

AP European History Summer Assignment 2018-19

INTRODUCTION

In the past, most AP history course summer assignments have consisted of reading 1 or 2 large historical books over specific topics. The purpose of this was to improve your reading level, to get you ready for the rigor of a college level class, and to give you in-depth knowledge on a specific era or field of history. This book activity was concluded with a test, essay, and discussion on the first day of school.

This year we are trying something new. This change is an effort to correct an area that every student struggles with when transitioning into their first college course. Students often struggle with the following: the amount of reading, the retention of what they just read, staying organized, taking notes effectively, managing their time wisely, & studying for tests that move beyond regurgitation of data to show a mastery of the skills the AP class is built around that they must apply and display. This does not mean students don't possess these skills, most AP students do as they often are among the brightest and most hardworking students, they just have not developed them the level needed to be successful in what is a college level course.

ASSIGNMENT

The summer assignment this year has built around teaching, enhancing, and applying those skills so that every student may start the school year in a much better position to achieve success. You will be reading a series of articles on various skills and techniques and apply them to the European history that occurred before the time period we start studying in which is 1450.

You will summarize the content contained in the articles above utilizing all the variety of note taking styles to see which kind works best for you. These summaries and notes will be due on the first day of school. Your summaries and notes must be HAND WRITTEN in blue or black ink and not typed on a computer. We will also have a discussion on the first days of school where students will be evaluated on their participation and quality of their comments to show they read the articles. It would wise to space these out rather than trying to do in the closing days of summer. This will strengthen the skills by practicing them over a prolonged period as well as making it a less miserable and less stressful experience. It should really equate to reading about 1 article a week if you spread it out.

STEP BY STEP INSTRUCTIONS: Follow these instructions to complete assignment:

1. OVERVIEW
 - a. The assignment has 10 parts listed below. Eight of them are articles, chapters, videos that you will read or watch and will take notes on. The other two are tasks you will complete.
2. ARTICLES
 - a. I have copied the text from the website rather than using the hyperlinks so we will be fine in case the host websites changes the URL or moves the info.
 - b. You should read them in order as they have been carefully planned, and each article builds on previous ones.
 - c. The first article is about note taking methods. You will read it and take notes on it in one of the styles it discusses. You will then use those styles to take notes for the other 7 articles/videos.

3. NOTES

- a. You will need to take notes on the note taking article using one of the 5 styles described.
 - i. WRITTEN -The notes should be hand written in blue or black ink pen
 1. Your handwriting must be legible or you will not earn a grade as we cannot discern if you have shown the skills.
 - ii. LENGTH - Must be a minimum of at least 1 page in length with a maximum of 3 pages for the longer articles.
 1. You must use the outline and Cornell methods 3 times each and for the remainder you may use whatever style notes you have come to prefer.
 2. That would be 3 single sided pages, or the front and back of 1.5.
 3. You should give some thought and consideration if you write big or small.
 4. The limit is not to cause you stress but part of AP is learning to be concise and specific as on the AP exam your writing is timed and limited to a certain number of pages.
 5. If you go a little over that is fine this is all part of our process in AP.
 - iii. HEADING
 1. Each set of notes should have a heading in the top left that lists your name, the date, the number of the article and the style of notes you used.

4. TASKS

- a. Complete the timeline and map and include them with your packet on the first day.

5. TURNING IT IN

- a. Turn in the cover sheet found at the end of the packet.
- b. The assignment has 10 parts, each is numbered and labeled below.
- c. You will need to label and put them in the correct order and connect them with paper clips, staples, etc.
- d. You will turn in the entire set on the first day of school.
- e. GRADING –
 - i. This assignment will be worth 100 points. 10 per section.
 1. This grade can act as a cushion your grade as you get used to the rigor of the course and will set you up for success all year long.
 - ii. The notes will be graded on your ability to follow these directions, the accuracy of your note taking, the organization, and information covered in your notes.
 - iii. Turning in the assignment late will lead to the Social Studies Department’s mandated reductions of -25% for one day and -50% for two days an up.

ACTUAL ASSIGNMENT

- | | |
|---|-------------------------|
| 1. NOTE TAKING STYLES ARTICLE | 6. GREECE VIDEO |
| 2. HAND WRITTEN vs. TYPED NOTES ARTICLE | 7. ROME VIDEOS |
| 3. READING ARTICLE | 8. MIDDLE AGES CHAPTERS |
| 4. RETENTION ARTICLE | 9. TIMELINE |
| 5. AP WORLD HISTORY COURSE FRAMEWORK | 10. EUROPEAN MAP |

#1 NOTE TAKING METHODS

Great note-taking takes practice. You have to find a method that works for you, and that may change depending on the class that you're in (for example, a science class versus a humanities class). Here are 5 methods that are proven to be successful. Read over each one and decide if there's one that might work for you. These styles are described in the format you would use to take notes in class. You might find that a comfortable method is a combination of 2 or more of the ones listed here, and that's fine. Figure out what works for you and stick with it!

THE CHARTING METHOD

Page #	Today's Date		
How?	Advantages	Disadvantages	When to Use it?
Set up your paper in columns and label appropriate headings.	Helps pull out the most relevant information.	Can be a hard system to learn to use.	If you'll be tested on facts and relationships.
The headings could be categories covered in the lecture.	Also reduces the amount of writing necessary.	You need to know the content that will be covered during the lecture before it begins.	If content is heavy and presented quickly – such as a history course with dates, people, events, etc.
Insert information (words, phrases, main ideas, etc) into the appropriate category.	Provides easy review for memorizing facts and studying comparisons and relationships.		If you want to get an overview of the whole course on one big paper.

