

TRASH AND TREASURE NOTE-TAKING



This lesson uses a well-known strategy for taking notes attributed to "Reading for Information: The Trash-N-Treasure Method of Teaching Note-Taking (Grades 3-12)" by Barbara A. Jansen.

Time: 1 class period

Instructional Goals:

- The student will use a note-taking strategy to research and record needed information.
- The student will use the PebbleGo Next State Studies and American Indian History online database to find needed information and record notes using the "Trash and Treasure" note-taking strategy.

Materials/Resources:

- PebbleGo Next online database
- ample Passages for Trash and Treasure Note-taking
 - › Passage 1 for class guided practice
 - › Passage 2 copied for each student
- Projector and computer or other device for viewing PebbleGo Next and sample passages and notes

Procedures/Lesson Activities:

Focus

1. Ask students why they should avoid copying a source word-for-word. Answers may include:
 - › It takes too long.
 - › You may not understand it later.
 - › You may accidentally plagiarize the source in your final product.
 - › You will get a lower grade if you just copy someone else's work.
2. Explain that "Trash and Treasure" is a way to take notes so you can understand your material and write your project in your own words. Tell students that:
 - › Treasure words are the important keywords about your topic.
 - › Trash words are words that you don't need to write down because they don't help you understand your topic.
 - › When using "Trash and Treasure," your notes should not be complete sentences. You will use your treasure words to write bulleted lists and phrases; these bulleted lists and phrases are your notes.
 - › Later you will use your notes to write your own complete sentences for your final project.

Teach/Model

3. Explain to students that the first step to taking notes is to have a clear idea of what information you need. Tell students you need to know what types of homes Inuit lived in. You will need to read an information source to find the answers to this question. As you read, any words you find that answer the question are the treasure words you are looking for.

4. Using the first PebbleGo Next States and American Indian Studies database passages (projected for all students to see), demonstrate “Trash and Treasure note-taking.” (See Trash and Treasure Note-taking Passage 1.)
5. Read each sentence aloud. After each sentence, ask the students if they see any treasure words. Discuss their suggestions. Continually remind students to keep your information need in mind (homes of the Inuit). Circle the treasure words in the passage as the class reads through the paragraph sentence-by-sentence.
6. Write the treasure words in bulleted lists and phrases on a note-taking page projected for everyone to see. Notes for the first few sentences might look like this:
 - a. fall and spring—homes of hard earth and whalebones, stones or wood; rectangular plank houses with bark roof
 - b. winter or near North Pole—igloos made of ice blocks
 - c. summer—tents with seal or caribou skin; wood or whalebone frames
 - d. homes quickly taken apart to move
7. Tell students to look closely at the treasure words. Ask them the types of words that are usually treasure words. (They are usually pronouns, proper nouns, nouns, descriptive verbs, and descriptive adjectives.)
8. Ask students which types of words are usually trash words. (They are usually articles, prepositions, conjunctions, small verbs, and adjectives.)
9. As a group, put the notes (treasure words/ bulleted lists and phrases) into original complete sentences.
10. Reinforce to students that even though the class has put the information into its own words (has paraphrased the information source), it is imperative to include the source in a bibliography.

Independent Practice

11. Ask students who is the audience for their notes. Students should realize that they write notes for themselves; they are the audience for their notes. Since we all think differently, everyone’s notes will look slightly different, which is why some words might be treasure for one person but trash for another.
12. Students individually complete Trash and Treasure Note-taking Passage 2 for practice.

Closure

13. Monitor students as they work independently on Passage 2, giving suggestions and reminding them there should be no sentences in their notes.
14. Assess student work on Passage 2 for understanding. Reteach as necessary.

Extend/Enrich

- Students should use the “Trash and Treasure” method when taking notes for future projects and research.

Trash and Treasure Note-taking



Question: What types of homes did the Inuit live in?

In fall and spring, the Inuit built houses of hard earth supported by whalebones, stones, or wood. They also built rectangular plank houses with bark roofs. Only in winter or near the North Pole did the Inuit carve and stack ice blocks into igloos. During the Arctic summer, the Inuit often lived in tents made of seal or caribou skin stretched over wood or whalebone frames. All Inuit homes could quickly be taken apart when hunters needed to move.

Passage 1

First, circle the treasure words and cross out the trash words. Next, write a bulleted list for your notes on a separate sheet of paper.

Question: What were the traditions of the Inuit?

For the Inuit visiting and storytelling helped pass the time during the long, dark winter. At gatherings people would sing and dance to drums made from walrus skin. For fun they also played games of skill and had strength contests.

Today the Inuit work hard to keep their traditions. Every year Inuit from all over the Arctic come together for the Northern Games. They compete in contests such as fish cutting, seal skinning, and the high kick. The Inuit also are preserving their languages.