

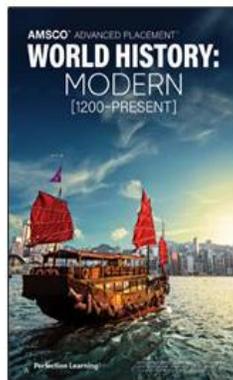
Dear AP World Students and Parents:

Welcome to AP World History: Modern! We are so excited that you elected to take the AP World History/Honors English block as your 10th Grade Humanities class next year. The course is challenging, but our hope is that you will also find its fast pace interesting and engaging. As you know, there is a summer assignment that you will be expected to complete prior to the first day of school. These assignments will assist in building your fundamental knowledge and skills related to AP World History and are intended to lay the foundation for the material covered during the history portion of this course. This summer assignment also allows us to get a jumpstart on the curriculum. Our textbook is expansive in its scope and we have about 31 weeks to cover all of it in order for us to have time to review before the AP test. The summer assignment will also provide us with the time to go into more depth on certain topics throughout the year.

For most of you, this is your first AP class. To be successful, you will need to stay focused and work hard. **You should be prepared to spend several hours each week outside of class on AP World History.** If this does not seem realistic for your schedule, then you may want to reconsider taking this course. During the school year, we will explore thousands of years of human history, learn valuable skills, and take the AP World History Exam in May 2021. This is an exciting class that will allow us to look at the big picture of history, trace cultures over time, and examine human interactions.

While there will be several very important items that you will need for the summer assignment and the course, one that you will want to order as soon as possible is the AMSCO review book:

World History: Preparing for the Advanced Placement Examination



Please ensure that you purchase this copy of the textbook, as previous versions are for an outdated exam. You will need to purchase this directly through the AMSCO website (<https://www.amscopub.com/social-studies/advanced-placement/world-history-ap-exam.html>), or there may be used copies on Amazon. The physical copy is required; the electronic version is optional. The portion of AMSCO that is required for the summer assignment (the first 2 chapters of AMSCO) can be found in a separate document. **Because this book is one that we will be using all year long and is our suggested exam study guide, you will find it very helpful to have your own copy, so we highly suggest you get your own.** If you are unable to purchase your own, we can loan you a copy or you may use our alternative textbook, *Traditions & Encounters*, which you can check out from the library.

Thank you for your attention to this letter. Please let Mr. Gibson, Ms. Riely, Mr. Menenberg, or Mr. Zabel know if you have any questions or concerns. As you work through your summer assignment, should you have questions, please don't hesitate to email **all four teachers**. By emailing all of us, it ensures that at least one of us will respond to your email. However, please be patient as we may not get to your question immediately.

Thank you,

Mr. Gibson (agibson@lwsd.org)

Ms. Riely (kriely@lwsd.org)

Mr. Menenberg (dmenenberg@lwsd.org)

Mr. Zabel (hzabel@lwsd.org)

Important! Please read the intro letter in its entirety! It has some important, timely information that you need to be aware of!

Your summer assignment consists of the following parts. Please make sure to read the directions for each part carefully, and complete each part in its entirety.

1. Part 1 – Cornell Notetaking for Foundations (circa 8,000 BCE-600 BCE) – **HAND WRITE!**
 - a. Take notes on the “Unit 1 AMSCO” attached on the Eastlake Website. Please note that this is from the OLD version of the textbook, so do not use your own copy; you will not need to use your purchased textbook until September. You will be expected to show a full understanding of some key concepts, key terms, and be able to provide illustrative examples. **HAND WRITE!**
 - b. There is an example of Cornell Notetaking as well as an outline found in this packet. We do not want you to rewrite the textbook but learning to discern what is important and what is not is a skill that you will develop over this course of this year, starting this summer! One page should take you a couple minutes. If you spend any longer on it, you are probably taking notes that are too detailed.

2. Part 2 – SAQ Baseline Questions
 - a. After completing Part 1 above, answer all parts of the SAQ found below. Please write by hand.

P.S.

When the time comes for back to school supply shopping, make sure you have the following items for this class:

1. Black and/or blue pens – NO PENCILS
2. Lined paper – A LOT!
3. Highlighters (at least 3 colors)
4. 3 ring binder (at least 2 inches)
5. Dividers (at least 8)
6. Various sizes of post-its...especially smaller ones

The following may be useful, but are not required:

1. Notecards
2. Key Terms Cards (something like Barron's AP World History Flash Cards which can be found on Amazon)
3. Subscription to Albert.io

Part 1 - Cornell Note Taking Method

The Cornell note taking system, developed by former Cornell professor Walter Pauk features three areas. One area is for note taking, one for review notes, and one for summarizing.