THE OUTLINING METHOD

- Page #** **Today's Date**
 Class Topic: How To Outline Notes
- I. The first level is reserved for each new topic/idea and is very general.
 - a. This concept must always apply to the level above it (I)
 - i. This concept must always apply to the level above it (a)
 - ii. This is a second supporting piece of information for the level above it (a) but is equal to the previous information (i)
 - iii. This information is a sister to (i) and (ii)
 - b. This concept applies to the level above it (I) and is a "sister" to (a)
 - II. You don't have to use Roman Numerals, Letters, and Numbers – try only indents, dashes, and bullets!
 - III. Outlining requires listening and writing in points in an organizational pattern based on space indentation
 - a. Advantages to outlining
 - i. It is well-organized
 - ii. It records relationships and content
 - iii. It reduces editing and is easy to review by turning the main points into questions
 - b. Disadvantages to outlining
 - i. It requires more thought during class for accurate organization.
 - ii. It does not always show relationships by sequence.
 - iii. It doesn't work well if the lecture is moving at a quick pace.

THE CORNELL METHOD

Page #	Today's Date
<i>Layout of the page and where to write</i>	<p>You physically draw a line vertically down your paper, leaving 2.5 inches on the left and 6 inches on the right.</p> <p>This allows you to take notes on the right-hand side of the page leaving space on the left to summarize the main point with a cue word or phrase.</p>
<i>Organization of concepts</i>	<p>When the instructor moves to a new topic, skip a line.</p> <p>It is also a great idea to use some organizational structure to your whole page.</p> <ul style="list-style-type: none">• Use bullets!<ul style="list-style-type: none">✓ Use an indented system – kind of like outlining• You can <u>underline</u> important words.
<i>Filling in blanks.</i>	<p>If you aren't able to completely write down an idea before the instructor moves on to a new topic, <i>fill it in after class.</i></p>
<i>Reviewing and Studying</i>	<p>After class, test your knowledge of course material by covering up the right side of the page, reading the cue words, and trying to remember as much information as possible. Then check to see if you remembered correctly. <i>Also write page and day summaries.</i></p>
<i>Advantages</i>	<p>This is a simple and efficient way of recording and reviewing notes – it's easy for pulling out major concepts and ideas. It's simple and efficient. It saves time and effort because you "do-it-right-in-the-first-place."</p>

THE SENTENCE METHOD

Page #	Today's Date
	<ol style="list-style-type: none">1. Write every new thought, fact, or topic on a separate line as you progress, numbering each sentence.2. Advantages: it's more organized than writing paragraphs and still records most of the information.3. Disadvantages: it's hard to determine major/minor points and it's hard to edit and review with clean-up.4. It's a good method when there's lots of information and you don't know how the ideas fit together. You can make some connections as you go (for more information, refer to #2).

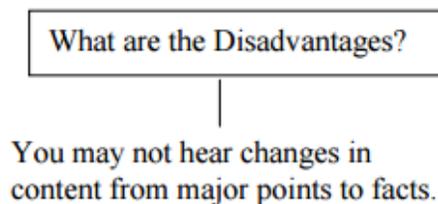
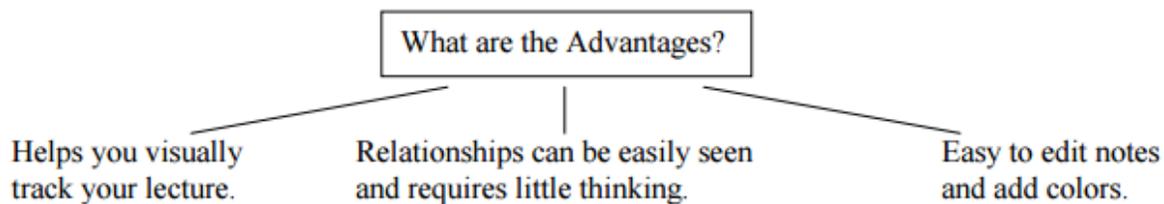
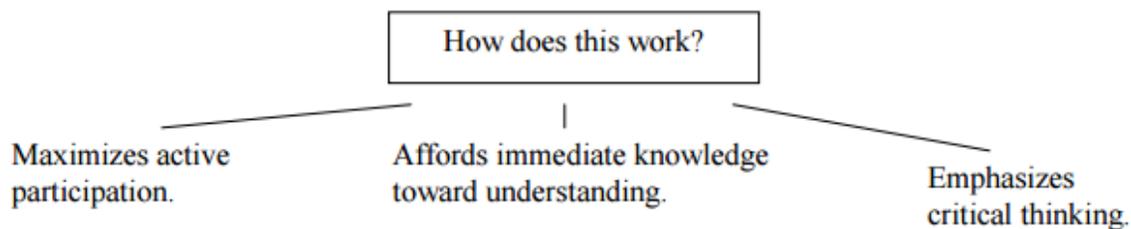
Developed from <http://www.sas.calpoly.edu/asc/ssl/notetaking.systems.html>

THE MAPPING METHOD

Page #

Today's Date

A GRAPHIC REPRESENTATION OF A CONCEPT



#2 A LEARNING SECRET: DON'T TAKE NOTES WITH A LAPTOP

Students who used longhand remembered more and had a deeper understanding of the material

By Cindi May on June 3, 2014

The old fashioned way works better. Credit: Credit: Szepy via iStock

“More is better.” From the number of gigs in a cellular data plan to the horsepower in a pickup truck, this mantra is ubiquitous in American culture. When it comes to college students, the belief that more is better may underlie their widely-held view that laptops in the classroom enhance their academic performance. Laptops do in fact allow students to do more, like engage in online activities and demonstrations, collaborate more easily on papers and projects, access information from the internet, and take more notes. Indeed, because students can type significantly faster than they can write, those who use laptops in the classroom tend to take more notes than those who write out their notes by hand. Moreover, when students take notes using laptops they tend to take notes verbatim, writing down every last word uttered by their professor.

