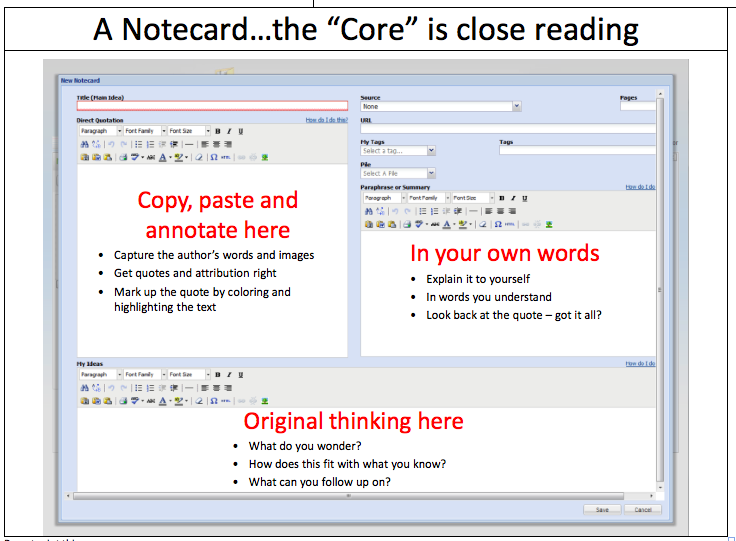
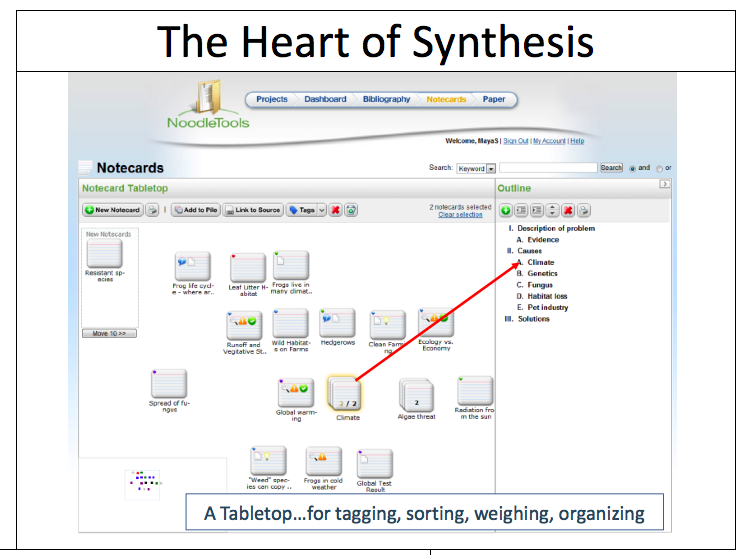
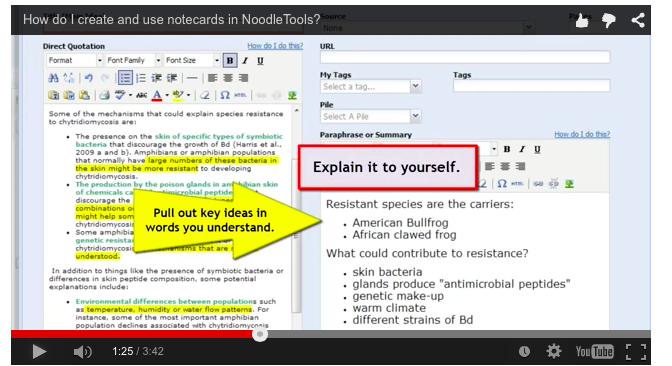
**USE Your Noodle**

