

HOW TO USE AN OUTLINE TO ORGANIZE NOTES AND WRITE A LONGER REPORT

How would you use an outline to write a longer, more detailed report?

Search for additional information that supports any **main topics, subtopics, or details** shown on your outline. Label each note card accordingly to show exactly where any additional information should be placed in your report. Next, sort your notes and rewrite your outline to include the extra information. Finally, follow your revised outline to write a well-organized, comprehensive report.

REFERENCE SKELETON & OUTLINE STRUCTURE (FROM PAGE 46)	
I. Expect the best to get the best A. Theory tested in a study (1. Random students, 2. Expected gain) B. Group's higher test scores supported theory	IV. Treat failure as a learning experience A. Fear destroys initiative; B. Dare to try & learn from failure
II. Listen to learn how to motivate each person A. People reveal how motivated; B. Leader listens & acts on clues	V. Compliment any improvement in performance A. Common complaint (1. Seldom complimented, 2. Criticized fast) B. Everyone wants appreciation; follows gracious leaders
III. Set high standards of achievement A. Allow for individuality; B. Demand superior performance	VI. Encourage sense of group pride among coworkers & leaders A. Develop followers (1. Parents, 2. Athletes) B. Shared comradeship (1. Loyal & respectful, 2. Mutual trust)

Directions: Practice organizing information for a more detailed report. Assume that you gathered the following 8 notes to add to your original outline shown on page 46. Label each note card with the exact **topic, subtopic, or detail** coordinate it supports (e.g., **I. A 1, VI. A 1, IV. B**). *Do not write a final outline, and do not write a report.*

EXAMPLE I. A 1 Cite examples of students included in the study by a psychologist and a principal. Give the range of their scholastic abilities.

1. _____ Show how parents of Sandra Day O'Connor, first woman justice on Supreme Court, motivated her.
2. _____ Give an account of failures the Wright Brothers encountered as they tried to perfect a flying machine.
3. _____ Show how General Washington and his men shared a sense of comradeship during the difficult crossing of the Delaware River.
4. _____ How have certain outstanding educators motivated students?
5. _____ Tell why the first woman to graduate from medical school had to excel before she was accepted by the other students. Why was she considered an individualist?
6. _____ Cite any anecdotes that confirm President Lincoln's graciousness — a personal trait that made him a respected leader.
7. _____ What did her father teach British Prime Minister Margaret Thatcher that has helped her to personify one of the great success stories of this or any other era?
8. _____ Because she read a book to her sixth grade class and listened to their questions, how did a teacher motivate these students to accomplish something seemingly impossible? Students not only located survivors about whom the book was written, they also held a reunion for this group of World War II airmen who were rescued from the Pacific.

LESSON 31: EXPANDING AN OUTLINE TO WRITE A LONGER REPORT

Full Score: 8 Points

#	Primary Coordinate	Research Note & Historical Context	Corresponding Level (P. 46)	Pedagogical Rationale
1.	VI. A 1 or VI. A	Sandra Day O'Connor: Parents motivating the future first woman Supreme Court justice.	VI. A 1 (Parents encourage children who often surpass them)	Generative parental mentorship producing historic leaders.
2.	IV. B or IV	Wright Brothers: Account of repeated crashes and failures before pioneering controlled flight.	IV. B (Successful people dare to try and learn from failures)	Setbacks reframed as empirical iterations toward mastery.
3.	VI. B or VI. B 1, 2	General Washington: Delaware River crossing shared hardship & comradeship.	VI. B (Top military leaders and men shared sense of comradeship)	Esprit de corps and mutual trust under extreme adversity.
4.	I. A or I	Outstanding Educators: Techniques of high expectations motivating student excellence.	I. A (Theory tested in study: high teacher expectations produce gains)	The Pygmalion principle: belief unlocks latent human potential.
5.	III. A, B or III. B	Elizabeth Blackwell: First woman medical graduate had to excel; was an individualist.	III. A (Allow individuality) & III. B (Demand superior performance)	Tolerating individuality while surpassing rigorous standards.
6.	V. B	President Lincoln: Personal anecdotes of graciousness and magnanimity.	V. B (Everyone wants to be appreciated; follows gracious leaders)	Interpersonal warmth and appreciation as leadership currency.
7.	VI. A 1 or III / VI. A	Margaret Thatcher: Father's lessons instilling self-reliance and ambition.	VI. A 1 (Parents encourage children who surpass them) / III (Standards)	Parental values catalyzing unprecedented political leadership.
8.	II. B or II	WWII Pacific Airmen Reunion: Teacher listened to 6th-grade students' questions.	II. B (Good leader listens and acts upon clues) / II. A (Reveal motivation)	Empathetic listening unlocking extraordinary collective agency.

INTEGRATED RESEARCH OUTLINE: EXPANDED WITH HISTORICAL CASE STUDIES

I. Expect the best to get the best

A. Theory tested in a study by a psychologist and a principal

- Group of randomly selected students represented as achievers
- This group expected to show gain in a year

Example: Student scholastic range

B. Group's higher-than-classmates' final test scores supported theory

Note 4: Outstanding educators' methods

II. Listen to learn how to motivate each person

A. People often reveal how they're motivated

B. Good leader listens and acts upon clues

Note 8: 6th-grade teacher listens to questions → WWII reunion

III. Set high standards of achievement

A. Allow for individuality

Note 5a: Elizabeth Blackwell as an individualist

B. Demand superior performance

Note 5b: Elizabeth Blackwell excelling in medical school

IV. Treat failure as a learning experience

A. Fear of failure destroys creativity and initiative

B. Successful people dare to try and learn from failures

Note 2: Wright Brothers' aviation flight failures

V. Compliment any improvement in performance

A. Common complaint (1. Seldom complimented, 2. Criticized fast)

B. Everyone wants to be appreciated; follows gracious leaders

Note 6: President Lincoln's anecdotes of graciousness

VI. Encourage sense of group pride among coworkers and leaders

A. Real leaders develop followers who become good leaders

- Parents encourage children who often surpass them
- Athletes often become excellent coaches

Note 1: Sandra Day O'Connor; Note 7: Margaret Thatcher

B. Top military leaders and men shared sense of comradeship

Note 3: Gen. Washington at Delaware River

 **The Cognitive Skill of Outline Expansion:** Moving from a static skeleton to an expandable living document requires recognizing that real research consists of concrete biographical exemplars subordinate to broad conceptual categories.

 **Flexible Grading Protocol:** Students may write full hierarchical paths (e.g., VI. A 1) or the broader parent node (e.g., VI. A or VI). Full credit is awarded for any valid hierarchical address accurately positioning the note.