Obviously it is advantageous to draft more complete notes that precisely capture the course content and allow for a verbatim review of the material at a later date. Only it isn't. New research by Pam Mueller and Daniel Oppenheimer demonstrates that students who write out their notes on paper actually learn more. Across three experiments, Mueller and Oppenheimer had students take notes in a classroom setting and then tested students on their memory for factual detail, their conceptual understanding of the material, and their ability to synthesize and generalize the information. Half of the students were instructed to take notes with a laptop, and the other half were instructed to write the notes out by hand. As in other studies, students who used laptops took more notes. In each study, however, those who wrote out their notes by hand had a stronger conceptual understanding and were more successful in applying and integrating the material than those who used took notes with their laptops.

What drives this paradoxical finding? Mueller and Oppenheimer postulate that taking notes by hand requires different types of cognitive processing than taking notes on a laptop, and these different processes have consequences for learning. Writing by hand is slower and more cumbersome than typing, and students cannot possibly write down every word in a lecture. Instead, they listen, digest, and summarize so that they can succinctly capture the essence of the information. Thus, taking notes by hand forces the brain to engage in some heavy “mental lifting,” and these efforts foster comprehension and retention. By contrast, when typing students can easily produce a written record of the lecture without processing its meaning, as faster typing speeds allow students to transcribe a lecture word for word without devoting much thought to the content.

To evaluate this theory, Mueller and Oppenheimer assessed the content of notes taken by hand versus laptop. Their studies included hundreds of students from Princeton and UCLA, and the lecture topics ranged from bats, bread, and algorithms to faith, respiration, and economics. Content analysis of the notes consistently showed that students who used laptops had more verbatim transcription of the lecture material than those who wrote notes by hand. Moreover, high verbatim note content was associated with lower retention of the lecture material. It appears that students who use laptops can take notes in a fairly mindless, rote fashion, with little analysis or synthesis by the brain. This kind of shallow transcription fails to promote a meaningful understanding or application of the information.

If the source of the advantage for longhand notes derives from the conceptual processes they evoke, perhaps instructing laptop users to draft summative rather than verbatim notes will boost performance. Mueller and Oppenheimer explored this idea by warning laptop note takers against the tendency to transcribe information without thinking, and

explicitly instructed them to think about the information and type notes in their own words. Despite these instructions, students using laptops showed the same level of verbatim content and were no better in synthesizing material than students who received no such warning. It is possible these direct instructions to improve the quality of laptop notes failed because it is so easy to rely on less demanding, mindless processes when typing.

It's important to note that most of the studies that have compared note taking by hand versus laptop have used immediate memory tests administered very shortly (typically less than an hour) after the learning session. In real classroom settings, however, students are often assessed days if not weeks after learning new material. Thus, although laptop users may not encode as much during the lecture and thus may be disadvantaged on immediate assessments, it seems reasonable to expect that the additional information they record will give them an advantage when reviewing material after a long delay.

Wrong again. Mueller and Oppenheimer included a study in which participants were asked to take notes by hand or by laptop, and were told they would be tested on the material in a week. When participants were given an opportunity to study with their notes before the final assessment, once again those who took longhand notes outperformed laptop participants. Because longhand notes contain students' own words and handwriting, they may serve as more effective memory cues by recreating the context (e.g., thought processes, emotions, conclusions) as well as content (e.g., individual facts) from the original learning session.

These findings hold important implications for students who use their laptops to access lecture outlines and notes that have been posted by professors before class. Because students can use these posted materials to access lecture content with a mere click, there is no need to organize, synthesize or summarize in their own words. Indeed, students may take very minimal notes or not take notes at all, and may consequently forego the opportunity to engage in the mental work that supports learning.

Beyond altering students' cognitive processes and thereby reducing learning, laptops pose other threats in the classroom. In the Mueller and Oppenheimer studies, all laptops were disconnected from the internet, thus eliminating any disruption from email, instant messaging, surfing, or other online distractions. In most typical college settings, however, internet access is available, and evidence suggests that when college students use laptops, they spend 40% of class time using applications unrelated to coursework, are more likely to fall off task, and are less satisfied with their education. In one study with law school students, nearly 90% of laptop users engaged in online activities unrelated to coursework for at least five minutes, and roughly 60% were distracted for half the class.

Technology offers innovative tools that are shaping educational experiences for students, often in positive and dynamic ways. The research by Mueller and Oppenheimer serves as a reminder, however, that even when technology allows us to do more in less time, it does not always foster learning. Learning involves more than the receipt and the regurgitation of information. If we want students to synthesize material, draw inferences, see new connections, evaluate evidence, and apply concepts in novel situations, we need to encourage the deep, effortful cognitive processes that underlie these abilities. When it comes to taking notes, students need fewer gigs, more brain power.