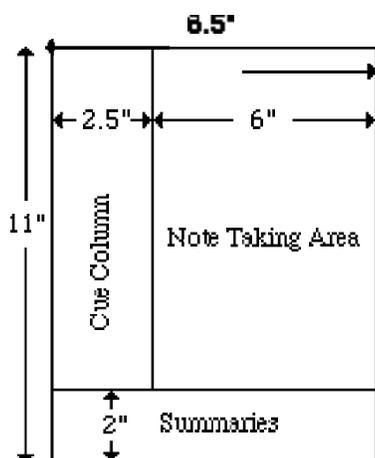
Many times note taking is one of the most difficult things for a student to do effectively. It can be difficult for students to know what to write down, what is important or pertinent information, or how to structure their notes so they are easy to study from in the future. By taking the time to understand why we take notes, how best to do so, and how to use them, we are able to improve our ability to make them truly useful. Notes can be one of the strongest tools a student has in their academic experience.

Before attempting to take notes, consider the following questions:

- What is effective note taking?
- How can I take good notes in class or from written texts? Is it different for each?
- What is the overall goal of my note taking?
- How do I study and what should I include in my notes to help this process?
- How is the class that I am taking taught and how should I take notes based on this?

Why do we take notes?

- To summarize.
- To highlight important information.
- Most importantly, to review and study from later.

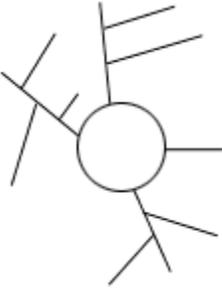


This format provides the perfect opportunity for following through with the 5 R's of note-taking:

1. **Record:** During reading, record in the main "note-taking" column as many meaningful ideas as you can.
2. **Reduce:** As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.
3. **Recite:** Cover the Note Taking Area, using only what you can see in the Cue Column, recite and explain the information in your own words. Then, verify what you have said by looking at the Note-taking column.
4. **Reflect:** Reflect about the information by summarizing the contents of each page. Write your summary in the space at the bottom of each page of notes. Reviewing through summarizing will help prevent information from being soon forgotten.
5. **Review:** Spend a few minutes each day to quickly review your notes; you will retain most of what you have learned

