

# Literacy T-Chart Cornell Notes

## CIP 52.1201 Management Information Systems

**Identify and summarize key ideas and support details of texts.**

Program Task:	PA Core Standard: CC.3.5.11-12.B
303: Explain crimes often associated with businesses and organizations (e.g., embezzlement, extortion, and computer crimes).	Description: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Program Associated Vocabulary:	Reading Associated Vocabulary:
Tort Damages Arbitration Liability Ordinance Negligence Compensation Duty Breach of contract Findings  Note: this list may change as the instructor identifies court cases.	Summary Paraphrase Key Ideas Details

Program Strategy:	Literacy Strategy:
<p>Use the Cornell Notes strategy to ensure that students develop good notes that differentiate between central ideas and supporting details. Since Cornell Notes were originally designed to help students organize notes on law cases, it will be an especially effective strategy for this lesson.</p> <p>After introducing the Cornell Notes strategy and before starting the assignment, present the following prompt to the students:</p> <p><i>You have recently been hired as the assistant to the in-house attorney for ReadyWear, a large manufacturing and retail clothing company.</i></p>	<p><i>Whole Group</i>            Introduce the concept of Cornell Notes by sharing a short passage with students and modeling how to locate the main idea and supporting details. You can mark the passage by underlining, circling or highlighting the main ideas and details. Have students look for the topic or thesis statements to identify the points.</p> <p>To further practice differentiating between levels of ideas, provide a list of statements and have students group them. Some statements should be key ideas and others support for the ideas. You can provide this on a sheet of paper or have slips for students to manipulate. One example is below (each cell would</p>

### Program Strategy:

*Your first task, according to the attorney, is to develop a quick resource of legal precedents for the types of court cases most often faced by the Internet sales division.*

*Research applicable court cases and develop an electronic notebook of information that could be helpful for the legal department. Keep your notes in the Cornell Notes format. Determine the most effective way to organize the information so that it can be searched quickly.*

Brainstorm with students the types of court cases that could be applicable to Internet sales. Use the brainstormed list to generate a list of potential search terms.

Provide students with the opportunity to research court cases through on-line sources or through state legal handbooks, if available.

Monitor student work by checking whether they are

- Documenting sources
- Selecting court cases that apply to Internet sales
- Identifying key ideas and supporting details
- Writing concise and accurate summaries

As needed, offer coaching to help students stay on track.

As an extension, have students present their electronic notebooks to an authentic audience of company officials or attorneys. Students can use the feedback to improve their products.

### Literacy Strategy:

be a different slip), although you can choose different statements from your content area.

Healthy food choices provide energy for daily activities.	Four main food groups should be eaten at each meal.
	A full day's menu should be a balance of food types.
Snacks can be a part of healthy living.	Healthy snacks can reduce the possibility of tiredness.
	Fresh fruit and protein are good choices for snacks.
Healthy lifestyles require enough hydration.	Drink 64 ounces of fluid a day.
	Healthy liquids can include water and other drink that are not heavy in sugar or caffeine.

Have students share their groups and explain their choices.

#### *Guided Practice*

Provide student pairs with two different but related articles. Have each student read and mark one text. After reading, have students determine the "big ideas" to go in the left column. They then add information from both articles to the right column. Make sure the students note which information comes from which source.

Notes in the right column can use abbreviations, symbols, graphics or illustrations. Skip lines between ideas.

After completing their notes, have teams collaborate to write a brief summary statement at the bottom. You may limit the summary in some way (e.g., one sentence, 25 words or less).