Are you a scientist who specializes in neuroscience, cognitive science, or psychology? And have you read a recent peer-reviewed paper that you would like to write about? Please send suggestions to Mind Matters editor Gareth Cook, a Pulitzer prize-winning journalist and regular contributor to *New Yorker.com*. Gareth is also the series editor of *Best American Infographics*, and can be reached at [garethideas AT gmail dot com](mailto:garethideas@gmail.com) or Twitter [@garethideas](https://twitter.com/garethideas).

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

#3 ACTIVE READING: COMPREHENSION AND RATE

Many college students discover that there is significantly more to read in college than there was in high school. Students frequently remark that they don't have enough time to read through all of their assignments during the week. However, many students have bad habits and subscribe to reading myths. This page is designed to help you understand reading as an activity and help you become a more efficient and effective reader. Some common reading myths:

- Read every word.
- One reading is sufficient.
- Don't skip passages.
- Machines improve speed.
- A faster rate means less comprehension.

<https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/reading>

6 MYTHS ABOUT READING

1. MYTH: I HAVE TO READ EVERY WORD

- a. Many of the words used in writing grammatically correct sentences actually convey no meaning. If you exert as much effort in conceptualizing these meaningless words as you do important ones, you limit not only your reading speed but also your comprehension.

2. MYTH: READING ONCE IS ENOUGH

- a. Skim once rapidly to determine the main idea and identify the parts that need careful reading. Reread more carefully to plug gaps in your knowledge.
- b. For most students in most subjects, reading once is not enough.
- c. Good reading is selective reading. Select those sections relevant to your purpose in reading. Take a few seconds to quiz yourself on the material you have just read, and then review those sections that are still unclear or confusing to you.
- d. The most effective way of spending each study hour is less time devoted to reading and more time to testing yourself, reviewing, organizing, and relating the concepts and facts, mastering the technical terms, formulas, etc., and thinking of applications of the concepts-spend more time learning ideas, not painfully processing words visually.

3. MYTH: IT IS IRRESPONSIBLE TO SKIP PASSAGES IN READING

- a. Many college students feel that it is irresponsible to skip passages in reading and to read rapidly. The typical college reading load creates a reading problem for everyone. You must actively decide what is important. The idea that you cannot skip, but have to read every page, is left over from when we first learned how to read. As a result, students feel guilty if they find a novel dull and put it down before finishing it. Forget the guilt! Read and learn what you need to.

4. **MYTH: DEVICES ARE NECESSARY TO IMPROVE MY READING SPEED**

- a. What most people need to improve is reading efficiency - reading with a purpose, practicing skimming, looking for main ideas so that you can read them more carefully, and taking notes. The best and most effective way to increase reading speed is to consciously force yourself to read faster. Reading speed and efficiency is affected by the reading environment. Be sure your reading area is free of any distractions, has good lighting, and ventilation. Use a 3x5 card or your hand as a pacer to increase reading speed.

5. **MYTH: IF I SKIM or READ TOO RAPIDLY MY COMPREHENSION WILL DROP**

- a. Research shows there is little relationship between rate and comprehension. Some students read rapidly and comprehend well; others read slowly and comprehend badly. Whether you have good comprehension depends on whether you can extract and retain the important ideas from your reading, not on how fast you read. If you can do this, you can also increase your speed. If you "clutch up" when trying to read fast or skim and worry about your comprehension, it will drop because your mind is occupied with your fears and you are not paying attention to the ideas that you are reading.
- b. If you concentrate on your purpose for reading - e.g. locating main ideas, and the details, and force yourself to stick to the task of finding them quickly - both your speed and comprehension should increase. Your concern should be not with how fast you can get through a chapter, but with how quickly you can locate the facts and ideas that you need.

6. **MYTH: THERE IS SOMETHING ABOUT MY EYES THAT KEEPS ME READING FAST**

- a. Assuming you have good vision or wear glasses or contacts to correct your eye problems, this belief is nonsense. If you have developed the habit of focusing your eyes too narrowly and looking at word parts, it will be harder for you to learn to sweep down a page of type rapidly. Usually it is your brain, not your eyes, that slows you down in reading. Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you break this habit.

STEPS TO FOLLOW IN SKIMMING FOR THE MAIN IDEAS

1. Read the title of the selection carefully. Determine what clues it gives you as to what the selection is about. Watch for key words like "causes," "results," "effects," etc., and do not overlook signal words such as those suggesting controversy ("versus", "pros and cons"), which indicate that the author is planning to present both sides of an argument.
2. Look carefully at the headings and other organizational clues. These tip you off to the main points that the author wants you to learn. You may be accustomed to overlooking boldface headings and titles which are the obvious clues to the most important ideas. If you concentrate on the details and ignore the main ideas, you will have much more difficulty retaining the information you read.

Remember that authors of college textbooks want you to recognize the important concepts. They use:

- a. Major headings and subheadings to convey major points
- b. Italicized words and phrases so that crucial new terms and definitions will stand out
- c. Lists of points set off by numbers or paragraphs that begin with phrases such as “The three most important factors...” etc.
- d. Redundancy or repetition. By stating and restating the facts and ideas, the author ensures that you will be exposed in different ways to the concepts she feels are the most crucial for you to understand. She hopes that on at least one of these exposures you will absorb the idea, and therefore, it is vital you recognize when an important concept is being restated in different words. It is also important to recognize when you have completely mastered the idea

USING YOUR TEXTBOOK WHEN YOU PURCHASE A NEW BOOK, THERE ARE SEVERAL THINGS YOU SHOULD DO AUTOMATICALLY.