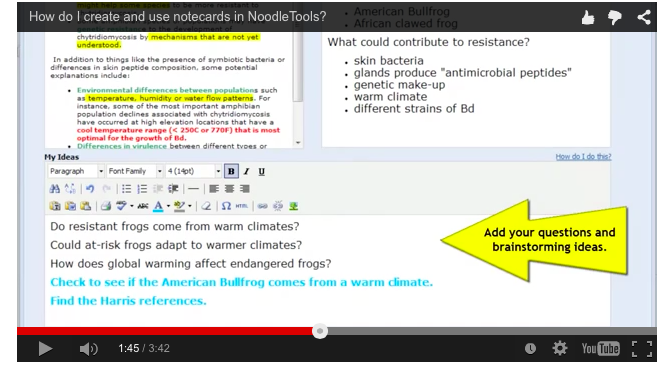




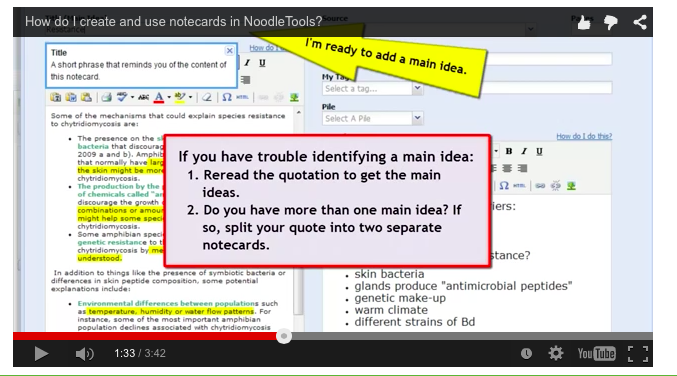
To gather what is relevant to the student’s research

1. To identify the author’s point of view – **highlighting the words that show that point of view,** rather than simply summarizing or paraphrasing generically. Perhaps select different colors for different types of information.
2. To build notes from a quote. This teaches students how to pull important information from a text.



