

# The Falcon's Feather

J O H N A . F E R G U S O N S E N I O R H I G H

## NOTE-TAKING SKILLS



Mr. Robert Rowe has been taking his students regularly to the Information Center. He has required students to have their student ID cards with them. Thank you, Mr. Rowe!!

### KINDNESS AND CONSIDERATION



**ANDREA ESCOBAR**  
DEMONSTRATED KINDNESS AND CONSIDERATION WHEN SHE PAID AN INFORMATION CENTER FINE FOR ANOTHER STUDENT .

#### Phase 1: Before the Lesson

- a) Briefly review your notes and readings before class--immediately before, if you can manage it.
- b) Select a loose-leaf sheet or a notebook with 8.5 by 11 inch paper. Draw a vertical line 2.5 inches from the left side of each sheet. Write the page number, date, and subject at the top of each sheet.

#### Phase 2: During the Lesson

- a) Record notes on the right-hand side of the page. Try to capture the main points of the lesson.
- b) Write so that you will be able to read the material easily.
- c) Leave sufficient space to add information or reorganize points without rewriting your notes.

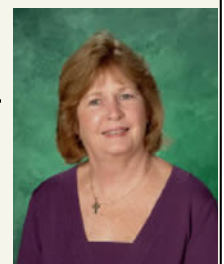
#### Phase 3: After the Lesson

- a) As soon as possible after the lesson, jot down key words and phrases--"cues"--on the left side of the paper.
- b) Cover the right side of the notebook page so that you are looking only at the key words and phrases. Try to restate the lesson in your own words from these cues. Uncover the notes, and then check if you are correct.
- c) Reflect on the meaning of the lesson. Can you think of examples from your experience or from your reading to illustrate the main points? Test the information against your experience and relate it to what you already know. This makes it more relevant to you, more a part of your personal store of knowledge. Learning is more than memorization, it is a process that trans-

forms received information into personal knowledge.

d) Review your notes regularly. Before each class, review the previous lesson's notes. Occasionally during the year review all your lesson notes. Compare your classmates' notes with your own. A regular study or discussion group will also help you to find gaps in your understanding and new ways of integrating the material.

From Yvonne Martinez's Weekly Skills



### P . D I L L Y ' S B O O K P I C K



#### The Girl with the Dragon Tattoo by Stieg Larsson.

"If only Miss Marple had been a bisexual biker with multiple piercings, a criminal record, and a long lick of oil-black hair over one eye, she might have solved a few more crimes. Those are the accoutrements with which

Lisbeth Salander (Noomi Rapace) is decked out in 'The Girl with the Dragon Tattoo,' and they stand her in good stead for the unpicking of clues. Lisbeth has a gift for computer hacking, plus an ability to trawl briskly through printed files, and I found it endearing that, even as the movie tries to rough us up with tales of fascists, woodland snipers, and exploding cars, the

main lesson that we come away with is: there's nothing like a day in the archives."  
by Anthony Lane

Lane, Anthony. "Mystery Women". *The New Yorker*. 29 Mar 2010. Web. 24 Nov. 2010 <[http://www.newyorker.com/arts/critics/cin-ema/2010/03/29/100329erci\\_cinema\\_lane#ixzz16DjaffIn](http://www.newyorker.com/arts/critics/cin-ema/2010/03/29/100329erci_cinema_lane#ixzz16DjaffIn)>