I. Look in the front:

A. Read and think about the table of contents.

1. This will show you the overall organization of the course and help identify what's important.
2. It will get you interested in the material.

B. Glance over any preface or foreword to see what the book is trying to do.

C. Consider the title. This is often a significant statement about the book's "slant." Do you know the author?

II. Look in the back:

A. Glance at the index. This is a listing of subject and pages upon which they can be found.

1. You can tell from the percentage of known and unknown words how difficult the text will be for you.
2. You can see with great precision what the course is concerned with.
3. You can look up specific items of interest.
4. As a review for tests, you can easily look up unknown items since the page number is given.

B. Is there a glossary listing unknown words and their definitions?

1. The main concern of many courses is to teach the vocabulary of the subject. This is a vital section, not something to be ignored.
2. Make a page tab out of scotch tape, and undertake to study and learn these words during the term. Use the tab for easy reference during time between classes-time which might otherwise be wasted.

C. Determine what other possibly useful materials are in the back-before you need them. You don't have to read them now; just know that they exist .

III. Determine how a typical chapter is constructed. (All of the other chapters will be put together the same way. If one chapter has a summary, they all will; if one chapter has questions, they all will.) Use this knowledge when you have a reading assignment. Structure your approach accordingly.

IV. Don't be afraid to write in your book-vocabulary words, condensations of ideas, personal reactions, etc. Interact with the book the way you'd interact

ACTIVE READING STRATEGIES: REMEMBER AND ANALYZE WHAT YOU READ

Choose the strategies that work best for you or that best suit your purpose.

- **Ask yourself pre-reading questions.** For example: What is the topic, and what do you already know about it? Why has the instructor assigned this reading at this point in the semester?
- **Identify and define any unfamiliar terms.**
- **Bracket the main idea or thesis of the reading, and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.
- **Put down your highlighter. Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.** If you're reading a textbook, try changing all the titles, subtitles, sections and paragraph headings into questions. For example, the section heading "The Gas Laws of Boyle, Charles, and Avogadro" might become "What are the gas laws of Boyle, Charles, and Avogadro?"
- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.** See the reverse side for examples.
- **Read each paragraph carefully and then determine "what it says" and "what it does." Answer "what it says" in only one sentence.** Represent the main idea of the paragraph in your own words. To answer "what it does," describe the paragraph's purpose within the text, such as "provides evidence for the author's first main reason" or "introduces an opposing view."
- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- **Write your own exam question based on the reading.**
- **Teach what you have learned to someone else!** Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you'll transfer the information from short-term to long-term memory, and (2) you'll quickly discover what you understand — and what you don't.

#4 EIGHT TIPS TO REMEMBER WHAT YOU READ

By: Dr. Bill Klemm

Horizontal Stacked Books Despite television, cell phones, and Twitter, traditional reading is still an important skill. Whether it is school textbooks, magazines, or regular books, people still read, though not as much as they used to. One reason that many people don't read much is that they don't read well. For them, it is slow, hard work and they don't remember as much as they should. Students, for example, may have to read something several times before they understand and remember what they read.

Why? You would think that schools teach kids how to read well. Schools do try. I work with middle-school teachers and they tell me that many students are 2-3 years behind grade level in reading proficiency. No doubt, television, cell phones, and the Web are major contributors to this problem, which will apparently get worse if we don't emphasize and improve reading instruction.

Some of the blame can be placed on the fads in reading teaching, such as phonics and "whole language," which sometimes are promoted by zealots who don't respect the need for both approaches. Much of the blame for poor reading skills can be laid at the feet of parents who set poor examples and, of course, on the youngsters who are too lazy to learn how to read well.

For all those who missed out on good reading skills, it is not too late. I summarize below what I think it takes to read with good speed and comprehension.

1. Read with a purpose.
2. Skim first.
3. Get the reading mechanics right.
4. Be judicious in highlighting and note taking.
5. Think in pictures.
6. Rehearse as you go along.
7. Stay within your attention span and work to increase that span.
8. Rehearse again soon.

1) Know Your Purpose

Everyone should have a purpose for their reading and think about how that purpose is being fulfilled during the actual reading. The advantage for remembering is that checking continuously for how the purpose is being fulfilled helps the reader to stay on task, to focus on the more relevant parts of the text, and to rehearse continuously as one reads. This also saves time and effort because relevant items are most attended.

Identifying the purpose should be easy if you freely choose what to read. Just ask yourself, "Why am I reading this?" If it is to be entertained or pass the time, then there is not much problem. But myriad other reasons could apply, such as:

- to understand a certain group of people, such as Muslims, Jews, Hindus, etc.
- to crystallize your political position, such as why a given government policy should be opposed.
- to develop an informed plan or proposal.
- to satisfy a requirement of an academic course or other assigned reading.

Many of us have readings assigned to us, as in a school environment. Or the boss may hand us a manual and say "Here. We need you to read this." Whether the order comes from a teacher or boss, we need to ask, "What do you want me to

learn from this?" In the absence of such guidance, you should still formulate your best guess about what you should learn and remember from the reading.

