



## Literacy at Hartford Public High School

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### Taking Notes on Your Reading

from What Smart Kids Know, Adams

- Don't take notes sentence by sentence: Try dialoguing with a paragraph or an entire section before deciding what's important. Too many notes are as much of a problem as too few.
- Turn away from the text and try to take notes from memory. You'll probably have to peek back at the text, but the idea is not to memorize materials; rather, it is to force you to recall information in your own words. It's good practice for exams. Try reconstructing charts and graphs from memory.
- Organize your notes with a clear structure, rather than merely making a list. Be sure to show the relationship among the ideas, showing the connections that join certain ideas.
- Translate any diagrams, graphs, and charts into words. Figure out the main idea conveyed by the graphic element and express it in your own words.
- Develop your own shorthand of symbols and abbreviations. This saves time and begins shaping and transforming the information into something personal that you've had a hand in creating. Putting ideas into your own form will help you better to remember the information.

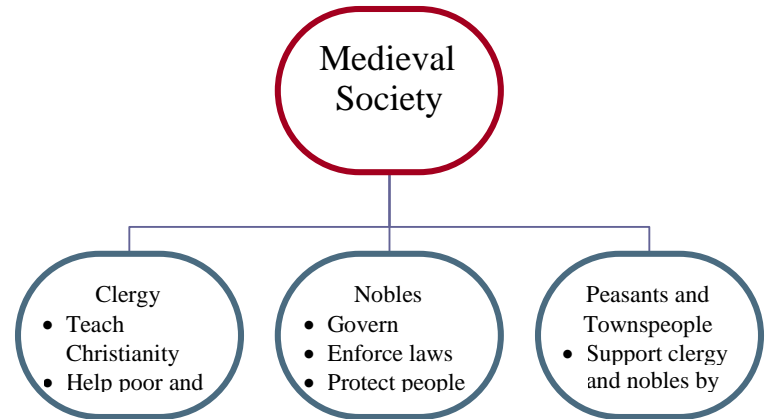
### Classification Order

from Reader's Handbook, Great Source

Writers use classification order to explain a term or concept. They put things into categories to explain an idea. Often, a writer describes each category by mentioning its special characteristics. Here a writer explains how society was organized under feudalism.

Under feudalism, the people of Western Europe were divided into groups. One group was the clergy, or religious leaders. [Category 1] Their duty was to teach Christianity and to help the poor and sick. A second group was the nobles. Their duty was to govern, enforce laws, and protect people. [Category 2] The third group included the peasants and townspeople. Their duty was to support the clergy and nobles by farming the land and providing services. [Category 3]

Sometimes a paragraph about different groups or types can be hard to keep straight as you read. Using a graphic organizer can help you remember the details in a paragraph that classifies things.



### Character Education

<http://www.goodcharacter.com/ISOC/>

Helping our students to develop important character skills will improve their commitment to education. The following writing suggestions address the trait of respect. Think of how you might relate them to your bell work, your class work when you are absent, extra credit work, or as fillers at the conclusion of a lesson.

1. How does government "of, by, and for the people" depend on respect? Write an essay connecting the concepts of democracy and respect. How is listening to different points of view a sign of respect and a cornerstone of democracy? What is it about the concept of democracy that relies upon mutual respect among people? How is the very concept of democracy related to respect for the individual?
2. Watch a sitcom on television, and then write about how the actions of the characters demonstrated either respectful or disrespectful behavior.
3. Bullies are often trying to make people "respect" them. Is this really respect, or is it fear? What is the difference? How is bullying and violent behavior an act of disrespect?
4. Write about a time when you were disrespectful to someone. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? What did you learn from the experience?
5. Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person?