

## LESSON 23 • OUTLINING SKILLS (LEVEL A)

## CONSTRUCT A TEMPORARY OUTLINE AND ORGANIZE NOTE CARDS

Textbook Pages 29–30

**Directions:** First, examine the 4 main topics in the skeleton outline below. Label each note card on the left with **I, II, III,** or **IV**. Next, organize the note cards to construct the complete hierarchical outline on the right.

## SKELETON OUTLINE:

I. Common sense   II. Specialized knowledge in their businesses   III. General intelligence   IV. Self-reliance

## NOTE CARD 1

Topic: **What is common sense**

- Ability to make practical decisions
- Ability to simplify difficult problems

## NOTE CARD 2

Topic: 
**Depend upon yourself to start action**  
**Set goals and follow through by yourself**

- Organize your work
- Develop good work habits
- Exercise willpower and follow through

## NOTE CARD 3

Topic: 
**Knowledge gained from experience**  
**Continued to learn throughout their careers**

## NOTE CARD 4

Topic: **High I.Q.'s**

- Able to understand difficult concepts
- Able to analyze concepts

## NOTE CARD 5

Topic: **How can common sense be developed**

- Learn from your own mistakes
- Observe and learn from others' mistakes or successes

## NOTE CARD 6

Topic: **Other elements of intelligence**

- Good vocabularies
- Good reading and writing skills

## WHICH TRAITS DO TOP ACHIEVERS POSSESS

## I. Common sense

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

## II. Specialized knowledge in their businesses

A. \_\_\_\_\_

B. \_\_\_\_\_

## III. General intelligence

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

## IV. Self-reliance

A. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## WHICH TRAITS DO TOP ACHIEVERS POSSESS (MASTER OUTLINE)

## I. Common sense [Cards 1 &amp; 5]

## A. What is common sense

1. Ability to make practical decisions
2. Ability to simplify difficult problems

## B. How can common sense be developed

1. Learn from your own mistakes
2. Observe and learn from others' mistakes or successes

## II. Specialized knowledge in their businesses [Card 3]

## A. Knowledge gained from experience

## B. Continued to learn throughout their careers

## III. General intelligence [Cards 4 &amp; 6]

## A. High I.Q.'s

1. Able to understand difficult concepts
2. Able to analyze concepts

## B. Other elements of intelligence

1. Good vocabularies
2. Good reading and writing skills

## IV. Self-reliance [Card 2]

## A. Depend upon yourself to start action

## B. Set goals and follow through by yourself

1. Organize your work
2. Develop good work habits
3. Exercise willpower and follow through

 MODEL 4-PARAGRAPH REPORT: WHICH TRAITS DO TOP ACHIEVERS POSSESS?

**Paragraph 1 (Common Sense):** Top achievers possess keen common sense, defined as the innate ability to make practical decisions and simplify difficult, complex problems. Furthermore, common sense is actively cultivated over time as achievers rigorously learn from their personal errors and observe the successes and failures of peers.

**Paragraph 2 (Specialized Knowledge):** In addition, achievers acquire deep specialized knowledge tailored to their specific industry. Rather than relying on static schooling, their expertise is forged through direct on-the-job experience and an enduring commitment to lifelong learning throughout their careers.

**Paragraph 3 (General Intelligence):** A third foundational trait is robust general intelligence. Achievers frequently test with high I.Q.'s, empowering them to grasp and analyze intricate conceptual models. Complementing this capacity are verbal strengths: expansive working vocabularies and superior reading and composition skills.

**Paragraph 4 (Self-Reliance):** Finally, achievers exhibit steadfast self-reliance. They depend primarily on their own initiative to commence action and establish independent targets, systematically organizing workflows, building disciplined daily habits, and applying resolute willpower to follow through to completion.

 Note-Card Synthesis & Thematic Sorting

This lesson models genuine scholarly research methodology. Pupils examine discrete index note cards gathered from reading and match each card to an overarching temporary topic (I–IV). This teaches that note-taking precedes outline construction.

 Essay Architecture: 1 Topic = 1 Paragraph

The textbook directions explicitly state: "You will have four paragraphs — one paragraph for each main topic." This concretely proves that an outline's Roman numerals become the topic sentences of expository paragraphs.

| Card / Tier         | Content Elements                                | Research Sorting & Composition Function                                                  |
|---------------------|-------------------------------------------------|------------------------------------------------------------------------------------------|
| Card 1 & 5<br>→ I   | Definition & development of common sense        | Grouped together under Topic I: Practical decision-making and learning from mistakes.    |
| Card 3 →<br>II      | Experiential knowledge & lifelong learning      | Assigned to Topic II: Specialized vocational expertise gained across careers.            |
| Card 4 & 6<br>→ III | High I.Q. & vocabulary/literacy elements        | Grouped together under Topic III: Conceptual analytical ability and language mastery.    |
| Card 2 →<br>IV      | Independent initiative, work habits & willpower | Assigned to Topic IV: Self-reliance, autonomous goal-setting, and disciplined execution. |