2) Skim First

Some reading tasks require no more than skimming. Proper skimming includes putting an emphasis on the headings, pictures, graphs, tables, and key paragraphs (which are usually at the beginning and the end). Depending on the purpose, you should slow down and read carefully only the parts that contribute to fulfilling the reading purpose.

Even material that has to be studied carefully should be skimmed first. The benefits of skimming first are that the skimming: 1) primes the memory, making it easier to remember when you read it the second time, 2) orients the thinking, helping you to know where the important content is in the document, 3) creates an overall sense and gestalt for the document, which in turn makes it easier to remember certain particulars.

Browsing on the Internet encourages people to skim read. The way content is handled on the Web is even causing writers to make wider use of Web devices, such as numbered or bulleted lists, sidebars, graphics, text boxes and sidebars. But the bad news is that the Web style makes it even harder to learn how to read in-depth; that is, the Web teaches us to skim, creating bad reading habits for in-depth reading.

3) Get the Mechanics Right

For in-depth reading, eyes need to move in a disciplined way. Skimming actually trains eyes to move without discipline. When you need to read carefully and remember the essence of large blocks of text, the eyes must snap from one fixation point to the next in left- to right-sequence. Moreover, the fixations should not be one individual letters or even single words, but rather on several words per fixation. There are reading-improvement machines that train the eyes to fixate properly, but few schools use them. I know from personal experience with such machines that they can increase reading speed markedly without a cost in lower comprehension. Poor readers who stumble along from word to word actually tend to have lower comprehension because their mind is preoccupied with recognizing the letters and their arrangement in each word. That is a main reason they can't remember what they read. Countless times I have heard college students say, "I read that chapter three times, and I still can't answer your questions." When I ask thought-provoking questions about the material, they often can't answer the questions because they can't remember the meaning of what they read. Even with straightforward simple memorization questions, they often can't remember, because their focus on the words themselves kept them from associating what their eyes saw with their own pre-existing knowledge and thus facilitating remembering. In short, to remember what you read, you have to think about what the words mean.

I am not arguing against phonics, which in my view is vital for the initial learning of how to read. But phonics is just the first step in good reading practice. At some point, the reader needs to recognize whole words as complete units and then expand that capability to clusters of several words.

Among the key tactics for good mechanics of reading, I list the following:

- Make eye contact with all the text not being deliberately skimmed
- See multiple words in each eye fixation
- Strive to expand the width of each eye fixation (on an 8.5" width, strive for three fixations or eventually two per line). This skill has to be developed in stages. First, learn how to read at five or six fixations per line. Then work on four per line. Then three.
- Snap eyes from one fixation point to another (horizontal snaps on long lines, vertical snap if whole line in a column can be seen with one fixation).

Learning how to do this takes practice. If you can't do it on your own, consider formal training from a reading center.

4) Be Judicious in Highlighting and Note Taking

Use a highlighter to mark a FEW key points to act as the basis for mental pictures and reminder cues. Add key words in the margins if you don't find useful clues to highlight.

Almost all students use highlighter pens to identify key parts of a text. But many students either highlight too much or highlight the wrong things. They become so preoccupied in marking up the book that they don't pay enough attention to what they are reading. A better approach is to highlight just a few key words on a page. If many pages don't require highlights, sticky tabs on pages with highlights can greatly speed a study process for whole books.

It is crucial to think about the meaning of text. Highlighted text needs to be rehearsed in the context of how it fits with the purpose, why it needs to be remembered, and how it fits with important material that preceded it. Every few paragraphs or pages, depending on the information density, the reader should stop and self-quiz to make sure the important material is being memorized. Making outline notes of such material after it is first read can be an important rehearsal aid for forming immediate memory and for later study. The act of creating such an outline from working memory, and checking it against the content just read, supports memory formation in very powerful ways.

5) Think in Pictures

A picture may not be worth a thousand words, but it can certainly capture the essence of dozens of words. Moreover, pictures are much easier to memorize than words. Those memory wizards who put on stage shows owe their success (as do card counters in casinos) to use of gimmicks based on mental pictures. Ordinary readers can use to good effect the practice of making mental images of the meaning of text. The highlighted key words in text, for example, if used as a starting point for mental pictures, then become very useful for memorization. One only has to spot the key words and think of the associated mental images. Sometimes it helps to make mental images of headings and sub-heads. Pictures also become easier to remember when they are clustered into similar groups or when they are chained together to tell a story.

Mental pictures are not the only way to facilitate memory for what you read. I understand that actors use another approach for memorizing their lines for a play, movie, or TV show. Actors "get into the part" and study the meaning of the script in depth, which seems to produce memory automatically for them. When the same script is memorized with mental images, it appears that the text is being looked at from the outside, as something to be memorized. Actors, on the other hand, appear to be looking at the same text from the inside, as something to be experienced. The actors probe the deep meaning of the text, which inevitably involves attending to the exact words. For example, they seem to explore why their character would use a given set of words to express a particular thought. This is still a process of association, except that actors are associating words with real meaning and context as opposed to contrived visual image meaning and context.

Both approaches require engagement. The reader has to think hard about what is being read, and that is what helps you to remember what is read.

6) Rehearse As You Go Along

Read in short segments (a few paragraphs to a few pages, depending on content density), all the while thinking about and paraphrasing the meaning of what is written.

To rehearse what you are memorizing, see how many of the mental pictures you can reconstruct. Use headings and highlighted words if needed to help you reinforce the mental pictures. Rehearse the mental pictures every day or so for the first few days after reading.

