

### 1: Anthem by Ayn Rand (Full Text with Annotations)

*A note on the Manafort texts This cache of Manafort texts (links at the bottom) is made up of more than , SMS messages and iMessages (over 7, pages) sent and received by one of Paul Manafort's daughters.*

Occasionally a number between brackets or parentheses is used instead, thus: Academic usage[ edit ] Notes are most often used as an alternative to long explanatory notes that can be distracting to readers. Most literary style guidelines including the Modern Language Association and the American Psychological Association recommend limited use of foot and endnotes. However, publishers often encourage note references in lieu of parenthetical references. Aside from use as a bibliographic element, notes are used for additional information or explanatory notes that might be too digressive for the main text. Footnotes are heavily utilized in academic institutions to support claims made in academic essays covering myriads of topics. In particular, footnotes are the normal form of citation in historical journals. This is due, firstly, to the fact that the most important references are often to archive sources or interviews which do not readily fit standard formats, and secondly, to the fact that historians expect to see the exact nature of the evidence which is being used at each stage. The MLA Modern Language Association requires the superscript numbers in the main text to be placed following the punctuation in the phrase or clause the note is in reference to. The exception to this rule occurs when a sentence contains a dash, in which case the superscript would precede it. As signposts to direct the reader to information the author has provided or where further useful information is pertaining to the subject in the main text. To attribute a quote or viewpoint. As an alternative to parenthetical references; it is a simpler way to acknowledge information gained from another source. To escape the limitations imposed on the word count of various academic and legal texts which do not take into account notes. Aggressive use of this strategy can lead to a text affected by "foot and note disease" a derogation coined by John Betjeman. He prefers to keep all citations within the text which is permitted in American legal citation. Posner has also written against the use of notes in judicial opinions. Garner , however, advocates using notes instead of inline citations. Despite a number of different proposals over the years, and repeated pleas from the user base, the working group has been unable to reach a consensus on it. However, it does not allow citing to offline sources and if the destination of the link changes, the link can become dead or irrelevant. Literary device[ edit ] At times, notes have been used for their comical effect, or as a literary device. The three types of notes represent comments from the three siblings doing their homework: Shem, Shaun, and Issy. Throughout the novel, footnotes are used to tell several different narratives outside of the main story. The physical orientation of the footnotes on the page also works to reflect the twisted feeling of the plot often taking up several pages, appearing mirrored from page to page, vertical on either side of the page, or in boxes in the center of the page, in the middle of the central narrative. These footnotes span several pages and often overtake the main plotline, and add to the absurdist tone of the book. Several literary critics suggested that the book be read with two bookmarks. Wallace uses footnotes, endnotes, and in-text notes in much of his other writing as well. A Life is written entirely in endnotes. The point of the book is that each written French poem sounds like an English nursery rhyme. Terry Pratchett has made numerous uses within his novels. The footnotes will often set up running jokes for the rest of the novel. The narrator of the novel, known as "B. This technique was used in part to evade the harsh censorship of 17th century France. While most of these changes are minor, a few are essential to plot and character development. The works of Jack Vance often have footnotes, detailing and informing the reader of the background of the world in the novel.

### 2: Notes on the Bible by Albert Barnes Index

*Companion Texts "The Private War of J. D. Salinger" www.enganchecubano.com In this NPR interview, the co-author of a biography of Salinger discusses the role of World War II in Salinger's work and his fear of how his novel would be perceived.*