Examples

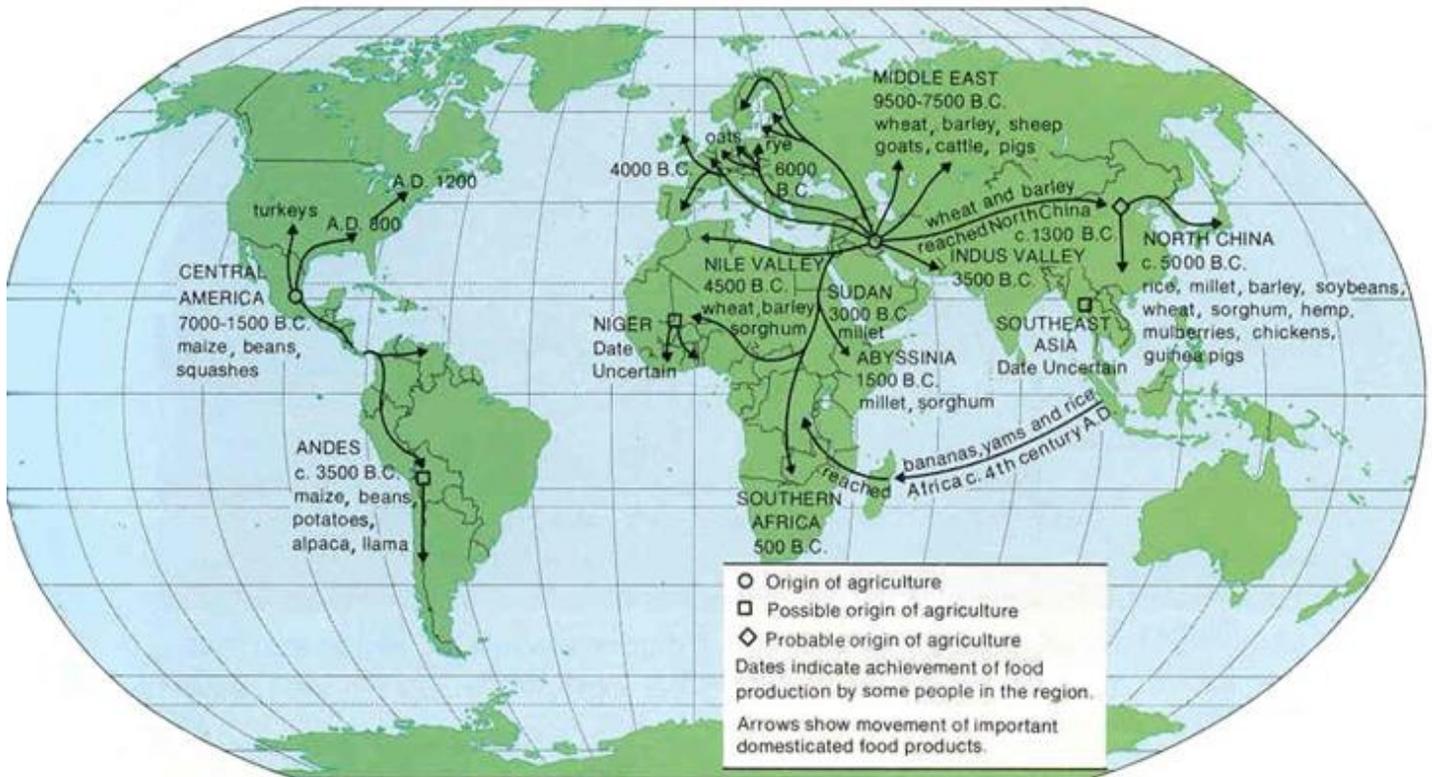
Subject: Notetaking

Main Ideas	Details
<p data-bbox="285 415 370 485"><i>Cornell notes</i></p>  <p data-bbox="196 1182 456 1213"><i>Semantic map or web</i></p>	<ul style="list-style-type: none"> • <i>Can be used to provide an outline of a chapter, lecture, class discussion, etc.</i> • <i>Organized by main ideas and details.</i> • <i>Can be as detailed as necessary.</i> • <i>Sequential-- take notes in an orderly fashion.</i> • <i>After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.</i> • <i>Can be used as study tool:</i> <ol style="list-style-type: none"> 1. <i>List concepts on the left side.</i> 2. <i>Identify the concept and provide details on the right side.</i> • <i>Can be used to provide a "big picture."</i> • <i>Organized by main ideas and sub-topics.</i> • <i>Limited in how much detail you can represent.</i> • <i>Can be used as a study tool -- to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.</i>
<p data-bbox="123 1367 248 1398">Summary:</p> <p data-bbox="123 1425 1482 1528"><i>There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/map method provides a "big picture" when you're previewing materials or getting ready to study for a test.</i></p>	

Note: this is an example of the first 2 pages of reading. There are different ways of taking notes, and this only represents one.

	<p>Chapter 1: Pg. 2-3</p> <p>Mr. Gibson Period 1/2</p>
<p>Modern Humans</p> <p>Q: How big were groups?</p> <p>Vocab: Hunter-forager</p> <p>CHEEPS: Humans + Environment</p>	<ul style="list-style-type: none"> • Called "Homo Sapiens" • First in Africa 200,000-100,000 years ago • Hunter-foragers <ul style="list-style-type: none"> - Hunting animals, finding seeds, fruits, roots - This forced them to move around to find new food
<p>Migrations</p> <p>Q: Why did some people not migrate?</p> <p>Q: What animals did they hunt?</p> <p>Vocab: Nomad</p> <p>CHEEPS: Humans + Env • Culture</p> <p>Migration:</p> <p>Africa - 200,000 BCE</p> <p> ↳ Asia</p> <p> ↳ Americas</p> <p> BY 10,000 BCE</p>	<ul style="list-style-type: none"> • Factor 1: Climate Change <ul style="list-style-type: none"> - Animals + Plants moved toward equator for warmth; humans followed • Factor 2: Land Bridges <ul style="list-style-type: none"> - Due to freezing ice, people could cross from Eastern Asia to modern-day Alaska. - Nomads followed animals across this land bridge - Temperatures rise → Americans cut off from Asian ancestors • BY 10,000 B.C.E., every continent has humans except Antarctica <ul style="list-style-type: none"> - Unique cultures due to distance
	<p>Humans started in Africa. They would eat plants and hunt animals. Due to climate change, they had to migrate in order to find more food - that's why they crossed a land bridge to the Americas.</p>

Part 2 – Short Answer Questions (SAQs)



Instructions: Use the map above and your knowledge of World History to answer all parts of the question that follows. Your answers should always be in complete sentences, and each part (A, B, and C) should be about 3 sentences long.

- Observe the locations marked on the map for the “origins of agriculture.” Identify and explain ONE factor that accounts for the origins of agriculture in those locations.
- Observe the locations marked on the map for the “origins of agriculture.” Identify and explain ANOTHER factor (different from the one used in part A) that accounts for the origins of agriculture in those locations.
- Observe the locations marked on the map for the movement of important domesticated food products. Identify and explain ONE factor that accounts for the pattern of migration shown on the map.