Program Strategy:	Literacy Strategy:
	<p><i>Application</i> Provide students with a foundational text on the topic or have them locate a relevant article. Have them complete a Cornell Notes sheet for what they learn from the passage. They will continue to take notes throughout a project or module. Notes will be essential for completing writing tasks or taking a summative assessment.</p> <p>In debriefing, use the following questions:</p> <ul style="list-style-type: none"> <li>• How did you (your group) decide which were main ideas and which were supporting details? Think about your thinking – Why did you categorize them the way you did?</li> <li>• Why is it helpful to organize notes this way?</li> <li>• Why is it important to summarize the notes?</li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• Understanding why knowing the difference in key ideas and supporting details is important.</li> <li>• It is important to have these notes for writing and studying for tests.</li> <li>• This activity is teaching the skill of classification.</li> </ul>

## Instructor’s Script – Cornell Notes

Being able to correctly differentiate between key ideas and supporting details is an important skill. Cornell Notes allows students to record and categorize information for quick retrieval.

The Cornell Notes model provides a visual map for students to review content notes. It can easily be folded so that students focus on either “big ideas” or more detailed notes. The summary at the bottom is a quick reference resource.

It is critical that students record sufficient information that they can locate the original source from which the notes were taken. Students may use these notes as preparation for writing that would require documentation. They may also need to refer to the original source(s) for clarification.

## Common Mistakes Made by Students

Students sometimes miss the larger organizational structure of texts and therefore confuse whether statements are main ideas or supporting details. They then value all ideas equally, not understanding that some are more important than others to make points. Cornell Notes force students to make those distinctions.

Students also sometimes confuse summarizing and paraphrasing. A summary is always shorter than the original text and contains only the most important ideas. A paraphrase might be as long as or longer than the original, but it restates the ideas in a student’s own words. Paraphrasing helps students avoid plagiarizing.

## CTE Instructor’s Extended Discussion

In this lesson, students are preparing a resource for future reference, potentially by themselves and others. For that reason, it is important that notes are as thorough as possible. While illustrations and abbreviations are

helpful, they need to stand the test of time. That is, if the notes are references weeks in the future, the reader would still be able to understand the information.

This is a highly technical program area and specific task. For that reason, vocabulary will be critical. Ensure that students can define technical language, even if they have to access another resource for that information.

## Sample Questions

### Career and Technical Concepts

Question	Answer
<p data-bbox="228 489 678 554"><b><i>Nertavich v. PPL – Legal Reform</i></b> Pennsylvania Supreme Court</p> <p data-bbox="110 594 789 957">In this case the Pennsylvania Supreme Court has been asked to hold property owners liable for negligent acts of their employees, without regard to whether the property owner has exerted any control over the contractor’s work. NFIB Legal Center joined with the U.S. Chamber of Commerce in this filing, arguing that the Court should affirm the historic common law rule that a landowner is not liable for the actions of a contractor except in the event that he or she directs the contractor to take specific actions that directly cause injury to another.</p> <p data-bbox="110 999 756 1060">In which category would the above legal summary fit?</p> <ul data-bbox="159 1066 574 1194" style="list-style-type: none"><li>A. U.S. Chamber of Commerce</li><li>B. Property owner liability</li><li>C. Hiring contractors</li><li>D. Common law rules</li></ul>	<p data-bbox="870 489 1214 520">B. Property owner liability</p>

## PA Core Reading Concepts

Question	Answer
<p>Which would be an accurate summary of the paragraph below?</p> <p>While Netscape, Ballmer and DVDs have largely been replaced over the past 22 years, Craigslist.org has persisted as one the last true dot.com era holdovers to still dominate the web. The online classifieds service was the 46<sup>th</sup>-most-visited website in the U.S. in March, according to comScore, attracting some 59 million unique visitors – more than Expedia.com and the website for the Wall Street Journal. It’s also an incredibly successful business, bringing in enough money by Forbes estimates to make Craig Newmark a billionaire. (<i>Forbes</i>, May 6, 2017)</p> <ul style="list-style-type: none"><li>A. Craigslist remains a popular and successful web service.</li><li>B. Netscape, Ballmer and DVDs have been replaced by Craigslist.</li><li>C. Craig Newmark is a billionaire because of his website.</li><li>D. Craigslist attracts more than 59 million visitors.</li></ul>	<p>A. Craigslist remains a popular and successful web service.</p>