In this article Adrian Tennant focuses on short texts such as messages, notes, instructions and notices. Although these kinds of text are read and written on a regular basis, they are often neglected despite being extremely common in everyday life. Introduction Writing is often a neglected skill in the classroom and when it does take place it almost always seems to focus on long texts such as letters and essays. This is extremely unfortunate for a number of reasons. Secondly, writing helps consolidate other aspects of learning such as grammar and vocabulary. When students are writing they often have more time than they would if they were speaking and this gives them the opportunity to think about the language they use and learn from the choices they make. A third issue I want to raise here is the type of texts we ask students to write. As previously mentioned, these are often quite long and this in itself is a problem as the texts students are more likely to need to write are short texts such as messages, notes and instructions. The features of these texts differ radically from long texts and yet students seem to be expected to be able to produce short texts with almost no teaching having taken place. One of the most important things to emphasize is that writing texts of any kind requires an understanding of how such texts operate and what they look like. The key to this is exposure to the text types " in other words, opportunities to read such texts. The writing of any text cannot come in isolation " writing and reading are intertwined and the best writers are people who read a lot. Let them read the texts, notice their features and think about the context and the message. And, because of this there are a number of implications. Firstly, the use of ellipsis i. This requires an understanding of the context and a shared understanding or at least the expectation of such between the writer and reader. Finally, short texts cut to the chase " the message is key and words are not wasted. This means that messages can appear to be almost rude in nature simply because of their brevity. All of these things are reflected in the language used in short texts. In short texts, grammar words " such as pronouns, articles, conjunctions and prepositions " are often omitted. It almost feels as if short texts are ungrammatical when, in fact, this is not the case. Although the words are not written, the reader will automatically reinsert them if necessary. Take a look at the example note below: Why is there an apostrophe? What are they going to do there? There is no explanation, however the reason in this case is fairly obvious. The next thing students need to try and understand is the reason for the note. Another feature that we often find in short texts such as notes and instructions is the use of the passive. There are two main reasons for this: Please make sure the rubbish is taken out. Turn the lights off before leaving. Please feed the dog! Leave outdoor shoes here. But what about other types of instructions such as directions or those left to tell someone how to do something? Here are two examples: Go through the village and take the second turning on the right. Our house is the third on the left opposite the big tree. Switch on at the wall. The red light should start flashing. When the light stops flashing, press the button. Although these texts are longer than the other examples, many of the same features are evident. As with many of the other short texts, these start with a verb, but they do include articles and prepositions. One feature that is very evident from these texts is how short the sentences are and how the language is kept fairly simple. Show your students a number of short texts see the examples in the boxes below. Put the students in pairs and ask them to discuss the following: Where would you see such a notice or message? Give the students time to discuss each one, monitor and help where necessary and then check as a class. Back soon Please leave post with no. Hope you like grapes! Sorry, had to go out. Please leave post with no. Probably left on the kitchen table or somewhere they know it will be seen and read. This is a fun activity that can be done with absolutely any level and pretty much any age of student. The main aim of the activity is to get students to focus on the core message and understand that often it is grammar words words like articles, prepositions and pronouns that can be left out. Give students the following instructions: It contains 26 words. Can you cross out 17 words so that there are only nine in the message? Remember, the meaning still needs to be clear! You might want to change

the order of the words as well. Can you call him back?

### 3: eTexts - [www.enganchecubano.com](http://www.enganchecubano.com)

*Companion Texts. Miller, Arthur. "Journey to the Crucible" www.enganchecubano.com Arthur Miller's "Journey to 'The Crucible'" was published in The New York Times two and a half weeks after the play premiered on Broadway.*

This is similar to a proofreader fixing "typos" in a manuscript today. Heb of all" Meaning: The note invites the reader simply to compare some similar wording elsewhere in the Bible. NRSV 1 Chron Heb Thirty or captains" Meaning: The Hebrew text at this verse clearly says "thirty" but the NRSV chooses to write "three" with no textual support for that choice. But there is apparently no textual issue here. When no other Hebrew text is specified, "Heb" means the MT. Heb lacks with her son Isaac" Meaning: The actual Hebrew word is adam, which can be translated man, human, person, or Adam. See also the footnote on Gen 2: This entire phrase is controversial. MT lacks They had This is a textual issue; the MT is at variance with other ancient Hebrew texts. NRSV 1 Sam Q Ms Gk four Meaning: This is a textual issue; the MT is at variance with some of the ancient versions. The Hebrew can be translated into English in any one of these 3 ways. Click on the middle box in the header graphic for this web page to see more information about this actual phrase. Perhaps translation Possible meaning of a proper name. The Hebrew word itself is not in question, but scholars are uncertain of its meaning. The Hebrew name is "El-roi" and the note is telling the reader what it might mean.

**4: Footnotes and other references - General instructions on footnotes and text notes**

*Notes on the Text: Classroom Experience Chapter 1* makes a start on three topics: functions in general, the sine and cosine in particular, and.