Think about the content in each segment in terms of how it satisfies the purpose for reading. Ask yourself questions about the content. "How does this information fit what I already know and don't know? Why did the author say that? Do I understand what this means? What is the evidence? Do I agree with ideas or conclusions? Why or why not? What is

the practical application?” How much of this do I need to memorize?” Apply the ideas to other situations and contexts. Generate ideas about the content.

It also helps to focus on what is not said. To do that you also have to keep in working memory what was said. This not only helps memory, but you get the opportunity to gain creative insights about the subject. In short, thinking not only promotes memory formation but also understanding.

7) Operate Within Your Attention Span

Paying attention is central to memorization. Trying to read when you can't concentrate is wasting time. Since most people have short attention spans, they should not try to read dense material for more than 10 or 15 minutes at a time. After such a session, they should take a break and quiz themselves on what they just read.

Ultimately, readers should discipline their attention so they can concentrate for longer periods.

8) Rehearse Soon After Reading Is Finished

At the reading session end, rehearse what you learned right away. Avoid distractions and multi-tasking because they interfere with the consolidation processes that enable longer-term memory. Answer again the questions about content mentioned in the “Rehearse As You Go Along” section.

Think about and rehearse what you read at least twice later that day. Rehearse again at last once for the next 2-3 days.

In Summary

1. Read with a purpose.
 2. Skim first.
 3. Get the reading mechanics right.
 4. Be judicious in highlighting and note taking.
 5. Think in pictures.
 6. Rehearse as you go along.
 7. Stay within your attention span and work to increase that span.
 8. Rehearse again soon.
- Reference
 - Noice, H., and Noice, T. 2000. Two approaches to learning a theatrical script, p. 444-455. In *Memory Observed*, edited by Ulric Neisser and Ira Hyman, Jr. Worth Publishers, New York, N.Y.
 - Bill Klemm— W.R. (Bill) Klemm, D.V.M., Ph.D. Scientist, professor, author, speaker.
 - <https://sharpbrains.com/blog/2009/05/14/8-tips-to-remember-what-you-read/>
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#5 AP WORLD HISTORY COURSE FRAMEWORK

The AP Framework is the outline of the entire course published by College Board. If it is in the Framework they can test over it on the AP Exam. It can be found on the AP website with a search or at this link

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf>

Read the section on Historical Thinking Skills (pgs. 7-9) and summarize the skills.

Read the intro pages for each of the Thematic Learning Objectives and summarize the themes.

Theme 1 (pg. 12 & 13), Theme 2 (pg. 16 & 17), Theme 3 (pg. 20), Theme 4 (pg. 24), & Theme 5 (pg. 29 & 30)

Summarize the 4 periods (units) of APEH and give their dates & summarize what happens in that period

Period 1 (pg.34), Period 2 (pg.56), Period 3 (pg.78), & Period 4 (pg.106)

#6 GREECE – Watch the crash course and take notes on it

Crash Course – Ancient Greece <https://www.youtube.com/watch?v=Q-mkVSasZIM>

#7 ROME - Watch the crash course and take notes on it

Crash Course – Roman Empire <https://www.youtube.com/watch?v=oPf27gAup9U>

Crash Course – Fall of Rome <https://www.youtube.com/watch?v=3PszVWZNWVA>

#8 EARLY MIDDLE AGES

The following are downloadable PDFs of 7th grade text book. It may look like a lot but it is most graphics and images and is written at a 7th grade level. It is more in depth than the above because it directly precedes the time we start in. It will also be a good practice of your new note taking skills using a text book to gather information. They can be found on this list in the link below

<http://www.chino.k12.ca.us/site/default.aspx?PageType=14&DomainID=1345&PageID=9151&ModuleInstanceID=17160&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True>

Chapter 9

Read Section 2 Europe after the fall of Rome & take notes

Read Section 3 Feudalism & Manor Life & take notes

Chapter 10

Read Section 1 Pope and Kings & take notes

Read Section 2 The Crusades & take notes

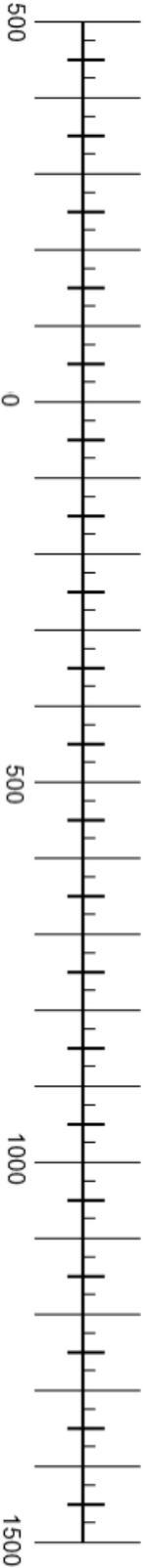
#9 TIMELINE OF EUROPEAN HISTORY

- Print off and correctly label the events in the

correct order.

