



Dallam School

Cornell Notes

Outcomes:

Explain what Cornell notes are and how they work

Practice writing Cornell notes

Cornell notes – an introduction



Dallam School

Watch this short [video](#) on using Cornell notes (0.00-02.29)

In the example in the video, the summary should be **much shorter** e.g. *prokaryotic cells have a nucleus, eukaryotic cells do not*. It should not be a repeat of the notes.

Why make notes?

- Minimise your 'rate of forgetting'
- No notes – forget 60% in 14 days
- Some notes – remember 60%
- Take organised notes, synthesise and organise them, do something with them afterwards – learn 90-100% indefinitely!

Cornell notes [can be used in lesson](#) to create a revision resource at the time, [or can be made after the lesson when revising](#) a particular topic



Dallam School

CUES

This should include:
Key words
Questions

NOTES

This should include:

FACTS

Diagrams

Key points

Equations

Worked examples

Sketch notes

Summary of what you have learnt in the lesson.

FACTUAL

Benefits of Cornell notes



Dallam School



Facilitates retrieval



Determines key points about a topic



Evaluates understanding



Organised notes



Pre-prepared revision materials



Exam technique



Encourages reflection – make links, how does this fit with the bigger picture?

state what blood consists of.

(2 marks)

- plasma
- red blood cells
- white blood cells
- platelets

Describe the function of plasma

(3 marks)

- transports blood cells and substances e.g. CO_2 , glucose, hormones, water, glucose, urea, amino acids, etc.
- liquid (substances dissolve)

State the function and adaptations of a red blood cell.

(3 marks)

- carry oxygen
- large SA
- lots of haemoglobin - haemoglobin + oxygen \rightarrow oxyhaemoglobin
- no nucleus
- thin cell membrane (1 cell thick)

Explain the adaptations of a red blood cell

(6 marks)

- Large SA - more space for more oxygen
- Lots of haemoglobin - oxygen can attach to form oxyhaemoglobin.
- No nucleus - more space
- Thin cell membrane - shorter distance for diffusion

CW

The blood

Tuesday 7th January 2020

Starter:

1. capillaries. ✓
2. veins. ✓
3. veins. ✓
4. Arteries. ✓
5. capillaries. ✓
6. arteries. ✓
7. arteries. ✓
8. Veins. ✓

comparatives

State what the blood is made up of (2)

- plasma
- Red blood cells
- White blood cells
- Platelets.

Describe the function of plasma (3)

- Transports blood cells and substances.
- CO_2 , urea, glucose, amino acids, hormones, water.
- Is a liquid (substances dissolve)

State the function and adaptations of a RBC. (3)

- carry oxygen.
- large surface area, lots of haemoglobin.
- haemoglobin + oxygen \rightarrow oxyhaemoglobin.
- no nucleus, biconcave disk shape, thin cell membrane

Explain the adaptations of a RBC (6)

- large SA - more space for more O_2
- lots of haemoglobin that O_2 can attach to (for oxyhaemoglobin)
- no nucleus - more space.
- Thin cell membrane - shorter diffusion pathway.

Summary

- plasma transports blood cells and substances
- RBCs have adapted so more oxygen can reach them.
- WBCs have adapted to fight off infections.



Dallam School

Power in England c.1060



9

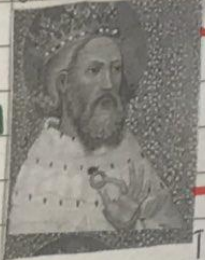
Monarch

What was the role of the monarch?

The King's role was to protect his people from attack and give them laws to maintain safety and security.

In return people owed him service → Boys (12) swore an oath to be faithful to the King (administered by the shire reeve)

What did people owe the King?



Owned large estates and could grant land to his followers/take away.

What control did the King have over land?

The King had ability to raise a national army and fleet

How did people think we the King?

DIVINE RIGHT → People believed the monarch had a divine right to lead presented by God

LAW MAKER → PEACE + SECURITY

How was the witan discussed?

