

Chapter 1 Reading Assignment: This should take around TWO HOURS. Students spending significantly more time are not developing the skills and efficiency they will need in AP World History. http://bit.ly/Ap_Ch1

The purpose of this chapter assignment is to help you learn how to identify important information in a challenging text, to take meaningful notes, and to learn important World History content. Since AP World History is a college curriculum, we cannot cover all of the content in class; therefore, it is essential that you complete the reading in such a way that you will retain information for tests and essays. During the year, you will read the other chapters in the textbook (what you have here is the first chapter), and each of the chapter assignments will be assessed in AT LEAST one of the following ways: an open-hw multiple choice quiz, a homework check, and a memory quiz. You have been provided online versions of the multiple choice and memory quizzes to help you to understand my expectations. When you begin school, you will take an open homework multiple choice quiz on the reading you completed.

Here are some strategies for reading:

1. PUT YOUR PHONE AWAY. You cannot read well while dividing your attention between the textbook and notifications coming in on your phone. Some students in the past have found it necessary to put the phone in another room. Remember, understanding the reading will be critical to your success on quizzes, tests, and essays in this class - focus as much as you can on the reading while you are reading.
2. If you run into vocabulary words you do not know, try to pick up the meaning from the context so that you don't have to stop reading. If you feel like a particular word is critical to understanding part of the textbook, look that word up.
3. Pay attention to the unit introductions, which are the grey pages which add critical big picture connections, and the "In Depth" sections as they often explain key issues in the study of history that are critical to the class. In addition, take notice of the pictures and maps as you read; this class involves constant use and interpretation of graphic items and they are included in the text to deliver information. Quiz questions will target these sections of the textbook. You may cut back on attention to documents embedded in the text and the dates list at the beginning of each Stearns chapter; the dates and documents will be emphasized elsewhere.

Here is the system you should use to ensure that you understand what you read:

1. Preview what you are going to read. No, really. Before you signed up for AP World History, you probably talked to people about the class to find out what an AP history class involved. This advance preparation has likely given you a sense of what you know about the class and what you don't know about the class (and will need to find out). Previewing a textbook provides the same kind of advance preparation. Start by looking through the first 10-page chunk. Look at the titles, headings, and pictures. Now, take a moment to think about what you have just seen. What do you think will be the main topic of that section? What do you already know about the subject from past courses or other readings in this class? What more do you need to know to understand the subject? This is a challenging textbook, and one way to help your brain begin to process the reading is to look ahead through your ten page chunk.
2. Read actively, being sure that you understand what you read. Simply passing your eyes over the words on a page does not qualify as reading actively.
 - a. As you read, try to convert headings in the textbook into questions that you will answer as you read. For example, if the heading states "Neolithic Revolution," your question could be "What were the main characteristics of the Neolithic Revolution?"
 - b. Do not take notes or highlight as you read; this tends to break up your flow and diminish your understanding. It also isn't very productive, because you don't know if the first sentence is worth taking notes on until after you have read the third sentence, which might be the real point of the paragraph. So, read at least one complete paragraph or a short section before you stop to take notes.
 - c. Use the chart provided to take notes. In the left column, write down main ideas or important questions. Then take notes on the textbook in the right column. Take these notes in your own words; DO NOT just lift quotes from the textbook. In addition to taking notes on important information in the textbook, write down questions that you want to ask in class (some people prefer to write these questions on post-it notes and stick them in the textbook). You may want to jot down page numbers and quotes that may be useful to support statements made in your notes.
3. Review what you have read when you reach the end of a ten-page chunk. First, write a summary in your own words of the section that you just read. Then, cover up the center section of your notes chart and see if you can remember what you read just by looking at the terms and questions in the left-hand column, without looking at your notes or the textbook. Highlight or underline items that you can't remember without looking. Review those items. Finally, try to link the information that you read to other information that you know.
 - a. You don't REALLY understand the concept until you can explain it verbally in their own words without reference to notes. Consider the ten year old brother test. If you can imagine explaining the ideas to your ten year old brother, then you genuinely understand the ideas.

- b. Understanding the information and concepts in the text is YOUR responsibility. You are in control; do what you need to do to ensure that you can explain what you read. While I am more than happy to answer questions about challenging concepts from the reading, if I ask you a general content question after you read a chapter, a smile and a shrug is not cute, it represents that you are failing the basic requirements of the course.

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Read Chapter 1 (Belief Systems) and outline these sections ON YOUR OWN PAPER following the directions below. Outlines MUST be written by hand - no typing - and they must reflect your personal understanding of the textbook. ANY use of an online outline will be referred to the administration as an honor violation.

What you will read about in this section:

- Hebrew political and religious traditions
- The development of Chinese belief systems
- The key doctrines of Chinese beliefs like Confucianism and Daoism
- The Indian social class system
- Early Indian belief systems and ideas about the rebirth of the soul in a new form
- The development and transformation of Buddhism and the development of Hinduism in India
- Greek philosophy and later religious beliefs
- The rise of Christianity in the Roman Empire, and its spread throughout the empire
- The development of Islam, core teachings of Islam, and the spread of Islam

Important concepts - Be sure that the following concepts are covered in your outline:

<ul style="list-style-type: none"> • Hebrew political traditions and the debate over the Hebrew state • Israel and Judah • Spiritual dimensions of Israel • The Hundred Schools of Chinese beliefs and early Chinese beliefs • Confucianism • Daoism • Legalism • Popular Chinese beliefs • The Indian class system • The Indian Jati • Indian religions and the doctrines of Brahmanism • Indian beliefs about reincarnation • Popular Indian beliefs • Buddhism and the life of Siddhartha Gautama • Buddhism and Brahmanism • Jainism 	<ul style="list-style-type: none"> • The transformation of Buddhism • Theravada Buddhism • Mahayana Buddhism • The decline of Buddhism in India • The transition to Hinduism • Greek philosophy • Hellenistic religions • Roman religious beliefs • Judaism in the Roman Empire • The development of Christianity • The spread of Christianity • The triumph of Christianity in the Roman Empire • The rise of Islam • The role of Muhammad • The teachings of Muhammad • The Arab empire
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In your notebook, create two columns and label them according to the example below. In the left-hand column write main ideas or important questions that you encounter in the reading. For instance, when outlining page 3, you may write down main concepts like “The Emergence of Homo Sapiens” or “The Hunter-Gatherers of the Paleolithic Age.” You are free to come up with your own ideas and concepts for this column. In the right-hand column, take notes from the textbook that illustrate the concept in the left column. You will also take in-class notes; the more closely you can combine the class and textbook notes, the easier it will be to study later on.

Main concepts	Your outline of the textbook
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In order to earn full credit on the “drive by” homework checks, you must have your outline divided into two columns. Your outline must cover all parts of the chapter, and you must have addressed in your outline the “important concepts” in the box above. Typed outlines will not receive any credit.

I am not providing a sample of notes because note-taking is very individual. Write the information that YOU need in the way that works for YOU. The important thing is to UNDERSTAND the reading and to REMEMBER key points from the reading. The notes are secondary.