Sometimes the word is used to denote "a sign of future things" - a portent or presage of coming events; that is, some remarkable appearances which foreshadow the future. Thus in Mat So also in Mat This seems to be the meaning here, that the woman who appeared in this remarkable manner was a portent or token of what was to occur. A woman clothed with the sun - Bright, splendid, glorious, as if the sunbeams were her raiment. She seemed as if she stood on the moon, its pale light contrasted with the burning splendor of the sun, heightening the beauty of the whole picture. The woman, beyond all question, represents the church. See the notes on Rev Is the splendor of the sunlight designed to denote the brightness of the gospel? Is the moon designed to represent the comparatively feeble light of the Jewish dispensation? Is the fact that she stood upon the moon, or that it was under her feet, designed to denote the superiority of the gospel to the Jewish dispensation? Such a supposition gives much beauty to the symbol, and is not foreign to the nature of symbolic language. And upon her head a crown of twelve stars - A diadem in which there were placed twelve stars. That is, there were twelve sparkling gems in the crown which she wore. This would, of course, greatly increase the beauty of the vision; and there can be no doubt that the number twelve here is significant. If the woman here is designed to symbolize the church, then the number twelve has, in all probability, some allusion either to the twelve tribes of Israel as being a number which one who was born and educated as a Jew would be likely to use compare Jam 1: The question now is, what is referred to by this woman? And here it need hardly be said that there has been, as in regard to almost every other part of the Book of Revelation, a great variety of interpretations. It would be endless to undertake to examine them, and would not be profitable if it could be done; and it is better, therefore, and more in accordance with the design of these notes, to state briefly what seems to me to be the true interpretation: The image, which is a beautiful one, was very familiar to the Jewish prophets. See the notes on Isa 1: According to the former of these opinions, it is supposed to refer to the church as giving birth to the Saviour, and the "man child" that is born Rev The church, according to this view, is not simply regarded as Jewish, but, in a more general and theocratic sense, as "the people of God. But from the bosom of the "people of God" the Saviour came. This church Judaical indeed at the time of his birth in respect to rites and forms, but to become Christian after he had exercised his ministry in the midst of it, might well be represented here by the woman which is described in Rev. But to this view there are some, as it seems to me, unanswerable objections. Such imagery is not found elsewhere in the Bible, and is not in accordance with the language which is employed, where Christ is rather represented as the Husband of the church than the Son: But this seems contrary to the whole design of the Apocalypse, which has reference to the Christian church, and not to the ancient dispensation. In what sense could this be true? When did anything happen to the Jewish people that could, with any show of probability, be regarded as the fulfillment of this? In what sense was this true, that the "man child" was "caught up unto God, and to his throne? The other opinion is, that the woman here refers to the Christian church, and that the object is to represent that church as about to be enlarged - represented by the condition of the woman, Rev A beautiful woman appears, clothed with light - emblematic of the brightness and purity of the church; with the moon under her feet - the ancient and comparatively obscure dispensation now made subordinate and humble; with a glittering diadem of twelve stars on her head - the stars representing the usual well-known division of the people of God into twelve parts - as the stars in the American flag denote the original states of the Union; and in a condition Rev The time there referred to is at the early period of the history of the church, when, as it were, it first appears on the theater of things, and going forth in its beauty and majesty over the earth. John sees this church, as it was about to spread in the world, exposed to a mighty and formidable enemy - a hateful dragon - stationing itself to prevent its increase, and to accomplish its destruction. From that impending danger it is protected in a manner that would be well represented by the saving of the child of the woman, and bearing it up to heaven, to a place of safety - an act implying that, notwithstanding all dangers, the progress and enlargement of the church was ultimately certain.

