

Team Cornell Notes

Content Analysis Report

Spring 2010

Cornell Notes

Instructional Goal

The purpose of the lesson is to teach students how to take more organized and comprehensive notes using the Cornell Notes method. In order to do this, students must be able to Define and Identify the Main Ideas and Supporting Details from a specified text. This is a cognitive skill within the cognitive domain. The need for this instruction stems from students who take ineffective and disorganized notes that are not conducive to productive and successful studying. The goal is to assist students in taking important and comprehensive notes, to be engaged and organized.

Target Population

The lesson is aimed toward students in grades eighth through tenth located on the islands of Maui and Kauai who are studying Science and English. The students are between the ages of 14 and 16 years, and have different levels of learning ability. Some of the students participating in the lesson have prior knowledge and experience with Cornell Notes, while others have no prior knowledge or experience with this note-taking method. Those students who use, or have used, Cornell Notes may feel more comfortable throughout the lesson, but have not mastered the method and therefore do not have effective notes at the end of a lecture. Students participating in the lesson will fall into two categories of motivation: intrinsic and extrinsic. Those students who are able to find their motivation inside themselves will experience satisfaction in completing the lesson, and seeing the benefit of higher grades on tests. Those who are extrinsically motivated may not have any interest in the lesson itself but will look forward to the reward they will receive once the lesson is completed (a class party, better grades, etc).

In order to motivate students to take an active interest in the lesson, the teachers will utilize information from popular culture, unusual news articles or unexpected acts of kindness to gain the attention of students and allow them to decide the main ideas, important questions, and supporting ideas pertaining to their particular assignment. Teachers will follow Gagne's *9 Events of Learning* which uses steps to actively teach students how to use the Cornell Notes template effectively, and specifically for this lesson, will concentrate on Defining and Identifying the Main Ideas and Supporting Details from a specified text.

Hierarchy Chart

Given a specific article in the newspaper students in grades eight through ten will use Cornell Notes method to disseminate the information in the article and create organized and effective notes in which to study. There are five (5) Steps, five (5) Sub-steps, and one (1) Subordinate step to the lesson. There are also four (4) Entry-level skills that have already been mastered and will not be included in the Module.

The **Subordinate** steps necessary to use Cornell Notes:

1. Determine Cornell Notes taking format

The **Steps** necessary to use Cornell Notes:

1. Identify questions
2. Identify main ideas
3. Identify supporting details
4. Identify summary area
5. Identify information column

The **Sub-Step** necessary to use Cornell Notes:

1. Define questions
2. Define main ideas
3. Define supporting details
4. Define summary area
5. Define information column

The **Entry Level (EL)** skills necessary to use Cornell Notes:

1. Discriminates how to ask questions
2. Discriminates sentence
3. Discriminates paragraph
4. Discriminates format

Instructional Analysis

The goal is to assist students in taking important and comprehensive notes, to be engaged and organized. In order to meet our instructional goal of students learning how to use the Cornell Notes template to take organized and effective notes from which to study, the instruction will begin by splitting the class up into two groups to play a game called “Fact or Fiction”. This will serve to gain their attention and encourage interaction with other students and the teacher, and give the teacher an opportunity to explain what they will learn, how they will apply it, and the benefits of using this note-taking method.

The instruction is broken into a cluster which includes the ‘Main Ideas’ and ‘Supporting Details’, and each objective will have a module designed for students to go through and practice what they’re learning. Since the lesson will be completely print-based, the teacher will present

the material using Gagne's *9 Events of Learning* in order to meet the instructional needs of the learners. With this method, students learn by seeing and doing which helps with retention. It is important that the instructor give a brief summary of the material after each category, give examples and non-examples with increased difficulty, and provide feedback while the students are putting what they learned into practice. The instructional strategy includes content presentations and learner participation exercises that will have mini evaluations built in.