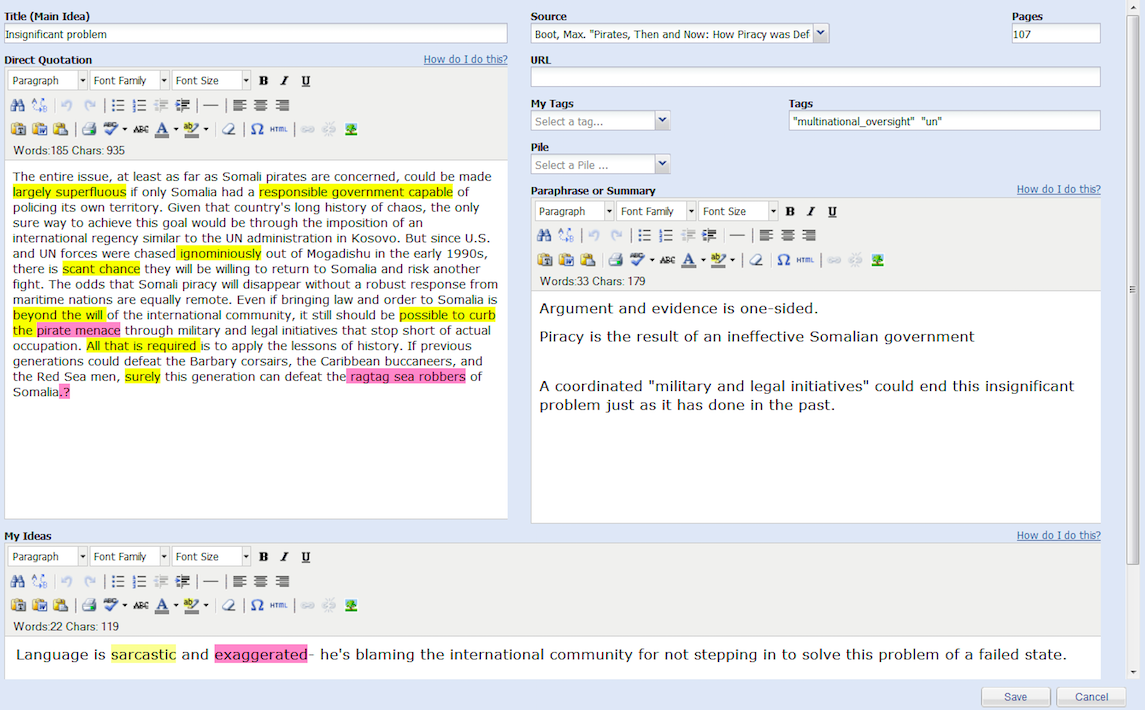


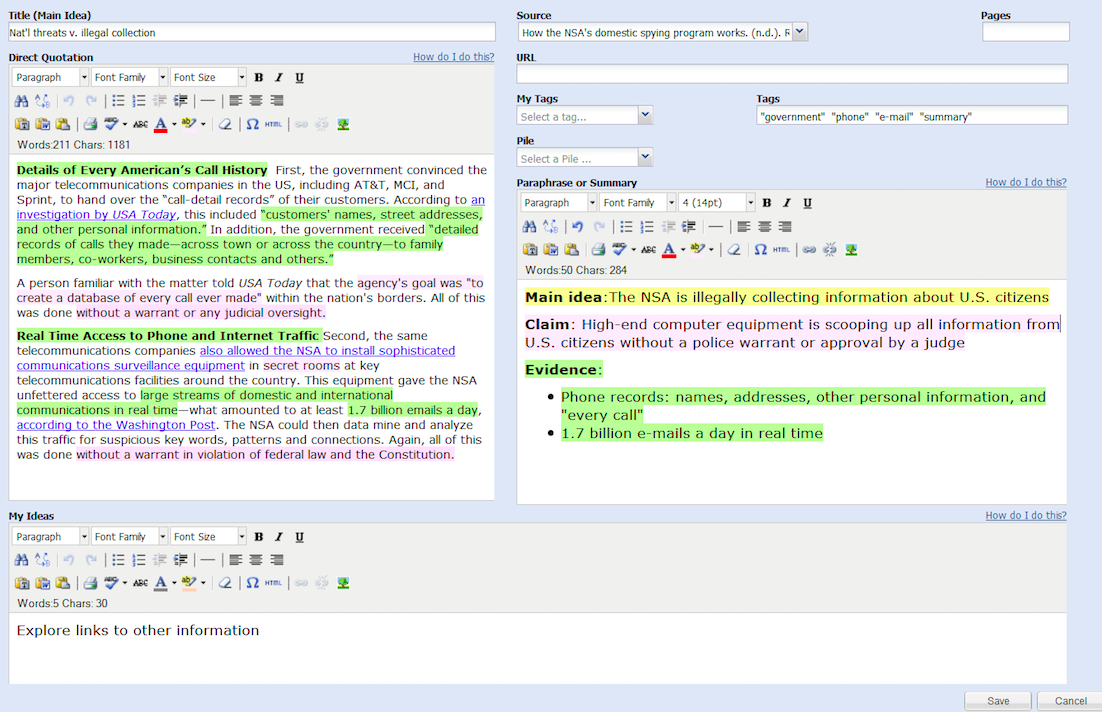
Perhaps add Notecard title *after* completing the card when student has better understanding. A title can be a main idea as well.



Noodle Over Something

1. To circle back to understand the author’s reasoning. The student might use the paraphrase area to highlight those elements:
   * 1. What is the claim?
     2. What evidence is offered?
     3. How does the evidence support the claim?
     4. I want you to get some notes that show evidence against this argument.
     5. I need to identify the main idea, central claim and evidence in a piece of text.
2. They are a place to analyze diction, tone and other rhetorical elements.
3. Notecards to identify, highlight, evaluate, the author’s bias.