Witan

(most important aristocrats)

Discussed:

A council that advised the King on issues of government

- possible threats from foreign powers
- religious affairs
- land disputes and how to settle them
- role on approved the new King
- if follower King didn't have to follow the witan



Power in England c.1060

10

Shire reeves



(Sheriffs) - The King's local government officials worked in earldoms to look after the King's interests and carry out his orders

DUTIES:

- Collecting revenues from the Kingdom
- Collecting geld tax
- Collecting fines from shire court
- Responsible for providing men for the fyrd and for the upkeep of roads and fortifications

Where did shire reeves work and to do what?

What did they collect (3)?

How did the King issue orders to them?

King issued his orders to them through writs. Written instructions with a seal stamped by the King.

How was wergild paid?

Blood feuds & Wergild
If family member was attacked then the rest of the family would find the murderer to punish (blood feuds) → Could go on for generations
Solution was wergild - were to stop blood feuds the people responsible could pay compensation (brought fairness)
CEORL - 20 shillings
THENG - 1200 shillings whilst showing state
EARL/ARCHBISHOP - 3,600 shillings

What happened if you didn't join hue and cry?

Collective Responsibility
when a crime was committed responsible for good behavior of all tithing was to hunt the criminal fine if not
If you didn't you were as bad as the criminal had to join general fyrd if not tithing would be punished.



Allam School



Add a title for each paragraph



Highlight the KEY information in each paragraph. Be brief.

Summarise each paragraph in 2-3 bullet points



Poverty for farmers

Groups and sectors that did not prosper

Farmers

Farmers were producing too many crops and couldn't sell them. So prices fell and farmers had to borrow money from the banks to be able to survive. More and more of them got into debt until they eventually had to sell their farms and leave. Many left to go wandering around America looking for any kind of work - at the time, these wanderers were known as 'hobos'.

By 1928 half of all USA farmers were living in poverty. Since prices were so low, 600,000 farmers lost their farms in 1924 alone.

- Poverty 1/2 USA farmers by 1928
- bank loans
- over production

Black people

Black people suffered economically, especially in the southern states, where the majority worked on small farms owned by white landlords. The black people were labourers or sharecroppers and they lived in immense poverty.

Segregation, due to Jim Crow laws, and the presence of the KKK in the southern states, made life even harder and many black people migrated to northern cities like New York, Detroit and Chicago to find work in the new industries. Conditions remained hard for the majority of those who migrated north as they lived in ghettos and were often "the last hired and first to be fired". However, some black people were successful and a few black musicians and actors rose to fame in this period.

- hard life
- sharecroppers
- work in new industries
- migrated to the north

low wages for black people

Immigrants

The unemployment rate amongst new immigrants remained high throughout the 1920s. Many immigrants had not been educated and were willing to work in any kind of job for very low wages. Because of this, they endured more and more prejudice.

wasn't educated willing to work on low wages.

immigrants needing jobs

Old traditional industries

The traditional industries failed to respond to the new mass production methods of the 1920s, unlike the Ford company that was making a good profit and could pay impressive wages. Also, following a reduction in the powers of Labor Unions, the

This version has a summary for each paragraph, not just for the whole text at the bottom.

Great for poems, large texts etc.

Bacterial and viral diseases example



Dallam School

How do bacteria cause these symptoms?

- Bacteria – release toxins, reproduce rapidly

State a bacterial disease and the symptoms of this disease

- E.g. gonorrhoea (STD). Thick yellow discharge, pain when urinating.

How do viruses cause illness? Why can antibiotics not be used?

- Viruses – reproduce inside cells
- Antibiotics can't get to – would damage cells

State a viral disease, the symptoms and how it can be prevented

- E.g. measles (droplet). Red skin rash. MMR vaccine.

Bacterial and viral diseases example



Dallam School

How do bacteria cause these symptoms?

State a bacterial disease and the symptoms of this disease

How do viruses cause illness? Why can antibiotics not be used?

State a viral disease, the symptoms and how it can be prevented

How can you then use these cues/notes for revision?

Task – make notes into Cornell notes

- Look at the information given to you
- Split your paper into the Cornell notes format
- Make them into Cornell notes



Dallam School

How do you feel now about using Cornell notes as a revision aid or in lessons?

<u>CUES</u>	<u>NOTES</u>
This should include: Key words Questions	This should include: FACTS Diagrams Key points Equations Worked examples Sketch notes
<u>Summary</u> of what you have learnt in the lesson. FACTUAL	