



Note Taking Skills

Collection 1 “The Pedestrian”

What is important? How do I know?

Look for headings: Units, Collections, Sections

Look for **bold** or *italicized* terms and definitions.

Determine MAIN IDEAS & supporting **details**.

Where do I start?

Start at the beginning.

Do NOT skip **introductory** material!



Note Taking Skills

Collection 1 “The Pedestrian”

Look at your textbook. We will do this together.

The short story begins on page 10.

Where should I begin to read and take notes?

Where does the **introductory material** begin?

The **introductory material** for this short story begins way back on **page 3** where **“Collection 1: ‘Plot and Setting’”** begins.



Note Taking Skills

Collection 1 “The Pedestrian”

On **page 3**, what might be important?

What information might **focus** your attention?

Important **terms** to look for and understand:

Plot

Setting

Skills to perfect:

Analyzing

Main Ideas & Supporting

Details

Focus Question: What do you think?

Common human experiences



Note Taking Skills

Collection 1 “The Pedestrian”

What might notes look like for pages 3-9?

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8-28-11

Col 1: Plot & Setting

*common

experiences

Plot

Expositio

n

Conflict

Complication

s

Climax

Resolution

series of related events

basic situation/background info

problem

? / dif from

conflict?

Outcome of conflict/highest

emotional tension for protagonist

Closing of story

Add page/book?

Ask, look up
...I lost my keys



Note Taking Skills

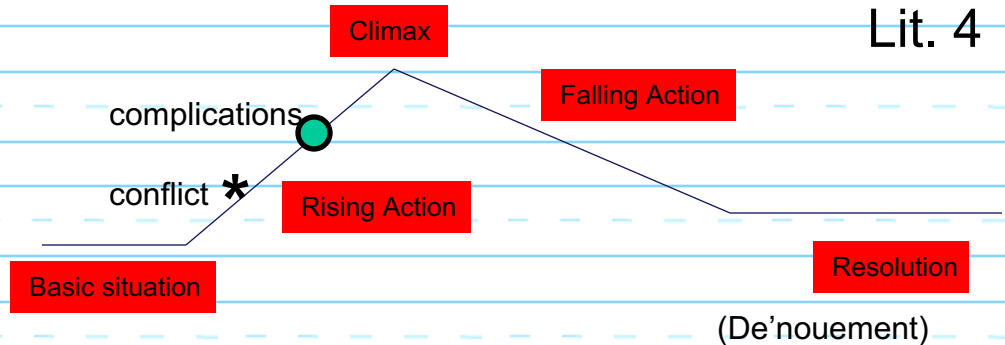
Collection 1 “The Pedestrian”

What might notes look like for pages 3-9?
(cont.)

Plot Diagram

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Lit. 4

Freytag's Pyramid



De'nouement

addition/replacement to parts of plot = falling action/resolution

-events following the climax of drama or novel in which such a resolution or clarification takes place.
(French-untying of the knot)



Note Taking Skills

Collection 1 “The Pedestrian”

What might notes look like for pages 3-9?
(cont.)

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Lit. 5

Time & Sequence
chronological
sequence

events in order they happen
“Deadman’s Pockets”

Flashback (FB)

out of sequence/events in past
“The Leap”

Foreshadowing
(FSH)

Hints at what will happen
Builds suspense

Suspense

Intense emotion/anticipation
-interesting characters/conflicts
-varied sentence structures/FB/FSH



Note Taking Skills

Collection 1 “The Pedestrian”

What might notes look like for pages 3-9?
(cont.)

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8-28-11
Lit. 5

Conflict
internal
external

2 forces oppose
-inside character



-M v Self

-outside character

-M v N

-M v M

-M v

Soc

time place customs

Atmosphere/emotional

effect

Setting

Mood

What should be recorded from pages 6-7?

Anything new? NO

Any NEW terms to be applied to literature or writing?

NO

Is there any need to record this reinforcement? NO



Note Taking Skills

Collection 1 “The Pedestrian”

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Lit. 8

Reading **Skills** to **Analyze**

Plot/Setting

Make predictions

Cause
Effect

Guess what will happen

Reason event happens
Result of event

cause > effect > cause > prediction

Visualizing



Sensory images/descriptive
details

“The
Pedestrian”

Ray Bradbury-author (1950s)

*How does technology
influence our lives?*

Walk around Am suburb, 2053
Suspicious? Why?



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Lit. 10

"The Pedestrian"

setting

silence, misty evening, Nov.

imagery/details

buckling concrete, grassy seams
foreboding < midnight, dark

mood

windows, graveyard,
tomblike

cause>effect

barking dogs > startle neighbors >
sneakers not hard heels

What's up on Ch 4?
Wristwatch=8:30 PM...cowboys.. =
TV

murder/quiz/comedia

technology (TV) > no walking >
uneven crumbling cement > trips

How does technology
influence our lives?

cause>effect

Author's
Point?