Table 1. Performance Objectives

Skill		Performance Objectives
EL1	Discriminates how to ask questions.	Given four options, the learner will correctly select the definition for the 'how to ask questions' section of Cornell Notes template.
EL2	Discriminates sentence	Given four options, the learner will correctly select the definition for the 'sentence section' of Cornell Notes template.
EL3	Discriminates paragraph	Given four options, the learner will correctly select the definition for the 'paragraph section' of Cornell Notes template.
EL4	Discriminates format	Given four options, the learner will correctly select the definition for the 'format section' of Cornell Notes template.
1	Define questions	Given four options, the learner will correctly select the definition for the 'questions' section of Cornell Notes template.
2	Identify questions	Given four options, the learner will correctly select the definition for the 'identifying questions' section of Cornell Notes template.
3	Define main ideas	Given four options, the learner will correctly select the definition for the 'main ideas' section of Cornell Notes template.
4	Identify main ideas	Given four options, the learner will correctly select the definition for the 'identifying main ideas' section of Cornell Notes template.
5	Define supporting details	Given four options, the learner will correctly select the definition for the 'supporting details ' section of Cornell Notes template.
6	Identify supporting details	Given four options, the learner will correctly select the definition for 'identifying supporting details ' section of Cornell Notes template.
7	Define summary area	Given four options, the learner will correctly select the definition for the 'summary area' section of Cornell Notes template.
8	Identify summary area	Given four options, the learner will correctly select the definition for the 'identifying summary area' section of Cornell Notes template.
9	Define information column	Given four options, the learner will correctly select the definition for the 'information column' section of Cornell Notes template.
10	Identify information column	Given four options, the learner will correctly select the definition for the 'identifying the information column' section of Cornell Notes template.

Table 2. Preinstructional, Assessment, and Follow-Through Activities

PREINSTRUCTIONAL ACTIVITIES
<p>Motivation: The Cornell Notes taking system was created by Walter Pauk in 1949. He designed the system in response to frustration over poor test scores as it's meant to be used as a study guide. The Cornell method is a systematic approach for arranging and condensing notes without recopying (Rashid & Rigas, 2008). According to Walter Pauk (1974), people lose their retention at the following rates: 20 minutes 47% forgotten; 1 day 62% forgotten; 2 days 69% forgotten; 75 days 75% forgotten; 78 days 78% forgotten (Rashid & Rigas, 2008)</p>
<p>Objectives: Students will Define and Identify the Main Ideas and Supporting Details from a specified text in order to put that information into the Main Ideas and Supporting Details section of the Cornell Note template. Students will learn how to take organized and effective notes using the Cornell Notes method.</p>
ASSESSMENT
<p>Pretest: Students in grades eight through ten will take a paper and pencil based multiple choice pre-test regarding their previous knowledge of how to Define and Identify Main Ideas and Supporting Details for the Cornell Note template.</p>
<p>Practice Tests: Each module will contain a practice test. The practice test will be a multiple choice, paper -and pencil-based test to determine what the students have learned during the module.</p>
<p>Posttest: A paper and pencil multiple choice test will be given at the end of each module to determine what has been learned.</p>
FOLLOW-THROUGH ACTIVITIES
<p>Memory Aids: Students will be given a template of Cornell Notes and it will contain a brief explanation of each section.</p>
<p>Transfer: Students will be given an article to read and they will be instructed to take notes using the Cornell Note template. The reading and note-taking will be done individually. They will be instructed to focus on Defining and Identifying Main Ideas and Supporting Details. After all students have completed the assignment, formative evaluation will take place as a discussion on defining and identifying main ideas and supporting details.</p>

Table 3. Objectives sequenced and clustered

Cluster 1 Subskills		Learning Time: 15 minutes
Module Section title: Main ideas and supporting details		
Objectives	3. Define main idea 4. Identify main idea 5. Define supporting details 6. Identify supporting details	
Cluster 2 Subskills		Learning Time: 15 minutes
Module Section title: Define and identify questions		
Objectives	1. Define questions 2. Identify questions	
Cluster 3 Subskills		Learning Time: 15 minutes
Module Section title: Define and identify summary area		
Objectives	7. Define summary area 8. Identify summary area	
Cluster 4 Subskills		Learning Time: 15 minutes
Module Section title: Define and identify information column		
Objectives	9. Define information column 10. Identify information column	

Criterion-referenced Tests

Criterion-referenced tests are normally used by instructors to determine prior knowledge and ability. For this lesson, we have included three (3) types of tests: a pretest, practice test, and a posttest. The *pretest* is used to assess whether or not a student has mastered a specific skill that will be included in the lesson. The *practice* test is used to encourage active student learning and enables them to practice the skill as they learn it. The *posttest* is done after the instruction has taken place and is used to measure objectives included in the lesson.

