

# 5 NOTE-TAKING STRATEGIES for History Class

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## 1 PREPARED PACKETS

The packet can begin w/ an anticipatory set of True/False statements. In a 3 column chart the student:

1. writes their answer in the before 2. then, they Think-Pair-Share to develop questions for each answer in the next column
3. finally, they correct their answers as they go through the unit

The rest of the packet consists of guided notes w/ cues & spaces to write key info during the lecture

Can include graphic organizers: cause-effect charts, timelines, outline maps

## 2 PICTURE NOTES

The teacher tells students to create a T-Chart with "Notes" on one side and "Pictures" on the other.

Then she helps them summarize the info from each slide of a power point lecture

Picture notes accompany written notes at certain points in the lecture.

The teacher will say something like: turn to your partner & think of a picture & draw it beside your notes.

At the end of the lecture, students can write a summary and a picture on an exit ticket

## 3 DIALECTICAL CHART

This is a Pre-AP Strategy  
Regular classes can do this as an "I-do, You-do, We-do"

Students draw the capital letter I on their paper, leaving at least 3-4 lines at the bottom

Then they are given a Big Question to write at the top of their paper

The left side of the I is labeled Facts & the Right Side is labeled Inferences

The bottom is labeled Summary

Students list facts on the left side during the lecture.

After the lecture, Students Think-Pair-Share and label each fact either Economic, Social, Political, etc.

Then with their partner or group, they make inferences that relate to the Big Question organized in categories

After the inferences have been shared with the class, students write their own individual summary (no more than 2 sentences) at the bottom to answer the question (must use the categories in the summary).

The summary can be cut off and turned in as an exit ticket at the end of class.

## 4 A-Z SUMMARIES

Students take notes in any form during a lecture

At the end of the lecture, each student is given 1 letter from the alphabet.

Students write a summary sentence of the presentation starting with their letter.

Students do a Chalkboard-Splash (each student writes their sentence on the board)

At the end, the teacher guides discussion with the class by choosing some sentences to explain using Think-Pair-Share

At the end of the period, students write a 3-4 sentence summary of the Lecture to turn in as an exit ticket

## 5

## DEBATE-TEAM CAROUSEL

After the lecture, students work in groups to respond to a prompt that requires them to take a side.

Students draw 4 quadrants on butcher paper, then respond in the 1st box with their judgment & reason.

In the 2nd box, they record a second supporting reason

In the 3rd box, they add an opposing reason

In the 4th box, they add another opposing reason

Students hang their papers around the room, and they do a gallery walk.

Students then write their own opinion and reasons on an exit ticket or in their journals

\*\*A modification of this strategy is to have each student with their own notebook paper of quadrants.

They each pass their paper to the right recording their answers.

When the paper returns to the student, he writes his own opinion and reason, and then shares with their group.

Teacher calls on one person from each group to share their opinions with the class