and transport Water).
What is water security?	Factors which influence water security:
	☐ climate change resulting in drought
hydrological hazards = Floods, droughts	☐ climate change resulting in flooding
	☐ political change threatening supplies that cross national boundaries (conflict)
	☐ 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 water scarcity?	→Lack of Access to Drinking Water: Water scarcity results in people having to rely on 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.

Strategies to Differentiate Cornell Notes for EALD, LD and SWD

### How I Differentiate Like A Pro Using Cornell Notes
By Kaily at teacher-mom-101 - may 30, 2018
https://www.teachermom101.com/2018/05/how-i-differentiate-like-pro-using.html

In my classroom, I provide students with the left and right-hand column information during a lesson because 7th graders haven't acquired the skills to effectively take their own notes, however, the summary box at the bottom is their responsibility after a lesson is over. This can be a home work assignment, an exit-slip assignment, or just something they do in the last 10 minutes of a class period.

By practicing the process of taking Cornell Notes with good models, students will learn what good notes should look like and they will be familiar with the process for the future.
The problem was that my ESL and SPED students struggled to write an entire page of notes, but I wanted them to have the notes, so I needed a solution! Once I realized what I needed to do, it seemed so obvious and I felt stupid - but sometimes it's difficult to solve a problem when you are so close to it!
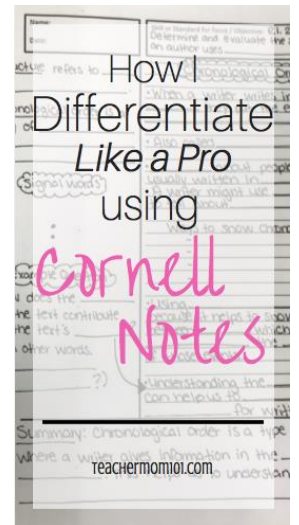
Students can take notes without taking all of the notes. Every single word is not important. If I create a template for students that requires them to only fill in the most important information, they are still taking the notes, right? They are following along as we discuss, they are reading my mentor notes page on the board, and they are reading their differentiated version in front of them so they can fill in the information that is missing.

So I took my mentor notes and created a black-and-white fill-in-the-blank version for each page that I can photocopy as many times as I want. Then I can have these pages on-hand for students who struggle with writing lots of information.
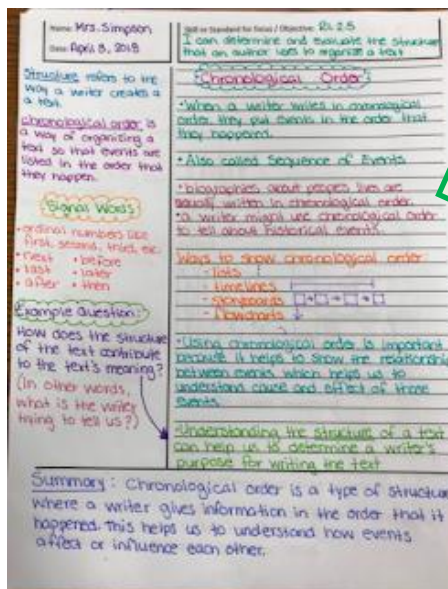
This is my mentor page for teaching the text structure Chronological Order. This page would sit under the document camera while I discussed each part of the notes, beginning with the vocabulary terms in the left-hand column.
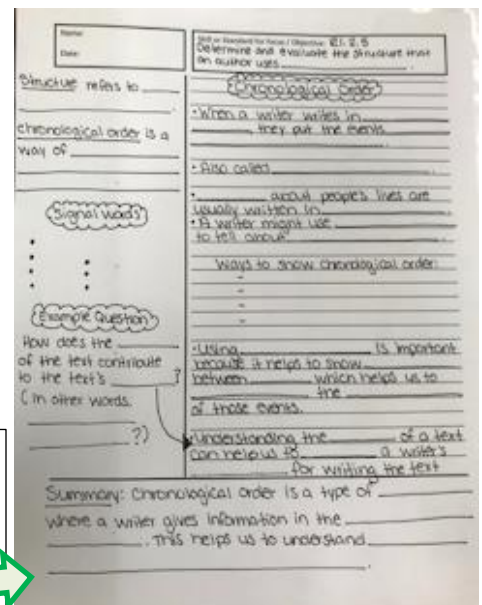
This is a differentiated version of the same page of notes. Some of the information is not filled in, and there are some blanks where key terms or information would need to be filled in by the student. Notice how the words that are written for them are unimportant words in each sentence or note.

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.

Example 1

Name: Mrs. Simpson
Date: April 3, 2018
Skill or Standard for focus / Objective: Standard RI.8.8. 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.

Example 2

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 • before
• last • later
• after • 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.

Example 3

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.

Ask yourself *FSA Q* What can be taken out to make the summary more objective

• 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?

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

Example 4

Name: Mrs. Simpson
Date: April 4, 2018
Skill or Standard for focus / Objective: Standard RI/RL.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 ___...

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.