

**TEMPLATE FOR Note-Taking LESSON**

The ability to listen and take notes is essential to success in high school and college. Use this lesson template with Marketplace Money’s *A Day in the Work Life* webpage to quickly create a lesson that helps develop your student’s listening and note taking skills (as well as introduce them to different perspectives on work and life).

In this activity, students will employ listening skills to take notes on two interviews and then compare the views presented in both interviews with each other and their own experience. The final product will be a concise paragraph, summarizing the similarities and differences between the interviewee and student’s own perspectives on work. The Cornell Note-taking System, suggested but not strictly adhered to in this lesson, is used by several university academic resource centers to teach efficient note taking.

**Estimated Time:**

Three 25-minute blocks of time (may be concurrent or spread of several days) plus 10 – 15 minutes of initial prep.

**Materials:**

- Computer with Internet connection and classroom speakers.
- [Real Audio Player 8.0](#) or higher
- 2 large sheets of easel paper or sections of a blackboard/whiteboard or overhead projector for modeling note taking.
- 1 sheet of easel paper, section of black/white board or transparency for modeling Venn diagram.

**Optional:**

- Copies of the attached Venn diagrams to assist in note taking and comparing.
- Copies of “The Cornell Note Taking System” from this month’s featured resources:  
[http://www.clt.cornell.edu/campus/learn/LSC\\_Resources/cornellsystem.pdf](http://www.clt.cornell.edu/campus/learn/LSC_Resources/cornellsystem.pdf)

**Objectives for Middle and High School Students:**

- Students will practice using a system for taking notes.
- Students will practice listening skills.
- Students will use Venn diagram for organizing information.
- Students use their notes and Venn diagram to compare two jobs and the interviewees’ as well as their own points of view.
- Students will summarize their comparison into a concise paragraph.

**Correlations with Minnesota Graduation Standards**

| Grade  | Subject        | Strand                        | Sub-Strand             | Standard   | Benchmark  |
|--------|----------------|-------------------------------|------------------------|--|--|
| 4-8    | Social Studies | Economics                     | The Market Economy     | <i>Understand business organizations</i>   | <i>Identify, compare, and contrast various industries and the occupations related to them.</i>                                 |
| 6      | Language Arts  | Speaking, Listening & Viewing | Speaking and Listening | <i>The student will demonstrate understanding and communicate effectively through listening...</i> | <i>3. Actively listen and comprehend messages.</i>   |
| 7      | Language Arts  | Speaking, Listening & Viewing | Speaking and Listening | <i>The student will demonstrate understanding and communicate effectively through listening...</i> | <i>5. Follow a speaker’s presentation and represent it in notes.</i>   |
| 8      | Language Arts  | Speaking, Listening & Viewing | Speaking and Listening | <i>The student will demonstrate understanding and communicate effectively through listening...</i> | <i>2. Actively listen and comprehend messages.</i><br><br><i>5. Follow a speaker’s presentation and represent it in notes.</i> |
| 9 - 12 | Social Studies | Economics                     | The Market Economy     | <i>Understand business organizations</i>   | <i>Identify, compare, and contrast various industries and the occupations related to them.</i>                                 |
| 9 – 12 | Language Arts  | Speaking, Listening & Viewing | Media Literacy         | <i>The student will critically analyze information found in electronic and print media...</i>      | <i>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</i>                                 |

**PREP:** Estimated time: 10 – 15 minutes

- 1) Access Marketplace Money’s “A Day in the Work Life” webpage - [http://marketplacemoney.publicradio.org/collections/special/2004/day\\_in\\_the\\_work\\_life/](http://marketplacemoney.publicradio.org/collections/special/2004/day_in_the_work_life/)
- 2) Browse the stories and identify a few that might be interesting to your class. NOTE: Most clips run 3 – 5 minutes.
- 3) Click the link to a story’s webpage and then the  icon or the [Listen to this story](#) link to launch and load the Real Audio Player with the audio clip. NOTE: To quickly access an interview’s webpage during the instructional time, consider making a bookmark for each one you plan on using.
- 4) Preview a clip, checking that your speaker volume is high enough to reach all corners of your classroom.
- 5) While listening to the audio clip, practice using the Cornell note-taking system.
- 6) Optional: Print off and make copies of the Venn diagram (if using).