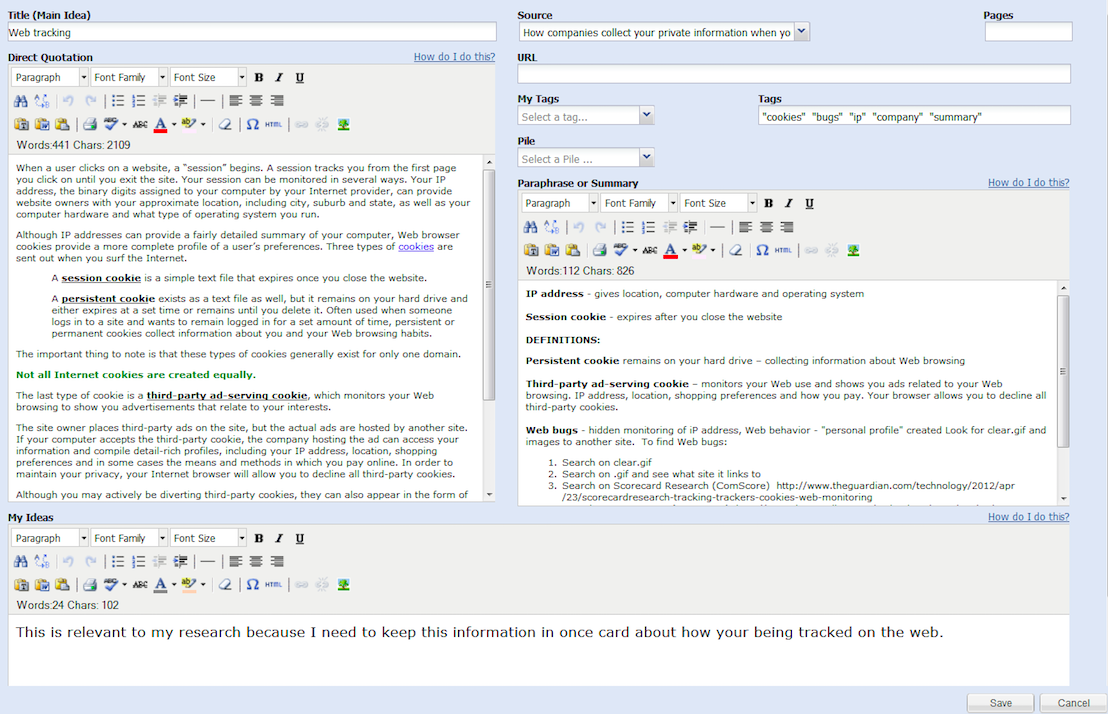




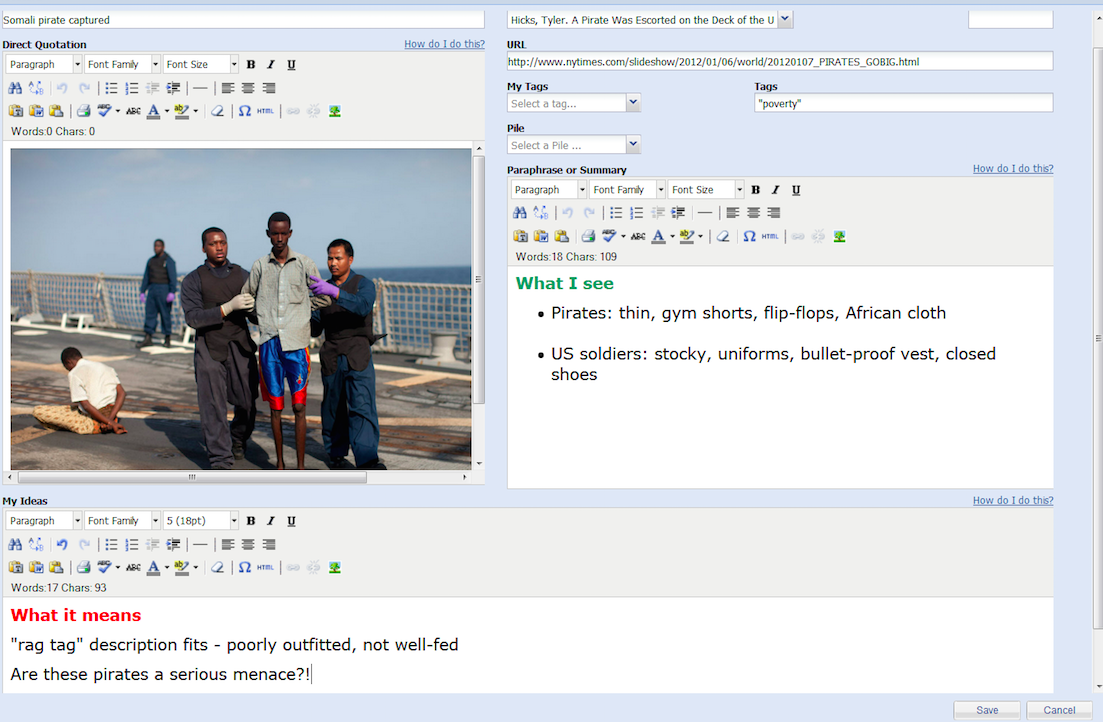
**Noodling Around**

6. What if the notecards were the student’s collection of stuff and, instead of generic summary and paraphrase? **The student is making decisions about what’s relevant and why – and justifying it…**

* + 1. The reason this notecard is here is because I needed a place to collect a bunch of info.
    2. The notecard has no paraphrase or summary because it’s simply a collector of factual data I want to keep handy for evidence.