Criterion-referenced tests generally measure skills described in the Performance Objectives so clarity and understanding is necessary. Below are the criterion-referenced tests designed for this lesson:

1. Define 'main ideas' from a specified text that would be inserted into the Cornell Notes template.
2. Identify 'main ideas' from a specified text that would be inserted into the Cornell Notes template.
3. Define 'supporting details ' from a specified text that would be inserted into the Cornell Notes template.
4. Identify 'supporting details ' from a specified text that would be inserted into the Cornell Notes template.

Content Presentation and Learner Participation Worksheet

SKILL: Define Main Idea	#1
OBJECTIVE: Students will be able to choose the most accurate definition of the “main idea”.	

CONTENT PRESENTATION

Information Presentation:

Basic Organization of a Paragraph

1. Statement of main idea.
2. Supporting detail.
3. Supporting detail.
4. Supporting detail.

The main idea in a paragraph is the most important idea. It is the central point that an author is trying to get across to the reader. The supporting details describe the main idea. They make the main idea stronger and clearer.

To find the main idea, answer two questions.

- (1) What is the paragraph mostly about?
- (2) Which sentence best tells what the paragraph is about?

Keep in mind that the main idea is often the first or last sentence of a paragraph.

Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

- (1) The paragraph is mostly about what mother gorillas do.
- (2) The first sentence tells what the paragraph is about. It is the main idea.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

The main idea (Mother gorillas do a lot for their babies.) is supported by three supporting details. The supporting details (They nurse their babies, they protect them from danger, and they teach the tiny gorillas how to get along with other gorillas) give examples of exactly what mother gorillas do for their babies. “Mother gorillas do a lot for their babies” is the central point of the paragraph.

Non-Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas love their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

In this case, the main idea that is stated in the box is a broad and generalized statement about mother gorillas. It is not the main idea. This statement also cannot be found within the paragraph.

Pretest & Embedded:

1. Which term best describes the main idea of a piece of writing?
 - a. A detail
 - b. A central point
 - c. A broad topic
 - d. An aspect

Feedback:

- a. Incorrect. Details support the main idea in a piece of writing.
- b. Correct! The main is the central point of a piece of writing.
- c. Incorrect. The main idea is not broad; it is specific and has a point.
- d. Incorrect. The main idea encompasses the whole subject not just an aspect of it.

Posttest:

1. The best definition of main idea would be...
 - a. Important information that tells more about the overall idea of a piece of writing.
 - b. What a piece of writing is mostly about.
 - c. What someone is primarily talking about.
 - d. A vague idea that is supported by very specific details.

SKILL: Identify Main Ideas #2

OBJECTIVE: Students will be able to identify the “main idea”.

CONTENT PRESENTATION

Information Presentation:

Basic Organization of a Paragraph

1. Statement of main idea.
2. Supporting detail.
3. Supporting detail.
4. Supporting detail.

The main idea in a paragraph is the most important idea. It is the central point that an author is trying to get across to the reader. The supporting details describe the main idea. They make the main idea stronger and clearer.

To find the main idea, answer two questions.

- (1) What is the paragraph mostly about?
- (2) Which sentence best tells what the paragraph is about?

Keep in mind that the main idea is often the first or last sentence of a paragraph.

Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

- (1) The paragraph is mostly about what mother gorillas do.
- (2) The first sentence tells what the paragraph is about. It is the main idea.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

The main idea (Mother gorillas do a lot for their babies.) is supported by three supporting details. The supporting details (They nurse their babies, they protect them from danger, and they teach the tiny gorillas how to get along with other gorillas) give examples of exactly what mother gorillas do for their babies. “Mother gorillas do a lot for their babies” is the central point of the paragraph.

Non-Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas love their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

In this case, the main idea that is stated in the box is a broad and generalized statement about mother gorillas. It is not the main idea. This statement also cannot be found within the paragraph.