**INSTRUCTION:** Estimated time: 75 minutes (may be broken up into three 25-minute sessions).

- 1) Brainstorm as a class what (along with money) makes a job satisfying and worth doing.
- 2) Explain to your class that they’ll be listening to two interviews about why people choose to do work they do. Their task is to compare and contrast the jobs as well as the reasons the interviewees give for deciding to work in their chosen field.
- 3) Explain that to complete the task successfully, students will have to take notes since there are no transcripts or other printed material to review once the audio clips are done playing.
- 4) Using the transparency or black/whiteboard, demonstrate how to divide a paper into the two sections: the record column and recall column. Give students time to divide their sheets of paper accordingly.
- 5) Play the first audio clip and model how to take notes in the record column as the clip goes along – encouraging students to do the same on their paper.
- 6) At the end of the clip, model how to use the recall column to review and summarize/categorize the information. Ask your class for ideas on what to write in the recall column, focusing on how to categorize the information.
- 7) Give your students some time to complete the recall column on their own. Then review it as a class, soliciting ideas for what to add to the class version of the notes.

**Recall Column**

-----2 1/2”-----

**Record Column**

-----6”-----

|  |  |
|--|--|
| <p><b>Step 2: Recall - Categorize</b> information;<br/> <b>Reduce</b> ideas and facts to concise jottings and summaries as cues for <b>Reciting, Reviewing,</b> and <b>Reflecting.</b></p> | <p><b>Step 1: Record</b> information from the interview as fully and meaningfully as possible.</p> |
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Start of Session 2

- 8) Review the system for taking notes. Point out how the class has categorized information from the first interview.
- 9) Demonstrate how to use the bottom of the notepaper to summarize notes from the first audio clip.
- 10) Direct students to prepare a second piece of notepaper for the next audio clip.
- 11) Play the second audio clip, modeling how to use the record column. Encourage your students to take notes as they listen.
- 12) Give an appropriate amount of time after the audio clip plays for your students to complete and review their notes. Then discuss if there are similar categories in the second set of notes.
- 13) Allow your students time to organize the information in the recall column. Then again add suggestions to the class version.
- 14) Direct your students to summarize the second set of notes.
- 15) After an appropriate amount of time, discuss, as a class, the two jobs and people interviewed. Did both people have the same motivation? Why was each job a “good fit” for the people interviewed? What was it about each person’s personality and perspective that allowed them to be successful in their job? What jobs might fit the personalities and motivations of your students? How can we easily compare the two people and the work they do?
- 16) Introduce the Venn diagram as a tool for organizing and comparing information. Point out where to write information that is the same or similar and information that is different.

|                             |                          |
|-----------------------------|--------------------------|
| step 2:<br>recall<br>column | step 1: report<br>column |
| step 3: summary area        |                          |

Start of Session 3

- 17) As you handout the Venn diagram, recall that is an organizational tool for comparing and contrasting two things, like jobs.
- 18) Review the recall columns and summaries from the notes for sessions 1 and 2. Then, as a class, identify the categories of information in the recall columns that could be compared.
- 19) Model how to set up the Venn diagram...writing the categories in the leftmost column and then information that is similar in the “same” box, information that is different in the respective “different” boxes.
- 20) Students use their notes to complete the diagram.
- 21) After an appropriate amount of time, review the diagram as a class - noting any differences students might have.
- 22) Assign your students to pick one of the interviewees with which to compare themselves, using another Venn diagram. If needed, model a second Venn diagram with the same categories.
- 23) Have students summarize their comparison in a paragraph. Are they similar or different to the interviewee? Would they be successful in the interviewee’s job? Why or why not – require students to refer to their notes to cite specific reasons.

EXTENSIONS, ACCOMODATIONS, & ALTERNATIVES:

- 1) Resume for a summer internship: Repeat the above lesson several times during the year and collect students’ summaries from each time. At the end of the year, have your students review their summaries and decide if they’ve remained the same or changed during the year. What jobs appealed to them throughout the year? Do they still appeal to them? Why or why not? Would they like to try out one of the jobs for a month or two? Students use their year’s worth of notes and the resume guide in “Featured Resources” ([http://www.mrs.umn.edu/services/career/job\\_search\\_skills/resume.php](http://www.mrs.umn.edu/services/career/job_search_skills/resume.php)) to write a resume with the objective of securing an internship in a chosen profession.
- 2) For students who may be interested in finding out more about a particular job, [Junior Achievement of the Upper Midwest](http://www.jaum.org) (<http://www.jaum.org>) participates in a [job shadow program](http://www.jobshadow.org) (<http://www.jobshadow.org>) for middle and high school students.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Compare and contrast: Why do people do the jobs they do?

Categories from the recall column

|           |            |           |
|-----------|------------|-----------|
| DIFFERENT | JOB: _____ | DIFFERENT |
|           | SAME       |           |
|           | JOB: _____ |           |

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Pick one of the interviewees and compare yourself to that person.

Why does she or he like to work in the job? Would you want that the job? List your reasons.

|                                   |  |           |
|-----------------------------------|--|-----------|
| Categories from the recall column | JOB: _____                                 |           |
| DIFFERENT                         | <p style="text-align: center;">S A M E</p> | DIFFERENT |
|                                   | JOB: _____                                 |           |

Compare yourself. Would this job be right for you? Why or why not?

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