Note Taking Skills

Collection 1 “The Pedestrian”

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Lit. 11

“The Pedestrian”

Setting contrasts: HWYS

Flashback “during day”>car

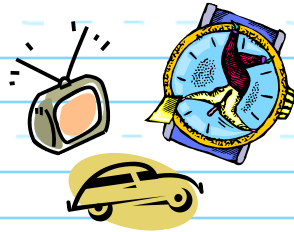
+ imagery/details

surge
Now>dry streams, silent

cause>effect

Cars to work > thunderous/exhaust

How does technology influence our lives?



Author's Point? Cars are also tech, so how are cars like the TVs and watches? How do cars, TVs, watches affect human life? Does tech. control our lives? Does tech. separate humans from meaningful interaction?

cause>effect

Lone car w/light> stunned, drawn to the light=moth





Note Taking Skills

Collection 1 “The Pedestrian”

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Lit. 12

“The Pedestrian”

a conflict

cause > effect

How does technology influence our lives?

imagery/details >
predictions

How does technology influence our lives?

setting details > mood

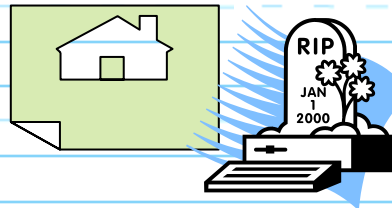
police stop Leonard Mead

1 police car in city = crime ↓

*Why? No one out, interacting?
(Due to tech.) What about today?*

“**Metallic**” whisper > not human
“**writing**” > not “profession” > no
value

*Why? “writing” = old school
not “techie” > not valued anymore*





Note Taking Skills

Collection 1 “The Pedestrian”

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8-28-11
Lit. 14

“The Pedestrian”
imagery/details >
predictions

How does technology influence our lives?

“Like” a FB post
/no comment

details > character >
point

setting details > mood

“Much Madness is divinest Sense” by Emily Dickinson

Cell, black jail > Mead’s in trouble > walking is criminal behavior

Why? Mead behaves “differently” than society. Conformity is valued.

To “Psychiatric Cntr.” > only lights on in Mead’s house > different (individual) > crazy behavior

“Regenerative”
~~energy~~ conformity = void of individuality/individual ideas > horror!

Author: values individuality = tech. kills it?

Bradbury > futuristic settings



Note Taking Skills

Collection 1 “The Pedestrian”

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8-28-11

Much Madness is divinest Sense

By Emily Dickinson

*In your notes,
restate this idea in
your own words.*

Much **Madness** is divinest **Sense** —

To a **discerning Eye** —

Much **Sense** — the **starkest Madness** —

'Tis the **Majority**

In this, as All, prevail —

Assent — and you are sane —

Demur — you're straightway dangerous

And handled with a Chain —

*How is
Dickinson's
point similar
(not the same,
but similar)
to Bradbury's?*



Note Taking Skills

Collection 1 “The Pedestrian”

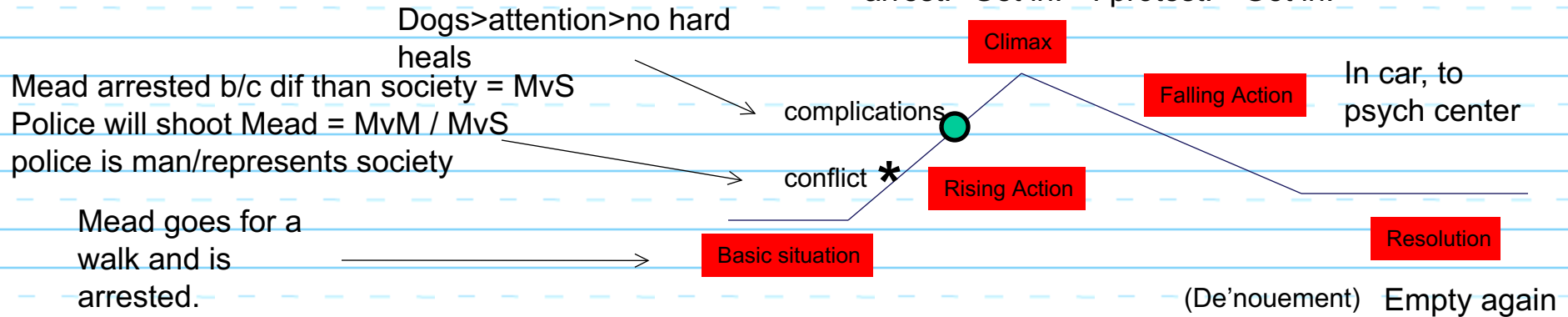
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Lit. 15

“The Pedestrian” – Wrap Up

Freytag’s Pyramid

Plot Diagram

Emotional high point=Mead’s arrest! “Get in.” “I protest!” “Get in.”



