**Quick Activity to Teach Note-Taking for Research**

Explain to students that you are going to teach them the best method for effectively taking notes on research using Noodletools. But, instead of immediately jumping on the computer and trying it out alone, the class will practice doing one set of notes together on pretend Noodletools cards after reading a common article. The article that they will use is about human rights violations by Banana Companies in Ecuador.

**STEP 1: READ ARTICLE -** Have students read the article completely by themselves and then identify what they see as the main 2-3 topics that the article discusses. Have them share out what they see as the main topics and write them down on the blackboard. (Here’s what I came up with)

* The problem with banana companies
* Examples of Child labor Abuses
* Banana Companies that are violating rights

**STEP 2: CREATE A NOTECARD FOR EACH TOPIC -** Explain to students that they will always want to create 1 notecard for each topic that an article discusses. Therefore, they should often be able to get 5+ notecards from a single research article!!! Have students write the topic headings that they came up with where it says “Title” on each of their fake noodletools cards.

**STEP 3: WRITING DOWN NOTES** - Next, tell them that you now want them to collect notes for their first notecard titled “Examples of Child labor Abuses”

* Most of these notes will go into the box labeled “Paraphrase”
* Notes should be in bullet-point format and need not be complete sentences
* Notes must be in their own words
* Students can use the “Direct Quotation” box for quotes that they plan to use & “My Ideas” to keep track of their own thoughts about how they might use this info, but these sections aren’t required!

Silently by themselves, have them fill in the fake noodletools card with all of the facts about child labor abuses that they could find from the article. (Show them that not all info is from 1 paragraph – and that is fine!) Then, share out. Make sure that students are putting notes in their own words and are using bullet points, not copying sentences.

**STEP 4: ADD SOURCE INFO** – The final step is to make sure that the notecard has all required information about the source it came from. Make sure your notecard has the following:

* It is connected to the right source
* It has the page number listed, if there is one
* It has the URL of the source, if it was a web page.

Together, show students how you would correct the source information on the Noodletools card.

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| **What are the main topics that this article discusses?** | [**Ecuador: Widespread Labor Abuse on Banana Plantations**](http://www.hrw.org/news/2002/04/24/ecuador-widespread-labor-abuse-banana-plantations)  *Human Rights Watch* - April 25, 2002  The Ecuadorian bananas on your table may have been produced under appalling conditions. Banana companies have a duty to uphold workers’ rights. Ecuador is obligated under international law to do so. Banana-exporting companies may tell you they’re not responsible for labor abuses. But they have financial power and could use it to ensure respect for workers’ rights. They just don’t.  Banana workers in Ecuador are the victims of serious human rights abuses, Human Rights Watch charged in a new report released today.  In its investigation, Human Rights Watch found that Ecuadorian children as young as eight work on banana plantations in hazardous conditions, while adult workers fear firing if they try to exercise their right to organize. Ecuador is the world’s largest banana exporter and the source of roughly one quarter of all bananas on the tables of U.S. and European consumers.  Banana-exporting corporations such as Ecuadorian-owned Noboa and Favorita, as well as Chiquita, Del Monte, and Dole fail to use their financial influence to insist that their supplier plantations respect workers’ rights, the report found. Dole leads the pack of foreign multinationals in sourcing from Ecuador, obtaining nearly one third of all its bananas from the country.  The use of harmful child labor is widespread in Ecuador’s banana sector. Researchers for the Human Rights Watch report, Tainted Harvest: Child Labor and Obstacles to Organizing on Ecuador’s Banana Plantations, spoke with forty-five child laborers during their three-week long fact-finding mission in Ecuador. Forty-one of the children began working between the ages of eight and thirteen, most starting at ages ten or eleven. Their average workday lasted twelve hours, and fewer than 40 percent of the children were still in school by the time they turned fourteen.  In the course of their work, they were exposed to toxic pesticides, used sharp knives and machetes, hauled heavy loads of bananas, drank unsanitary water, and some were sexually harassed. Roughly 90 percent of the children told Human Rights Watch that they continued working while toxic fungicides were sprayed from airplanes flying overhead. For their efforts, the children earned an average of $3.50 per day, approximately 60 percent of the legal minimum wage for banana workers.  Chiquita, Del Monte, Dole, Favorita, and Noboa have all, at some time, been supplied by plantations on which children labored, with more than 70 percent of the children interviewed saying they had worked on plantations that almost exclusively supply Dole. When Human Rights Watch asked Dole to confirm or deny its business relationship with these suppliers, it refused, claiming this is “business proprietary information.” Dole’s web site states, “Dole does not knowingly purchase products from any commercial producers employing minors.”  “Banana-exporting companies may tell you they’re not responsible for labor abuses,” Vivanco said. “But they have financial power and could use it to ensure respect for workers’ rights. They just don’t.”  **From Website: www.hrw.org/news/2002/04/24/ecuador-widespread-labor-abuse-banana-plantations** |

**PRACTICE MAKING NOODLETOOLS CARDS**