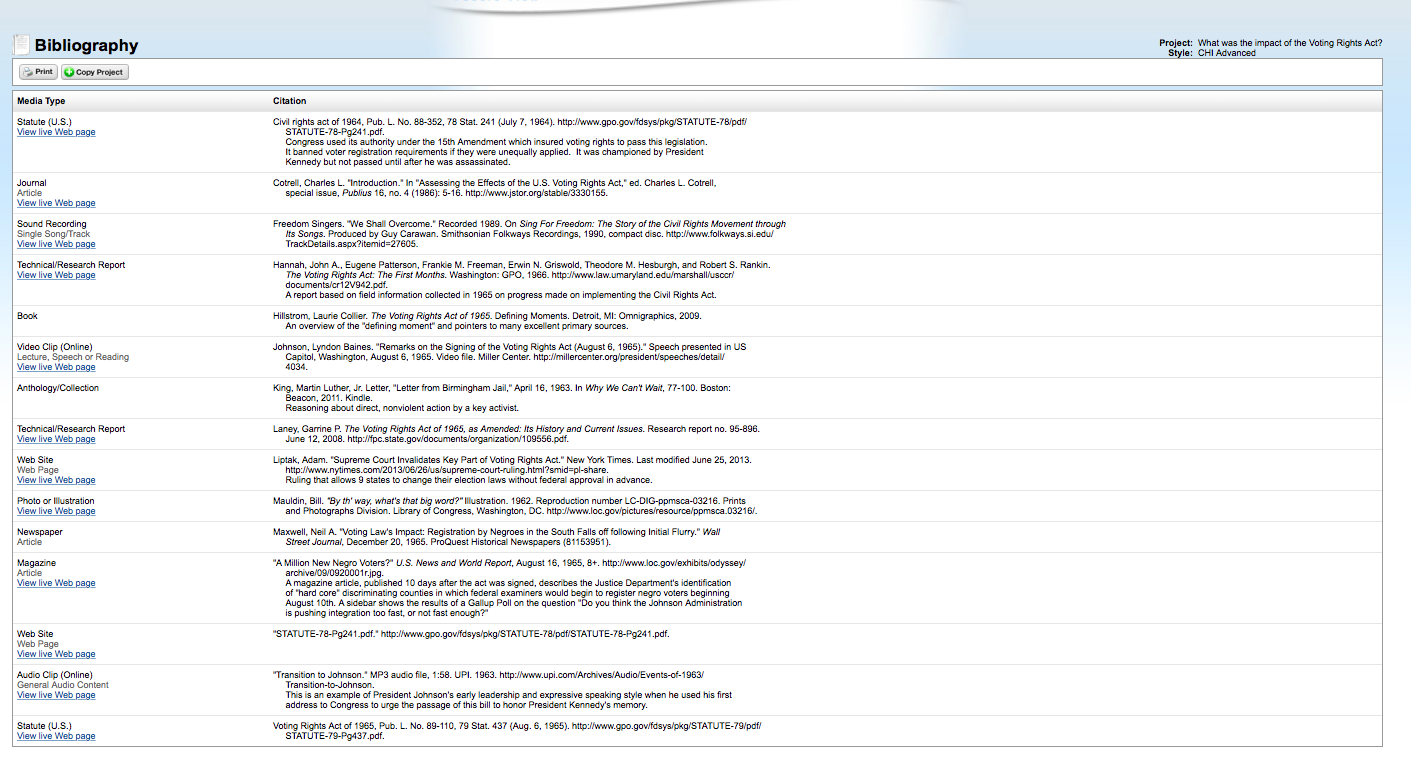
7. The notecards are a place to deconstruct and analyze images and visuals.