If I am told to write out the answers following the piece as an assignment, where should I **begin** my ~~work~~ **work**? Because ~~we now~~ **we now** have iPads and will be recording information in a digital manner, students will need to pay attention to document labels and when to begin a new document.



Note Taking Skills

Collection 1 “The Pedestrian”

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8-28-11
Lit 15

“The Pedestrian”

Academic Vocabulary

aspects

credible

tension

evaluation

Lang to discuss lit.

Parts of subject

Believable/trustworthy

Strained condition

Assessment

*Try to use these in
discussion and writing.*

“The Pedestrian” –standardized questions with Ac.

Student

8-29-11

Yoc:
1. Wi

1. What danger does Mead **identify** with watching television?
Mead fears that watching television strips people of the ability to think for themselves, causing a kind of living death.

In what ways might today's technology also have this effect? Explain.

Commercial: Girl > parents > FB friends vs life

2. Does the police officer find Mead's explanation for his activity **credible**?

No. Mead's behavior is **atypical**. The police officer does not perceive walking, looking, and thinking as valid activities.

Can you think of any "atypical" behaviors that society once dismissed as "invalid activities" that it now recognizes as valid?

Cell phone use in classrooms

“The Pedestrian” –standardized questions with Ac.

Student

Voc.:

8-29-11

3. How does Bradbury maintain **tension** in a story about a man taking

an evening walk?

Bradbury uses **language** and **setting** to create a sense of foreboding.

*Can you provide specific story examples?
Be careful not to “read into” the text.*

4. What is Mead’s **evaluation** of society?

Mead evaluates society negatively. He longs for a life in the Arizona desert, away from the living dead. He dislikes the influence of technology on society.

*Which do you think today’s society values more: conformity or individuality? Explain.
Has technology influenced society to be more connected or more isolated? Explain.*

The reader's understanding of a primary text may be improved or enhanced by trying to make connections to other texts...even those of different genres.

Analyze the following poems, focusing on meaning, tone, and theme development. **What textual evidence (words & phrases) can you point to that support your ideas?** Compare and contrast the poems to Bradbury's short story. **What connections might you make?** Open the PDF in the Pen and Paper App to annotate. *Some poems are linked here, while all are available in the Note Taking & Annotating Documents folder on the Note Taking page.

1. "Manners" by Elizabeth Bishop

http://www.poemhunter.com/i/ebooks/pdf/elizabeth_bishop_2004_9.pdf

2. "The Secretary Chant" by Marge Piercy

3. "Out, Out --" by Robert Frost

<http://moodyap.pbworks.com/f/frost.outout.pdf>

4. "Acquainted with the Night" by Robert Frost

http://spartan.ac.brocku.ca/~dvivian/public_html/3F61%20docs/3F61%20poems.pdf

To increase a reader's understanding of "The Pedestrian," the previous slide instructed you to examine poems. Now, make the same examination of informational texts. Ask yourself the same questions as before, but replace "theme" with "main idea."

1. "A Learning Secret..." by Cindi May at *Scientific America*

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

2. "Five Ways..." by Ellen Lee at *Forbes Magazine*

<http://www.forbes.com/sites/bmoharrisbank/2013/01/24/5-ways-technology-is-transforming-health-care/>

3. "Heavy Technology..." by David Volpi, M.D., P.C., F.A.C.S. in *The Huffington Post*.

http://www.huffingtonpost.com/david-volpi-md-pc-facs/technology-depression_b_1723625.html

Tips for Taking Good Notes

- Develop a **personal style** that works for you.
- Put a **question mark** in the margin next to anything you don't understand so you will remember to ask teacher for help.
- Use **abbreviations** or **doodles** so you can write faster.
- Write on **one** side of the paper or **divide it** to fold for studying later.
- **Organize**: Put date and subject, etc. at the top of the page. Number the page or include page numbers to make your notes better study tools.
- **Look over your notes** as **soon** as you can to make sure they make sense to you.
- **Highlight** notes when you review.

Tips as you move on alone:

- Develop an **ORGANIZED** style
 - One notebook for one subject
 - Divided pages
- Pay attention to **textbook “HELPS”**
 - Headings
 - Bold words
 - Italicized words
 - Terms
 - “Think about” statements
- **DSK** - Do NOT write down EVERYTHING
 - **Delete** unimportant information
 - **Summarize** wordy information
 - **Keep** the important
- Use **shortcuts**
 - Abbreviations
 - Doodles and signs
- **Review** notes ASAP
 - **Summarize** ideas – overall grasp of material
 - **Compare** with a classmate – What’s missing?

“Contents of the Dead Man’s Pocket” by Jack Finney

Analyzing and Mapping Cause and Effect –chart in notes

