Step-by-step instructions:

1. Begin a class discussion to raise student interest/motivation to learn. Use the following questions to guide the conversation.
   - Has the current economic crunch affected your family and friends in any way? Are you aware of different levels of wealth? Do you see various economic classes in your own family, the school, the country?
   - What do you notice about the relationships between races and cultures in our school, our town?
   - What do you know about the judicial system right now? Have either of your parents served on a jury? Do you know the process?

2. Divide the students into six groups. Designate groups 1 and 2 to become experts on the economic status of the United States and socio-economic class system in the 1930s, groups 3 and 4 to become experts on the race relations in the United States especially in the South in the 1930s, and groups 5 and 6 to become experts on equity and common practices of the United States judicial system in the 1930s.

3. Provide each group with a computer on which each group will watch a short clip from on America in the 1930s focused on their assigned topics from
   - Media Resources Center, Moffitt Library, UC Berkeley’s The twenties and thirties: Documentary works and primary sources at [http://www.lib.berkeley.edu/MRC/2030svid.html](http://www.lib.berkeley.edu/MRC/2030svid.html) or
   - Newsreels: America, Lost and Found: The Depression Decade at [http://www.lib.berkeley.edu/MRC/newsreels.html](http://www.lib.berkeley.edu/MRC/newsreels.html)

4. Direct the students to watch the clips with their group.

5. Next direct the group members to silently read their specific article as listed below.
   - economic status of the United States and socio-economic class system in the 1930s
     - Modern American poetry: About the Great Depression at [http://www.english.illinois.edu/Maps/depression/about.htm](http://www.english.illinois.edu/Maps/depression/about.htm)
   - race relations in the United States especially in the South in the 1930s
     - Ferris State University, What was Jim Crow at [http://www.ferris.edu/news/jimcrow/what.htm](http://www.ferris.edu/news/jimcrow/what.htm)
   - equity and common practices of the United States judicial system in the 1930s
     - Banks, T. L. (____). To Kill a Mockingbird (1962): Lawyering in an unjust society, Race and southern lawyers: A backdrop on reality, pp 239-252, at
6. Note: These articles may need to be shortened and/or summarized for students reading at different reading levels.

7. Next lead a discussion about the importance of recording organized notes on assigned readings to learn effectively.
   
   o As they write, skilled students will revise their notes and sometimes their ideas.
   o By learning how to implement the strategy, each student will become more confident in their studying skills and may use it in other courses.

8. Collect data on each student to identify whether student knows of and uses the Survey, Connect, Read, Outline, and Look back (SCROL) strategy or any note taking strategies via checklist to assess student’s recorded notes.

9. Then discuss results with each student individually and obtain a written commitment from student to learn SCROL so that the student improves her or his ability to take organized notes from text.

10. Describe SCROL in detail, the general situations where the strategy can be used (taking notes on readings) and the benefits the students can expect from learning and utilizing the strategy (improving the organization of your notes and the quality of your studying).

11. Create a slide and poster as follows:

   **Survey, Connect, Read, Outline, and Look back (SCROL) Note Taking Strategy**

   S = Survey the heading(s) of material to be read.
   C = Connect the headings/ideas.
   R = Read the material.
   O = Outline.
   L = Look back.

12. While displaying the slide to the students, tell students that SCROL is acronym mnemonic.

13. Ask the students if they know what an acronym mnemonic is.
14. Note that an acronym mnemonic is a word created with letters used to represent lists of information or a sequence of steps.

15. Introduce and describe each step of SCROL while demonstrating with an overhead projector or computer with projector that before taking any notes a student must:

- First, note the “S” stands for “survey the heading(s) of material to be read.” During the first stage, a student must survey the heading(s) and subheading(s) of the material to be read, and answer what the students knows about the topic while trying to determine what information the author might introduce.
  - A student should also survey any side boxes and end-of-chapter activities to gain additional information.