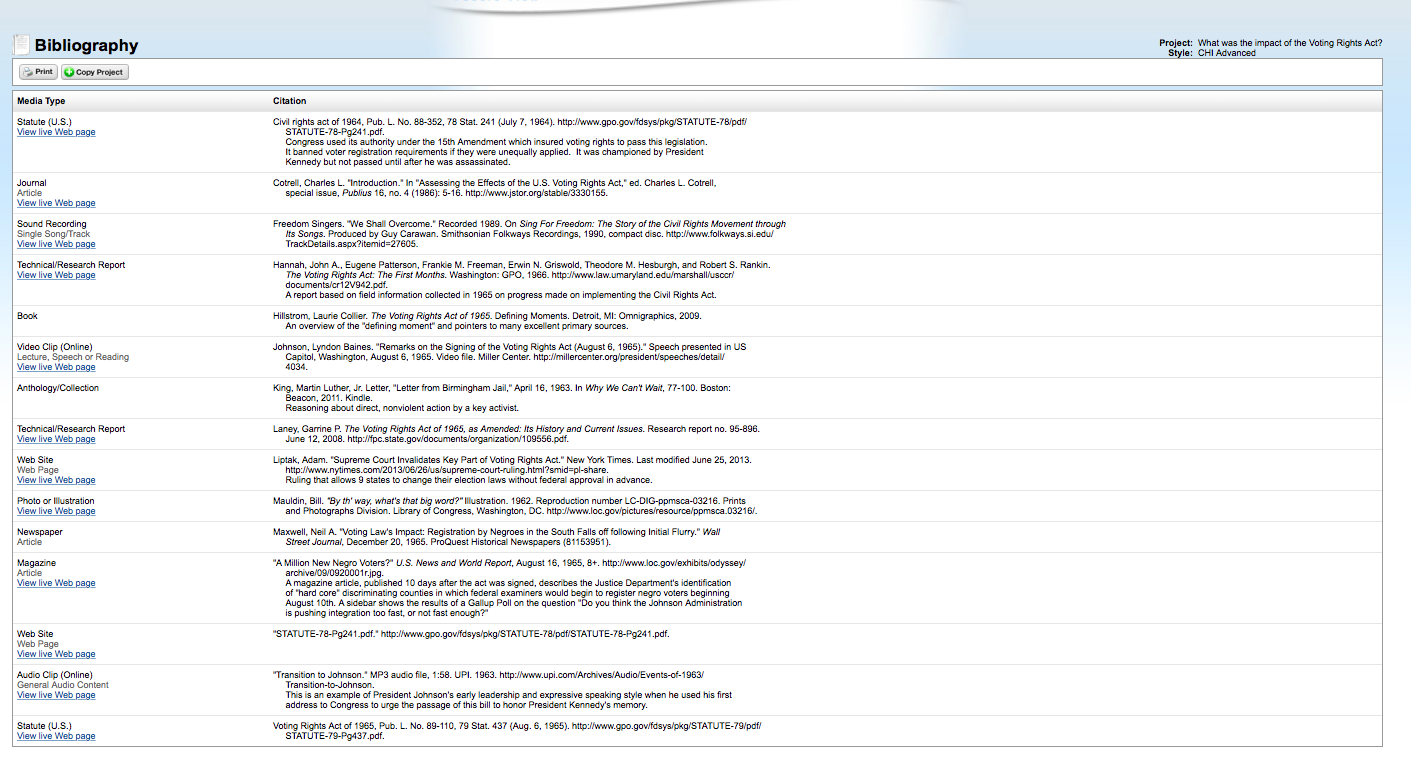


8. What about the Notecard as a place to play, explore, imagine? Write about stories read? Used as reading logs? Trace thinking over time. Look for patterns. This can be a springboard into research.

**Additional Tips from Debbie:**

8. You can provide them with an untitled bibliography and ask them to guess what the topic and who the audience for it.  It brings up a discussion about whether some sources are appropriate for some audiences (“disciplinary literacy”).  Here’s one for National History Day but it’s even nicer to use your own students’ bibs for this since they usually use some very “creative” sources inappropriately ;-)  This project is public: <http://www.noodletools.com/public/141210101732855134008710> Source list can be viewed, and entire project (source list, notes, outline, to-dos) can be copied





9. In the above NHD project you’ll see that the **first source** is the statute itself.  You can show them how to archive the statute by clicking on the link that says “Archive and Annotate Page.” Here’s a [tutorial](https://www.youtube.com/watch?v=yZJrPvsE3Sc&feature=youtu.be).  The big deal about this is that a student can capture a Web page that may change or get removed later.  Also the teacher can look at the archived page and see if the student’s notecards or paper actually reflect the substance of the page and (for older students) see if the student’s argument too closely mirrors the author’s (a more nuanced check of plagiarism than Turnitin can possible accomplish!

**\*\*Another tip:** If schools are doing National History Day, the History departments should know that NT is the ONLY recommended research platform for NHD projects – and that they’re working toward requiring Chicago style (which is pretty tricky for teachers who are used to MLA only!)