

“From Article to Acrostic: Note-Taking and Poem-Making”

0501.4.1 Define and narrow a topic for research.

0501.4.4 Gather and record information on a research topic using three different sources, at least one of which must be a print source.

0501.4.7 Develop a note taking system that includes important concepts, paraphrases, summaries, and identification of reference sources.

0501.4.8 Write a research report using and citing three or more sources.

Title: “From Article to Acrostic: Note-Taking and Poem-Making”

(Primarily from <http://informationliteracy.org/plans/view/707/back/0>)

Materials:

- Previously prepared acrostic poem about teacher
- Computer
- Projector
- Smartboard or screen
- Computers for students
- Chart paper
- Markers
- Pre-selected article on one famous African-American woman, e.g., Barbara Jordan
- Webquest or page of pre-selected links to information about African-American women, e.g., <http://worldbookonline.com>, <http://www.greatwomen.org/women.php>, <http://www.britannica.com/women>, <http://www.factmonster.com>
- Printer

Activity:

- Before students arrive in the library, prepare and display an acrostic poem about their teacher or a female teacher in the school whom they will recognize as the subject of the poem. Ask students to read the poem. Tell them it is about a famous woman in the school and see if they can tell you who it is!
- Review the form for an acrostic poem and write the rules on chart paper. Tell students that they will be creating an acrostic poem about a famous American woman. Explain that you gathered your information for your poem based on first hand information about their teacher, but to create the poem for the famous American woman, they will have to do some research.
- Let them know that you have pre-selected some websites where they can find articles about famous American women and that you would like to present some note-taking strategies so that they can extract relevant information from the articles.
- Present the demo from *Fact Fragment Frenzy* tool from *Read*Write*Think* <http://www.readwritethink.org/materials/factfrenzy/opening.html>
- Give students an opportunity to use the tool. Have them choose one of the articles and extract the facts from it.

- Now ask the students, when reading articles about famous women, what kinds of facts might we want to extract? In other words, what do we want to take notes about? Chart the suggestions. Some categories may be: early life, family life, major accomplishments, obstacles or hardships, personality traits, etc...
- Take the suggested categories and create a graphic organizer out of them. Make an enlarged copy of it and enough regular sized copies for students in the class. It will be used in the next part of the lesson.
- Tell the students that you will read one article together and practice extracting relevant information from it. Project an article about a famous American woman and begin reading it and highlighting important information. Ask students to help you pick out relevant (corresponding to categories suggested in previous lesson) information and highlight it. As you highlight, transfer the important facts to the graphic organizer. As you transfer the info, use other note taking techniques such as abbreviations and bullets and point out how they help you organize your thoughts and save time. Also, point out how you are not copying word-for-word, but thinking about what the sentences are about and rewriting them in your own words. Tell them that extracting information and rewriting it in your own words is called *summarizing*.
- Now summarize the techniques for note-taking: extract facts, use abbreviations when possible, organize thoughts/info with bullets, write information in your own words-- and write these down on a visible chart.
- Present the students with the Webquest or websites about famous American women.
- Give them sufficient time to browse the websites and read some articles. Tell them that by the time they leave the library today you want them to have a good idea of the woman they would like to create an acrostic about.
- Remind students that they should be ready to take notes from an article about a particular famous American woman.
- Log on to *Read*Write*Think* and use the *Acrostic Poem* tool <http://www.readwritethink.org/files/resources/interactives/acrostic/>, and together with suggestions from the students, create an acrostic about the woman you read an article about together in the previous lesson.
- Next, have students form small groups—3 or 4. Tell students that although they will be creating their poems independently, they will be presenting them to the others in their group. They will be considered the expert on the woman they researched and that the other members of the group may ask them one question about that woman after they have presented their acrostic. Students will use the remaining time to read the article or picture book, take notes, and create the poem. When poem is complete, they should print it.

**EXAMPLE OF A GRAPHIC ORGANIZER FOR
NOTE-TAKING ON FAMOUS PERSON**

<u>Early Life:</u>	<u>Home/Family Life:</u>
<u>Major Accomplishments:</u>	<u>Personality Traits:</u>
<u>Obstacles and Hardships:</u>	<u>Important People in her life:</u>
<u>Facts about the time period she lived:</u>	<u>Turning Points or Life Altering Events:</u>