In the meantime, the woman herself flees into the wilderness - an act representing the obscure, and humble, and persecuted state of the church - until the great controversy is determined which is to have the ascendancy - God or the Dragon. In favor of this interpretation, the following considerations may be suggested: Who hath heard such a thing? As soon as Zion travailed, she brought forth her children," Isa The comparison of the church to a woman as the mother of children, is one that is very common in the Scriptures. The child is caught up to heaven, Rev The design of the whole, therefore, I apprehend, is to represent the peril of the church at the time when it was about to be greatly enlarged, or in a season of prosperity, from the rise of a formidable enemy that would stand ready to destroy it. I regard this, therefore, as referring to the time of the rise of the papacy, when, but for that formidable, corrupting, and destructive power, it might have been hoped that the church would have spread all over the world. In regard to the rise of that power, see all that I have to say, or can say, in the notes on Dan 7: That is, he saw this as occurring at the time when the church was thus about to increase. In all these places there is reference to the same thing. The word properly means "a large serpent"; and the allusion in the word commonly is to some serpent, perhaps such as the anaconda, that resides in a desert or wilderness. See a full account of the ideas that prevailed in ancient times respecting the dragon, in Bochart, Hieroz. There was much that was fabulous respecting this monster, and many notions were attached to the dragon which did not exist in reality, and which were ascribed to it by the imagination at a time when natural history was little understood. The characteristics ascribed to the dragon, according to Bochart, are, that it was distinguished: Occasionally, also, feet and wings were attributed to the dragon, and sometimes a lofty crest. The dragon, according to Bochart, was supposed to inhabit waste places and solitudes compare the notes on Isa It is probable that the original of this was a huge serpent, and that all the other circumstances were added by the imagination. The prevailing ideas in regard to it, however, should be borne in mind, in order to see the force and propriety of the use of the word by John. Two special characteristics are stated by John in the general description of the dragon: In regard to the former, as above mentioned, the dragon was supposed to be black, red, yellow, or ashy. See the authorities referred to in Bochart, ut sup. There was doubtless a reason why the one seen by John should be represented as red. As to the other characteristic - great - the idea is that it was a huge monster, and this would properly refer to some mighty, terrible power which would be properly symbolized by such a monster. Having seven heads - It was not unusual to attribute many heads to monsters, especially to fabulous monsters, and these greatly increased the terror of the animal. The seven heads would somehow denote power, or seats of power. Such a number of heads increase the terribleness, and, as it were, the vitality of the monster. What is here represented would be as terrible and formidable as such a monster; or such a monster would appropriately represent what was designed to be symbolized here. The number seven may be used here "as a perfect number," or merely to heighten the terror of the image; but it is more natural to suppose that there would be something in what is here represented which would lay the foundation for the use of this number. There would be something either in the origin of the power; or in the union of various powers now combined in the one represented by the dragon; or in the seat of the power, which this would properly symbolize. Compare the notes on Dan 7: And ten horns - Emblems of power, denoting that, in some respects, there were ten powers combined in this one. See the notes on Dan 7: There can be little doubt that John had those passages of Daniel in his eye, and perhaps as little that the reference is to the same thing. The meaning is, that, in some respects, there would be a tenfold origin or division of the power represented by the dragon. And seven crowns upon his heads - Greek, "diadems. There is a reference here to some kingly power, and doubtless John had some kingdom or sovereignty in his eye that would be properly symbolized in this manner. The method in which these heads and horns were arranged on the dragon is not stated, and is not material. All that is necessary in the explanation is, that there was something in the power referred to that would be properly represented by the seven heads, and something by the ten horns. In the application of this, it will be necessary to inquire what was properly symbolized by these representations, and to refer again to these particulars with this view: There can be no doubt, therefore, that the reference here is to Satan, considered as the enemy of God, and the enemy of the peace of man, and especially as giving origin and form to some mighty power that would threaten the existence of the church. It was a work of vast power, controlling kings and nations for ages, and could have been accomplished only by one to whom the appellation used here could be given. On the

