

Advanced Placement World History Summer Reading Assignment

You will be required to complete the following assignment prior to the start of the next school year. This assignment will be the first assignment that will be entered into the grade book and will be entered as a project grade. It will also contribute to the discussions that we have in class throughout the school year. It is vital to your success as an AP student to complete the following assignments prior to August 30, 2010

1. **Reading and Cornell notes on Chapters 1-5 in your AP textbook (Stearns, World Civilizations: The Global Experience 5e AP* Edition):** Each student is expected to have a 3-ring binder with notebook paper for notes both in and outside of class. As you read the chapter you will be responsible in taking Cornell notes and summaries. An example of what is expected is attached. You can visit the following website: www.pearsonschool.com/access, and follow the simple steps for registering with this student access code **SSNAST-SLUNK-MELIC-BAJAN-CENTO-ROPES**. Be sure to write down your user name and password, this online textbook will be utilized the entire school year for your outside textbook readings.

2. **Reading the novel: An Edible History of Humanity by Tom Standage:** You can obtain this book from your local library or purchase it from several different bookstores. For each chapter you need to take Cornell notes. In the summary for each chapter you should focus on the main topic/idea for each chapter.

3. **Listening to unit Podcasts and note –taking:** For each unit there are a series of podcasts that you will listen to that reinforce the main ideas in the unit. You will need to listen to at least one of the podcasts per chapter and complete Cornell notes for each podcast. The link to obtain the podcast can be found at: <http://my.ccsd.net/channels/?c=351> or through my.ccsd.net (search: Boivie, click AP World History, select Podcasts, and Unit 1). You may also contact Ms. Boivie directly through email and she will be happy to check out a copy on a CD of the podcasts.

Cornell Note-taking System

It is suggested that you keep all of your Cornell notes in a section of your three-ringed binder that will be required for the AP World History course.

Recall Column Thinking about the information QUESTIONS	Reading or Lecture Notes <u>The Outline Format</u> Major Topic Main Idea Detail Detail Example
Summary: The summary should be done for each MAROON heading in the textbook. The summary should be no more than 3-4 sentences.	

Paper Note-taking

1. First Step – Preparation Before Class
Use a large, loose-leaf, three-ring binder notebook. Use a large, loose-leaf notebook. Use only one side of the paper. Draw a vertical line 2 ½ inches from the left side of your paper. This is the recall column. Notes will be taken to the right of this margin. Later key words or phrases can be written in the recall column.
2. Second Step – Note-taking During Reading or Lectures
Record notes in outline form. Capture general ideas, not illustrative ideas. Skip lines to show end of ideas or thoughts. Using abbreviations will save time. Write legibly.
3. Third Step – Thinking about the information
Jot down ideas and questions which give you the idea of the lecture or the reading. Raise questions; make comments, record answers and important point in class discussion.
4. Fourth Step – Summarize
Read through your notes and make it more legible if necessary. Reduce the two columns to a summary statement. This should be done for each Maroon heading in the textbook when doing readings. You will have to reread the reading or the lecturer's ideas and reflect in your own words.
5. Fifth Step – Review
Cover up the right-hand portion of your notes and recite the general ideas and concepts of the reading or the lecture. Overlap your notes showing only recall columns and you have your review.

Sample Podcast Notes: Classical China

<p>Key Terms</p> <p>Illustrations</p> <p>Connections between material</p> <p>MOST IMPORTANTLY Add questions in this column.</p>	<p>Warring states period came at the end of Zhou Dynasty and led to three belief systems.</p> <ol style="list-style-type: none"> 1. <u>Legalism</u>: humans are evil and only obey authority through force. 2. <u>Daoism</u>: (Laozi – 6th Century) follow Dao “path”. Go towards nature/acceptance and retreat from society. 3. <u>Confucianism</u>: (Confucius) – everyone has place in society and we all have responsibilities in our relationships with others. Family foundation of society. <p>QIN DYNASTY <i>Emperor Shi Huangdi</i> (221-210 B.C.E.) adopted legalism as main philosophy.</p> <ul style="list-style-type: none"> • <i>Shi Huangdi</i> took over this dynasty through a strong army with powerful iron weapons. • Politics: Strong central government, capital at Xi’an. Stripped nobility of power, divided China into administrative provinces. Built roads for communication and to move armies. • Subjects forced to contribute to public works such as the Great Wall. • Confucians criticized rule and they were put to death. • <i>Shi Huangdi</i> burned philosophy, ethics, history books. • <i>Shi Huangdi</i> strengthened China: standardizing laws/currencies, one version of writing (Shang). • <i>Shi Huangdi</i> considered one of the greatest figures in Chinese history. After his death revolts began which led to Han Dynasty. <p>HAN DYNASTY Brought under control by <i>Liu Bang</i></p> <p><u>Politics</u></p> <ul style="list-style-type: none"> • strong, nonhereditary bureaucracy. De-emphasized legalism and brought Confucian values to government. Mandate of heaven was incorporated. • Best ruler of Han was <i>Han Wudi</i> (140-87 B.C.E.) – made large landowners divide up land among sons to break up power. • Han rulers expanded the territory of China • Traded with: India, northeast Asia, southeast Asia <p><u>Economy</u></p>
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- Emperor lived in Forbidden City (only family/servants and advisors allowed within) all other government workers lived around city.
- 30% of population in China lived in cities
- Canals were built, road system improved
- Most important export was silk (China had monopoly)

Social

- Merchants were at the bottom of social class.
- Shi (Scholar bureaucrats) highest in society. **Examination system (marker event!)** established to find best scholar bureaucrats. Tests were based on Confucian texts. Any man could take the test, but your family had to have money for you to be educated.

Three main social classes:

1. Scholar Gentry: linked to shi, status based on control of land and bureaucratic positions.
 2. Ordinary, free citizens: peasants, most had decent land, others worked for landlords. All required to participate in public works and could be made to join army.
 3. Underclass: non-Chinese, bandits, beggars, slaves
- The artisan/manufacturing class grew in importance. Invented rudders, compasses, mining techniques.

Gender

- Marriages were arranged
- Families were patriarchal (directed by husband)
- Male children favored over female.
- Only men could take examinations
- Women: cooked, cleaned, cared for family and supported the men

Culture/Science

- Highest art form: calligraphy.
- Math, geography and astronomy also important
- Also developed extensive knowledge of the body – acupuncture was used during Han period

Decline of Han

- Empire lasted more than 400 years – last 200 years in decline.
- Hard to defend large borders from nomads (EXPENSIVE)
- Corruption in government, large land owning families had too much power

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| | <ul style="list-style-type: none">• Suffered from the dynastic cycle. |
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Summary:

You will include the main ideas from each section of information and make a general statement/conclusion about the information. You do not use the words "I learned" "These notes are about", etc.