- Second, note the second “C” stands for “connect the headings/ideas.” During the second stage, a student must connect the headings questioning how the headings and subheadings relate to one another and writing down key words from the headings that may show what relationships exist.

- Third, note the “R” stands for “read the material.” During the third stage, a student must read the material beginning with the first heading while looking for key words and phrases that relate significantly to the heading.
  - A student must attend to words that are italicized or in bold face since that emphasis usually conveys key information about the heading.
  - A student is encouraged to underline, highlight, and write notes beside the text to accentuate the major ideas and supporting details.
  - Before proceeding to the next heading and its section, a student must make sure she or he comprehends the proceeding section, and if not, reread the proceeding section.

- Fourth, note the “O” stands for “outline.” During the fourth stage, a student must outline the major ideas and supporting details following the headings.
  - A student must begin with the first heading and try to outline with indentations the text within that segment of the reading without reviewing the text.
  - Students must try to use the section and paragraph headings as the main ideas and or the topic sentence of a paragraph as the main idea.
  - Under each main idea, a student must list at least two details and more details if the purpose of the reading is to prepare for a test.
  - Then the student can proceed to the next heading and outline its accompanying segment.
Fifth, note the “L” stands for “look back.” During the fifth stage, a student must look back to the text, check the accuracy of the outline, and make any necessary corrections.

- Note that if a student made underlines, highlights, and wrote notes next to the text, this will help assist the student in checking the accuracy of her or his outline.
- Drawing arrows to show how ideas are connected may assist the student in learning the relationships between sections in the text.

16. Direct students to glue a copy of SCROL onto index cards with a glue stick and then tape the index cards to her or his desk or in their English journal.

17. While talking aloud with SCROL slide projected on whiteboard by computer, model for students how they are to follow SCROL when asked to take notes on reading about life in small Southern towns in the United States during the 1930s.

18. Then have students read their assigned articles/passages a second time.

19. Then with you guiding them to think aloud, have the students model using SCROL to organize their notes with assistance from their group members.

20. Then have the students rehearse the strategy stating what are the purpose and process of the strategy as well as describe each step.

21. Next lead the students in a rapid oral recitation practicing the steps to assist the students in memorizing them.

22. Then test the students on SCROL, by asking the students to write out the name of the strategy that can be used for making organized notes on readings – S-C-R-O-L – on an index card.

23. Ask the students to write down what each letter stands for and why it is important for organizing notes on text.

24. The students must memorize the strategy so remind them to work on learning it throughout the day/week.

25. Other ways to have students commit to learning the strategy is by having them work with partners or members of small groups quizzing each other, respond chorally to the teacher, and or use SCROL flashcards individually.

26. Follow up each day with daily assessments to make certain the students remember SCROL.
27. To support the students when they take notes, make sure each student can see the SCROL mnemonics taped on the student’s desk or in the student’s English journal and on a poster in the classroom.

28. Over time students phase out their need to refer to SCROL taped on the student’s desk or in the student’s English journal and on a poster in the classroom to use SCROL.

29. Provide opportunities for students to perform the SCROL strategy independently while providing prompts and help if needed as well as immediate feedback.
   - Circulate and help individual students as needed. Struggling writers will need extra help here. You can work with them individually, in small groups, or have them work with a peer if necessary and possible.

30. Have student self-assess her or his recorded notes using the checklist to assess student’s recorded notes.

31. Using technology, teach each student how to chart her or his performance using an Excel spreadsheet recording the sums or percents earned on each element rated on the recorded notes during and after reading the text (Note that this checklist can be used when a student attends a lecture.) Have students use graph paper if using Excel is not an option.

32. Chart collected data from students and data you collected through observation.

33. Review data from student and the data you collected with student independently.

34. Congratulate students on their hard work, and review with them their goals for next time.

35. Assist students in generalizing the use of SCROL by first leading a discussion with the students to identify and plan to use the strategy in other settings, second having the students try SCROL in other settings and report back to class, and plan to have students use SCROL at other times during class.