

Reading the System

Have you ever highlighted a sentence in your textbook just because you felt like you need to highlight something? Establishing a system for those highlights, symbols, and notes will help you generate understanding and comprehension of what you are reading. Whatever symbols, colors, or underlines are included are entirely personal to you and may change depending on what you are reading. Use this handout as a guide for developing your system!

Example:

This included Germany, Italy, and France.

Charlemagne (742–814), the King of the Franks, took power over great portions of Europe. He eventually took control of Rome, reestablishing the Western Roman Empire, which became known as the Holy Roman Empire due to its close association with the Roman Catholic Church. But "Holy Roman Empire" was a misnomer, famously neither Holy, Roman, or an Empire, because it was actually a confederation of what was formerly known as Gaul with the early German states. Also, it was not exactly an Empire. Though the Emperor held great power, he could not control the Church, even in his own domain. *This allowed the popes of the Church to exert great influence in both religious and political matters.*

Pope Leo III was head of the church at that time 795-814

Symbol Legend	
* stars *	Thesis Statement
Yellow highlights	Terms
/ Annotation	Information covered in class

General Tips

- Keep the amount of symbols minimal
 - It will be difficult to keep track of too many symbols
- Adjust your system to what you are reading
 - If there a list of terms for each chapter or section you probably don't need to highlight them
 - Think about what you want to get out of the reading
- Refer to the Before, During, and After Reading handout for more tips to help guide your symbol system

Reading the System

Try out a new system!

Here's an excerpt:

In the 11th century medieval scholars developed Scholasticism, a philosophical and educational movement that used both human reason and revelations from the Bible. Scholasticism, a philosophic and theological movement that attempted to use natural human reason, in particular, the philosophy and science of Aristotle, to understand the supernatural content of Christian revelation. It was dominant in the medieval Christian schools and universities of Europe from about the middle of the 11th century to the about the middle of the 15th century. The ultimate idea of the movement was to integrate into an ordered system both the natural wisdom of Greece and Rome and the religious wisdom of Christianity. Formal education was unusual in the Middle Ages, although by the fifteenth century there were schooling options to prepare a child for their future. Some cities such as London had schools that children of both genders attended during the day. Here they learned to read and write a skill that became a prerequisite for acceptance as an apprentice in many Guilds.

Symbol Legend	
Symbol	Meaning or Use

Both excerpts from: Davies, Norman. *Europe : A History*. Oxford ; New York: Oxford UP, 1996. Print.