Pretest & Embedded:	<p>Robots are being used in sumo wrestling contests. Sumo wrestling is a sport that started in Japan. It takes place in a ring. Two players try to score points by holding each other down or pushing each other out of the ring. Robot sumo uses robots instead of humans. The robot that scores the most points wins.</p> <p>2. What is the main idea of this paragraph?</p> <ol style="list-style-type: none"> Sumo wrestling is a sport that started in Japan. Sumo wrestling takes place in a ring. The robot that scores the most points wins. Robots are being used in sumo wrestling contests.
Feedback:	<ol style="list-style-type: none"> Incorrect. This supporting detail gives more information about sumo wrestling's starting place. Incorrect. This supporting detail gives more information about where a sumo wrestling match takes place. Incorrect. This supporting detail gives more information about the scoring rules of sumo. Correct! This paragraph is mainly about robots being used in sumo wrestling contests.
Posttest:	<p>Students compete in robot sumo contests. They learn how to build their own robots. They compete against their classmates and students from other schools. To win, students must be creative. They must have a good plan for defeating other robots.</p> <p>2. What is the main idea of this paragraph?</p> <ol style="list-style-type: none"> Students need a good plan for defeating other robots. Students compete against their classmates and students from other schools. Students compete in robot sumo contests. Students must be creative to win.

SKILL: Define Supporting Details #3

OBJECTIVE: Students will be able to choose the most accurate definition of the “supporting details”.

CONTENT PRESENTATION

Information Presentation:

Basic Organization of a Paragraph

- 1. Statement of main idea.
- 2. Supporting detail.
- 3. Supporting detail.
- 4. Supporting detail.

The main idea in a paragraph is the most important idea. It is the central point that an author is trying to get across to the reader.

The supporting details describe the main idea. They make the main idea stronger and clearer.

To find the main idea, answer two questions.

(1) What is the paragraph mostly about?

(2) Which sentence best tells what the paragraph is about?

Keep in mind that the main idea is often the first or last sentence of a paragraph.

Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

The main idea (Mother gorillas do a lot for their babies.) is supported by three supporting details.

The supporting details (They nurse their babies, they protect them from danger, and they teach the tiny gorillas how to get along with other gorillas) give examples of exactly what mother gorillas do for their babies. They make the main idea stronger and clearer.

Non-Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>Mother gorillas do a lot for their babies.</i>
	<i>They love their babies.</i>
	<i>They teach them things.</i>

In this case, the supporting details (Mother gorillas do a lot for their babies, they love their babies, and they teach them things) do not support the main idea. They are made up and cannot be found within the paragraph. Lastly, The supporting details neither maker the main idea stronger nor does it make it any clearer.

Pretest & Embedded: 3. Which term best describes the supporting details of a piece of writing?
a. Structure
b. Substance
c. Majority

	d. Descriptive
Feedback:	<ul style="list-style-type: none">a. Incorrect. Details support the main idea in a piece of writing.b. Correct! The main is the central point of a piece of writing.c. Incorrect. The main idea is not broad; it is specific and has a point.d. Incorrect. The main idea encompasses the whole subject not just an aspect of it.
Posttest:	<ul style="list-style-type: none">3. The best definition of supporting details would be...<ul style="list-style-type: none">a. Important information that tells more about the overall idea of a piece of writing.b. Sentences that make the main idea stronger and clearer.c. The sentences that make up the bulk of a paragraph in a piece of writing.d. Details that support other details.

SKILL: Identify Supporting Details	#4
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OBJECTIVE: Students will be able to identify the “supporting details”.	
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CONTENT PRESENTATION

Information Presentation:

Basic Organization of a Paragraph

1. Statement of main idea.
2. Supporting detail.
3. Supporting detail.
4. Supporting detail.

The main idea in a paragraph is the most important idea. It is the central point that an author is trying to get across to the reader.

The supporting details describe the main idea. They make the main idea stronger and clearer.

To find the main idea, answer two questions.

- (1) What is the paragraph mostly about?
- (2) Which sentence best tells what the paragraph is about?

Keep in mind that the main idea is often the first or last sentence of a paragraph.

Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>They nurse their babies.</i>
	<i>They protect them from danger.</i>
	<i>And they teach the tiny gorillas how to get along with other gorillas.</i>

The main idea (Mother gorillas do a lot for their babies.) is supported by three supporting details.

The supporting details (They nurse their babies, they protect them from danger, and they teach the tiny gorillas how to get along with other gorillas) give examples of exactly what mother gorillas do for their babies. They make the main idea stronger and clearer.

Non-Examples:

Mother gorillas do a lot for their babies. They nurse their babies. They protect them from danger. And they teach the tiny gorillas how to get along with other gorillas.

Main Idea	Supporting Details
<i>Mother gorillas do a lot for their babies.</i>	<i>Mother gorillas do a lot for their babies.</i>
	<i>They love their babies.</i>
	<i>They teach them things.</i>

In this case, the supporting details (Mother gorillas do a lot for their babies, they love their babies, and they teach them things) do not support the main idea. They are made up and cannot be found within the paragraph. Lastly, The supporting details neither make the main idea stronger nor does it make it any clearer.

Pretest & Embedded:

4. Which of the following is a supporting detail of this paragraph?
 - a. Robots are being used in sumo wrestling contests.
 - b. Robot sumo contests are better than human sumo contests.
 - c. Robot sumo uses robots instead of humans.
 - d. Watching robot sumo is boring.

Feedback:	<ul style="list-style-type: none">a. Incorrect. This is the main idea of the paragraph.b. Incorrect. This is an opinion about robot sumo contests and not a supporting detail.c. Correct! This supporting detail gives more information about what robot sumo entails.d. Incorrect. This is an opinion about robot sumo contests and not a supporting detail.
Posttest:	<p>4. Which of the following is a supporting detail of this paragraph?</p> <ul style="list-style-type: none">a. Students like building sumo robots.b. Students compete in robot sumo contests.c. They use excellent strategies to defeat other robots.d. They must have a good plan for defeating other robots.

Table 4. Gagne's Nine Events of Instruction

<p>Brief description of lesson: In this module learners will learn how to define and identify the main ideas and supporting details from a specific text that will then be inserted into the Cornell Notes template in order to facilitate organized and effective notes.</p>
<p>Event 1: Gaining and Maintaining Attentions</p>
<p>Split class into two groups and play “Fact or Fiction” in order to generate interest among students</p>
<p>Event 2: Informing Learner of Objectives</p>
<p>Explain to the class that they will be learning how to Define and Identify the Main Ideas and Supporting Details from a specified text that will be inserted into the Cornell Notes template.</p>
<p>Event 3: Stimulation Recall</p>
<p>Ask the class if anyone has ever used the Cornell Notes template to take notes in other classes. Do they remember in what class (es) they used the CN method? Do they remember what sections make up the Cornell Notes Template? Can they name the sections?</p>
<p>Event 4: Presenting Stimulus Material</p>
<p>Teach the students how to use the Cornell Notes Template by showing them what it looks like, how to divide the page into sections, and what information goes into which section.</p>
<p>Event 5: Providing Learner Guidance</p>
<p>Hang a complete Cornell Notes template in the classroom so that the students can see the sections, information included, how to organize the paper, and how the summary should be written</p>
<p>Event 6: Eliciting Performance</p>
<p>Ask the students what they’ve learned. Give them a blank CN template and ask them to create and label the sections, choose a topic to write notes about, write down questions that they want the answers to, and the summary of all the notes.</p>
<p>Event 7: Providing Feedback</p>
<p>Walk around the classroom looking at each student’s CN template and giving feedback on how they divided the sections, chose their questions, wrote supporting details, and summarized their information. Suggest how they can decide which ideas are the most important to remember, what information would go better in the notes section, and how to write their summary using less words but in a way that helps them remember the information.</p>
<p>Event 8: Assessing Performance</p>
<p>Have students pick another topic they would like to learn about and complete the sections of the Cornell Notes template by themselves using the suggestions given by the teacher, but without help.</p>
<p>Event 9: Enhancing Retention and Transfer</p>
<p>Have the students do a homework assignment that involves choosing a topic, determining which questions they will create and answer about the topic, writing notes about the topic and then create a comprehensive summary that includes the main points about the topic.</p>