supposition that this refers to Rome, or to the power of Satan as manifested by Roman persecution, there can be no difficulty in the application; and, indeed, it is such an image as the writer would naturally use on the supposition that it had such a designed reference. Rome was built, as is well known, on seven hills compare the notes on Rev. See Eschenburg, *Manual of Classical Literature*, p. Montibus, imperii Romae Deumque locus. And again, Jerome to Marcella, when urging her to quit Rome for Bethlehem: The situation of the city, if that was destined to be represented by the dragon, would naturally suggest the idea of the seven-headed monster. Compare the notes on Rev. The explanation which is here given of the meaning of the "seven heads" is, in fact, one that is given in the Book of Revelation itself, and there can be no danger of error in this part of the interpretation. The same thing is referred to here which is in Dan 7: The creature that John saw was indeed a monster, and we are not to expect entire congruity in the details. It is sufficient that the main idea is preserved, and that would be, if the reference was to Rome considered as the place where the energy of Satan, as opposed to God and the church, was centered. The "general" interpretation which refers this vision to Rome may receive confirmation from the fact that the dragon was at one time the Roman standard, as is represented by the annexed engraving from Montfaucon. Ammianus Marcellinus Joh It opened its wide throat, and the wind blew through it; and it hissed as if in a rage, with its tail floating in several folds through the air. Flatibus, et vario mentitur sibila flatu. It is simply Rome that is referred to - Rome, the great agent of accomplishing the purposes of Satan toward the church. The eagle was the common Roman ensign in the time of the republic, and in the earlier periods of the empire; but in later periods the dragon became also a standard as common and as well known as the eagle. Stuart renders it "drew along"; and explains it as meaning that "the danger is represented as being in the upper region of the air, so that his tail may be supposed to interfere with and sweep down the stars, which, as viewed by the ancients, were all set in the visible expanse or welkin. The main idea here undoubtedly is that of power, and the object of John is to show that the power of the dragon was as if it extended to the stars, and as if it dragged down a third part of them to the earth, or swept them away with its tail, leaving two-thirds unaffected. A power that would sweep them all away would be universal; a power that would sweep away one-third only would represent a dominion of that extent only. The dragon is represented as floating in the air - a monster extended along the sky - and one-third of the whole expanse was subject to his control.

### 5: 4 Ways to Take Notes - wikiHow

*An iPhone backs up all of your notes and texts when you create a manual backup, and an automatic incremental backup gets created each time you sync your device using iTunes or iCloud.*

When to use footnotes and text notes Footnotes. In resolutions and decisions, all sources are cited in footnotes. In masthead documents, sales publications and reports issued as supplements to the Official Records, footnotes may be used to cite: United Nations sales publications Reports of United Nations conferences Advisory opinions, judgments and orders of the International Court of Justice Documents and publications issued by other organizations and by Governments Books, periodicals and articles contained therein Working papers and research reports in a published series Unpublished papers and dissertations Multimedia sources Text notes. In masthead documents, publications and supplements to the Official Records, text notes are used to cite: United Nations masthead documents Reports issued as supplements to the Official Records Statements and oral reports made before a United Nations body however, a footnote is used to cite the document symbol of the summary record or verbatim record in which the statement or oral report is issued Footnotes, text notes or references directly in the text. In masthead documents, publications and supplements, references to newspaper articles, public statements, interviews, personal communications and material on a website may be given in footnotes, text notes or directly in the text, as appropriate. Whether sources are cited in footnotes, text notes or directly in the text, information provided in one format should not be repeated in the other formats see also Excessive referencing below. Placement of footnotes Footnotes to items in the text are placed at the bottom of the page. Endnotes are not used. Footnotes to items in a boxed text contained in a document or publication are normally placed within the box. Footnotes indicated by asterisks and other symbols are placed above footnotes indicated by numbers and lower-case letters when they appear at the bottom of the same page. Footnotes in boxed summaries. Footnotes are not given for items in a boxed summary at the beginning of a document if the items can be referenced in the main body of the text. When it is necessary to include a footnote to an item in a boxed summary, the footnote is indicated by a lower-case letter and placed within the box. Excessive referencing Authors are reminded that they should cite only sources that are strictly relevant and necessary. Commonly known or easily verifiable facts do not require a source note. Once an item has been referenced, whether in a footnote or text note, the reference should be repeated only when necessary for the sake of clarity or to change a specific element in the reference, such as a section or paragraph number. When it is necessary to repeat a reference in documents and publications, a shortened reference may be used. In resolutions, an item is referenced the first time that it is mentioned in the preamble and the first time that it is mentioned in the operative part; when it is necessary to repeat a reference, the footnote indicator is repeated without repeating the footnote itself. For further information, see Repeated references. General references to sources. To acknowledge sources used extensively in preparing a document or publication and avoid multiple footnotes or text notes, a general reference can be given in a single footnote or at an appropriate place in the text. The present report is based on documentary material presented under oath to the Special Committee. The material is listed in the annex to the report and is available for consultation. Combined footnotes or text notes. The number of footnotes or text notes can sometimes be reduced by combining them, provided that no ambiguity results. At the th meeting, a draft resolution<sup>1</sup> submitted by 19 Member States<sup>2</sup> was voted upon but was not adopted owing to the negative votes of two permanent members. At the th meeting, a draft resolution submitted by 19 Member States was voted upon but was not adopted owing to the negative votes of two permanent members. Author-date and keyed references. In publications, the number of footnotes can be reduced by using the author-date system or keyed references.