Timeline

For this activity, you will create a timeline after first matching the list of dates with their corresponding events. The format for creating the timeline is precise so please read instructions carefully. Hand write both the event's name and date. Avoid overlapping names, arrows, & lines. It should be written very neatly, organized clearly & free of spelling errors. It will be graded on accuracy of dates, organization, & legibility



499 – 448 BC: Persian Wars	330: Constantine converts to Christianity	1095: Pope Urban II calls for the Crusades
470-399 BC: Socrates	445: Attila the Hun attacks Western Europe	1215: King John I seals Magna Carta
431 – 404 BC: Peloponnesian Wars	476: Rome falls to Germanic invaders	1237: Mongol invasion of Russia
336 BC: Alexander the Great begins his reign	527 – 565: Justinian's reign	1271: Marco Polo travels to China
264 – 146 BC: Punic Wars	732: Charles Martel defeats Muslims at Tours (Poitiers)	1309 - 1378: The Avignon Papacy
44 BC: Death of Julius Caesar	800: Charlemagne's coronation	1347: Bubonic plague reaches Europe
27 BC – 180 AD: Pax Romana	800 – 1071: Height of Viking raids	1429: Joan of Arc leads French troops
116: Roman Empire reaches greatest extent	962: Otto the Great is crowned Holy Roman Emperor	1453: Fall of Constantinople
313: Edict of Milan	1054: The Great Schism (East-West)	1455: Gutenberg Bible printed
	1066: Norman Invasion/Battle of Hastings	1492: Reconquista accomplished

#10 MAP OF EUROPE - Attached at end of packet. Print off and label and **COLOR** the map.

EUROPE MAP in 1500 A.D. - Label & COLOR the various countries, mark each city w/ a dot

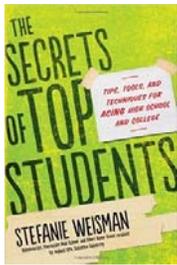
BODIES OF WATER				CITIES				COUNTRIES			
Adriatic Sea	Caspian Sea	Amsterdam	Berlin	Naples	Venice	Ottoman Empire	Ireland	Spain	Sweden		
Aegean Sea	English Channel	Athens	London	Paris	Warsaw	Holy Roman Emp.	Lithuania	England	Scotland		
Atlantic Ocean	Ionian Sea	Florence	Madrid	Prague	Vienna	Papal States	Muscovy	Poland	Denmark		
Baltic Sea	Mediterranean Sea	Constantinople	Moscow	Rome		Venetian Rep.	Naples	Portugal			
Black Sea	North Sea	Vatican City	Munich	Kiev		Teutonic Order	Norway	France			

EXTRA HELP

Here are some other helpful articles are not part of the assignment I included them because you might find useful now or later in the year:

- **MULTITASKING ARTICLE**
http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
- **LEARNING STYLE ASSESSMENT** – <http://www.dartmouth.edu/~acskills/success/selftest.html>
- **TIME MANAGEMENT/ORGANIZATION ARTICLE** – <https://sass.uottawa.ca/en/mentoring/tools/time-management>
- **HOW DIET EFFECTS YOUR BRAIN ARTICLE** <http://www.todaysdietitian.com/newarchives/100614p64.shtml>
- **HOW YOUR BRAIN WORKS ARTICLE** <https://www.theguardian.com/teacher-network/2015/dec/01/dont-forget-science-memory-key-students-learn>
- **TEST ANXIETY ARTICLE** – <https://pennstatelearning.psu.edu/test-anxiety>
- **STRESS MANAGEMENT** – <http://www.learnpsychology.org/student-stress-anxiety-guide/> (can stop after 5 School Stress Busting Tips)
- **STUDY TECHNIQUES ARTICLE** – <http://www.ernweb.com/educational-research-articles/learning-techniques-effective-study/>

If you are looking for more ways to set yourself up for success you might enjoy the following book:



The Secrets of Top Students: Tips, Tools, and Techniques for Acing High School and College

by Stefanie Weisman.

ISBN-13: 978-1402280795 / ISBN-10: 1402280793

[Amazon Link](#) for \$14.97

Good luck and I look forward to seeing you at the start of the school for what will be a wonderful and fun year.

Mr. Follis

Name: _____

A.P. European History Summer Assignment

Cover Sheet

Print this sheet off and use it as a checklist to make sure each of the assignments are done. This sheet must be turned in on the 1st day of class along with the completed assignments in the listed order below. You might want to consider breaking these up over the summer and doing one a week to not overload yourself at the end of the summer in a mad rush to complete it all. **EVERY ASSIGNMENT MUST BE HAND WRITTEN**. The assignment is worth 100 points with each section being worth 10 points. The notes will be graded on your ability to follow these directions, the accuracy of your note taking, the organization, and information covered in your notes.

1. _____ NOTE TAKING STYLES ARTICLE
2. _____ HAND WRITTEN vs. TYPED NOTES ARTICLE
3. _____ READING ARTICLE
4. _____ RETENTION ARTICLE
5. _____ AP WORLD HISTORY COURSE FRAMEWORK
6. _____ GREECE VIDEO
7. _____ ROME VIDEOS
8. _____ MIDDLE AGES CHAPTERS
9. _____ TIMELINE
10. _____ EUROPEAN MAP

WARNING:

This assignment is designed to give the students not only introductory knowledge, but also introduce skills that you will use throughout the year. Thus copying other students work will not only leave you not knowing as much, but lacking in the developing of skills that others will have. It will also give you a very large 0 on your first assignment in the class. Plagiarism on any part of the assignment will result in a 0 on the whole assignment. Turning it in even 10 minutes late is -25%, and over 24 hours late - 50%.

Email me at jfollis@hse.k12.in.us if there are broken links or any other problems, you do not want to wait until the end of the summer in case there are problems.