

# Organizing Information #2: Cornell Notes System

The Cornell Notes system is a different way to stay organized while taking notes. You will use special paper, which has been divided into sections to help you stay organized.

- **Decide which section of your project the source is about.** Keep in mind that a source could have information that fits into several different sections of your project. You will probably take several pages of Cornell Notes for each section of your project.
- Take **notes**.
- Write down information for your **bibliography**.
- **Pull out main ideas** and questions.
- Write a short **summary** of what you have learned.

**You should have several pages of notes for each section of your project!**

### Step 4:

Stop and **reflect right after** you have finished reading the source. Write down the **main ideas, vocabulary words, or questions** from

### Step 1:

Fill out the top section with important **information about you and your project**.

### Step 2:

**Take notes** as you read your sources. Keep your notes for each section of your project separated. For each note, **write down the source and page number**. This will help you with

### Step 3:

Use this space to write **bibliographic information** for the source. Include the type of source, title, author, and year the source was published. You will use this information to create your

### Step 5:

Write the summary right after you read the source and have pulled out the main ideas. It is a **short overview** of what you learned about. Include important details of your

**CORNELL NOTES: HEART OF THE STORY or DURING MY TOPIC**

Name: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Topic: \_\_\_\_\_

**Task:** Take notes for the During, or "Heart of the Story" section of your topic. Look for the 5W's: What happened? Include important details. How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen?

<b>Main Ideas/Questions:</b>	<b>Notes:</b> Write the source and page number all your notes.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Summary:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sources:** \_\_\_\_\_

\_\_\_\_\_



CORNELL NOTES: **HEART OF THE STORY** or DURING MY TOPIC

Name: Jenny Lopez Class/Period: 8

Topic: Rosa Parks and the Montgomery Bus Boycott

**Task:** Take notes for the During, or “Heart of the Story” section of your topic. Look for the 5W’s: **What** happened? **How** did it happen? **When** did it happen? **Why** did it happen? **Who** was involved or affected? **Where** did it happen? **Use the back of the sheet for pictures or quotes.**

**Main Ideas:**

Boycott began as one day

Demands of MIA were not to end segregation originally

\$ and transportation system to support the cause

Non-violence and MLK

Why was non-violence important?

**Notes:** Write the source and page number all your notes.

- Jo Ann Robinson and the Women’s Political Council made flyers about Parks’ arrest that were handed out anonymously. (69)
- Civil rights leaders agreed on a one-day boycott. (70)
- The Montgomery Improvement Association (MIA) formed. MLK elected president. He was young and new to town. (73)
- MIA had meeting to see if they wanted to continue. King gave speech. People voted “yes” to continue. (76)
- MIA had three demands: (77)
  1. Courtesy from bus drivers
  2. Hiring of black bus drivers
  3. Seating on first-come, first-serve basis
- Black-owned cabs gave people low-cost fares during boycott. People with cars organized a transportation system. (78)
- There was fundraising to help support the cause. (79)
- MLK preached about non-violence and how it was important to the success of the movement. (79)
- Had read about Gandhi’s fight against colonial rule. (79)
- Christian Pacifism and the Bible (79)
- Felt that if the boycott was going to be successful, they couldn’t be violent. Violence would turn off “compassionate people” to the cause. (79)

**Summary:** After Parks’ arrest, civil rights leaders organized a boycott of public transportation in Montgomery with the support of community members. The MIA, led by King, was formed to lead the cause. King’s approach was focused on non-violence, and was inspired by Gandhi. He wanted to gain the support of the “compassionate people” in the community.

**Sources:** “Eyes on the Prize: America’s Civil Rights Years, 1954-1965” by Juan Williams, 2013.



# CORNELL NOTES: HEART OF THE STORY or DURING MY TOPIC

Name: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Topic: \_\_\_\_\_

**Task:** Take notes for the During, or “Heart of the Story” section of your topic. Look for the 5W’s: **What** happened? **How** did it happen? **When** did it happen? **Why** did it happen? **Who** was involved or affected? **Where** did it happen? **Use the back of the sheet for pictures or quotes.**

## Main Ideas:

**Notes:** Write the source and page number all your notes.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Summary:

---

---

---

---

## Sources:

---

---

# CORNELL NOTES: **BUILD-UP** or RIGHT BEFORE MY TOPIC



Name: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Topic: \_\_\_\_\_

**Task:** Take notes for the Build-Up, or the events right before the main event. Think about it as “the spark” for the main events. What events or ideas led up the main event? What inspired people to get involved? Be more specific than the background section. **Use the back of the sheet for pictures or quotes.**

## Main Ideas:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Notes:

 Write the source and page number all your notes.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Summary:

---

---

---

---

## Sources:

---

---

# CORNELL NOTES: BACKGROUND or LONG BEFORE MY TOPIC



Name: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Topic: \_\_\_\_\_

**Task:** Take notes for the Background. What happened long before your topic? This is the historical context, or big picture. What background information does your reader need to know about your topic? What events, ideas, or people influenced it? What was going on in the world? **Use the back of the sheet for pictures or quotes.**

## Main Ideas:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Notes: Write the source and page number all your notes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Summary:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sources:

\_\_\_\_\_

\_\_\_\_\_



CORNELL NOTES: **LONG-TERM IMPACT** or LONG AFTER MY TOPIC



Name: \_\_\_\_\_ Class/Period: \_\_\_\_\_

Topic: \_\_\_\_\_

**Task:** Take notes on the Long-Term Impact, or the events that happened "long after your topic." Take a step back. How are things are different because of your topic? How has your topic changed history? **Use the back of the sheet for pictures or quotes.**

**Main Ideas:**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Notes:** Write the source and page number all your notes.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Summary:**

---

---

---

---

**Sources:**

---

---