### 6: SparkNotes: The Catcher in the Rye: Companion Texts

*Footnotes, text notes or references directly in the text. In masthead documents, publications and supplements, references to newspaper articles, public statements, interviews, personal communications and material on a website may be given in footnotes, text notes or directly in the text, as appropriate.*

It was not that the learning was too hard for us. It was that the learning was too easy. This is a great sin, to be born with a head which is too quick. It is not good to be different from our brothers, but it is evil to be superior to them. The Teachers told us so, and they frowned when they looked upon us. We tried to forget our lessons, but we always remembered. We tried not to understand what the Teachers taught, but we always understood it before the Teachers had spoken. We looked upon Union, who were a pale boy with only half a brain, and we tried to say and do as they did, that we might be like them, like Union, but somehow the Teachers knew that we were not. And we were lashed more often than all the other children. And if sometimes, in the secret darkness of our heart, we regret that which befell us on our fifteenth birthday, we know that it was through our own guilt. We had broken a law, for we had not paid heed to the words of our Teachers. The Teachers had said to us all: You shall do that which the Council of Vocations shall prescribe for you. For the Council of Vocations knows in its great wisdom where you are needed by your brother men, better than you can know it in your unworthy little minds. And if you are not needed by your brother men, there is no reason for you to burden the earth with your bodies. We were guilty and we confess it here: We preferred some work and some lessons to the others. We did not listen well to the history of all the Councils elected since the Great Rebirth. But we loved the Science of Things. We wished to know. We wished to know about all the things which make the earth around us. We asked so many questions that the Teachers forbade it. But the Council of Scholars has said that there are no mysteries, and the Council of Scholars knows all things. And we learned much from our Teachers. We learned that the earth is flat and that the sun revolves around it, which causes the day and the night. We learned the names of all the winds which blow over the seas and push the sails of our great ships. We learned how to bleed men to cure them of all ailments. And in the darkness, in the secret hour, when we awoke in the night and there were no brothers around us, but only their shapes in the beds and their snores, we closed our eyes, and we held our lips shut, and we stopped our breath, that no shudder might let our brothers see or hear or guess, and we thought that we wished to be sent to the Home of the Scholars when our time would come. To find these things, the Scholars must study the earth and learn from the rivers, from the sands, from the winds and the rocks. And if we went to the Home of the Scholars, we could learn from these also. We could ask questions of these, for they do not forbid questions. We know not why our curse makes us seek we know not what, ever and ever. But we cannot resist it. It whispers to us that there are great things on this earth of ours, and that we can know them if we try, and that we must know them. We ask, why must we know, but it has no answer to give us. We must know that we may know. We wished it so much that our hands trembled under the blankets in the night, and we bit our arm to stop that other pain which we could not endure. It was evil and we dared not face our brothers in the morning. For men may wish nothing for themselves. And we were punished when the Council of Vocations came to give us our life Mandates which tell those who reach their fifteenth year what their work is to be for the rest of their days. And we who were fifteen and all the Teachers came into the great hall. And the Council of Vocations sat on a high dais, and they had but two words to speak to each of the Students. But if the Council has said "Leader," then those Students go into the Home of the Leaders, which is the greatest house in the City, for it has three stories. And there they study for many years, so that they may become candidates and be elected to the City Council and the State Council and the World Council -- by a free and general vote of all men. But we wished not to be a Leader, even though it is a great honor. We wished to be a Scholar. There were five members of the Council, three of the male gender and two of the female. Their hair was white and their faces were cracked as the clay of a dry river bed. They seemed older than the marble of the Temple of the World Council. They sat before us and they did not move. And we saw no breath to stir the folds of their white togas. But we knew that they were alive, for a finger of the hand of the oldest rose, pointed to us, and fell down again. This was the only thing which moved, for the

lips of the oldest did not move as they said: We knew we had been guilty, but now we had a way to atone for it. We would accept our Life Mandate, and we would work for our brothers, gladly and willingly, and we would erase our sin against them, which they did not know, but we knew. So we were happy, and proud of ourselves and of our victory over ourselves. We raised our right arm and we spoke, and our voice was the clearest, the steadiest voice in the hall that day, and we said:

### 7: Note (typography) - Wikipedia

*In this article I explore what it means to read a historical text. In doing so, I draw on my research with historians and high school students, who thought aloud as they reviewed a set of texts about the American Revolution.*

Sticky Notes Comprehension Strategy Reading is meant to be an active practice. Readers need to be able to respond to the text immediately and in a way that they will be able to review their notes. Harvard University sends a letter to incoming freshmen which describes six positive habits for students to build in order to be successful. Realizing that the sticky notes are small, it is suggested that a class create a chart of codes to use on the notes. Strategy Steps Display a passage of text that can be read during class. A newspaper article is an excellent option. Begin reading it aloud to the class. Stop reading abruptly to share what you, the teacher, are wondering about the text. Write what you wonder in the margin of the text. Continue reading and modeling the questioning strategy. Include things that remind you of other texts, situations, things that surprise you, a new idea, etc. If students offer thoughts, include them. Pull out the sticky notes. Tell students that they need to respond to text as they read, but for obvious reasons, they may not write directly in their books. Tell them that they will be writing their thoughts on the sticky notes. Pull out a piece of chart paper. Label it Text Codes. Indicate that the sticky notes are small, so in order to be able to write their thoughts effectively and save time, they are going to create text codes as a class. Create the anchor chart with the class generated text codes. Post it in a visible location. Also, be sure that the sticky notes are in an accessible location for students during reading times. Anchor examples T-T, text to text connection L, New learning.

### 8: Note | Define Note at [www.enganchecubano.com](http://www.enganchecubano.com)

*Sticky Notes Comprehension Strategy. Reading is meant to be an active practice. Readers need to be able to respond to the text immediately and in a way that they will be able to review their notes.*

### 9: How to Send a Note by Text Message on the iPhone 5 - Solve Your Tech

*Digitizing text in this way is preferable for some people since it keeps hard copies of notes neatly organized in notebook, while also providing the added benefit of a computer-based copy.*

*A child's first picture dictionary. Asimov's guide to science Mr. Peter Crewitt. September 1 1939 analysis Truth about the United Nations Genealogy, Lee family of Virginia and Maryland Commercial Law Lecture Notes Definitions for electricity and magnetism Tim Hortons employment application form The Academy in Crisis Vicar of Wakefield We Really Must Get Together this Year, by Marian Keyes More ing power 3 third edition answer key Runners and Other Dreamers Along the New Line to the Pacific Coast. When someone dies in Florida The intellectual instinct: skepticism and the quest for truth The metaphorical marketplace and truth 2000 Ford Mustang V6 repair manual Improvement of the Mississippi river. THEIR PASSION WAS A FORCE OF NATURE, Dewey Decimal Classification Index and Relative Index Reel 46. Colorado River (Mohave, Chemehuevi, and Walapai Indians 1885-93, 1895-1905 The Ethics of Cyberspace Clinical dermatology 4th edition Greek entanglement Little Heroes Grow Up (Growth Chart Coloring Book) The future of research on prejudice, stereotyping, and discrimination Susan T. Fiske, Lasana T. Harris, T Dark Alchemy (Dr. Sylvia Strange) Study guides for math Queuing and waiting Angry Little Girls Subspace methods of pattern recognition Literary criticism in American periodicals. Wisdom commentary Ohio State University Quarterly. Sir Walter Raleigh-selections from his Historie of the world, his Letters, etc. Vagts Basic Corporation Law Materials, Cases and Text, 3d Metastability and incompletely posed problems St. Lunatic High School*