

AP Cheat Sheet: Weekly plan, note taking tips, and resources

Note taking tips

- ✓ *Take a concept walk through the chapter.* Preview the images and headings. At the beginning and end of the chapter, read the intro, summary, key terms/concepts, etc. prior to reading the whole chapter. Let this focus your reading and note-taking.
- ✓ *Find a process for doing APUSH that works for you.* Try different styles of note-taking, from concept mapping to outlining to annotating; try reviewing with a partner, parents, or a small group; try review videos and handouts; try reading all at once on Sunday or throughout the week; try whatever you think might work, and see me if you need help!
- ✓ *After viewing images and maps in your book chapters, cover them with sticky notes so you can annotate the textbook without leaving writing behind.* You can also take those sticky notes out at the end of the week, put them in a notebook, and use them to study! (This tip came from a student years ago!)
- ✓ *Learn to appreciate apushreview.com.* Locate the tab for our textbook (American Pageant, 16th Edition), print the video guide, and watch the corresponding review video prior to reading. Then, take additional notes from the chapter on the video guide in the margins. Note that this cannot replace reading!
 - Feel free to explore review videos for other texts as well, especially *Give Me Liberty*, by one of my favorite historians. Just match up the content in those chapters to our content. It will not be a one-for-one swap, i.e. Berkin may cover different details and use different examples from the American Revolution than Foner, but they will share the same key ideas and “greatest hits.”
- ✓ *Create Cornell notes for each chapter.* If you’re not familiar with this method, come see Boyd during Power50 or Seminar!
- ✓ *Create flashcards for key terms and ideas.* It is not beneath you; it is a skill that everyone from history majors through doctors in medical school use. Actually writing the cards yourself also helps encode that information into your brain, so I would caution against just printing them off. You will do more than just memorize stuff in this class, but you need to have the basic building blocks of content down if you are ever going to get creative and interact with it!
- ✓ *Purchase and use a review guide.* The Kaplan and Princeton ones are good—just make sure to purchase a recent one that reflects the updated exam! (Old ones will have good content, but the format of practice questions and writing prompts may not be what AP uses now.)

AP Resources

General APUSH Information:

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf?course=ap-united-states-history>

This is the best AP review collection I can find. It has an interactive timeline, essays, videos, lectures, primary and secondary documents, and all sorts of other goodies. We will use it in class periodically. It is also a good place to do History Day research: <https://ap.gilderlehrman.org/>

A site with review materials run by another APUSH teacher:

<https://sites.google.com/a/nisd.net/lennox-history/home/pageant-questions>

The site name says it all! <https://www.apnotes.net/index.html>

CRASH COURSE. (Get YouTube Red, download these, listen on the go as we progress through content!)

<https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

These review videos by chapter are a great SUPPORTING resource for reading (THEY DO NOT REPLACE READING): <https://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos-2/>

This is the audiobook for our text. Chris Warner is a beautiful human being, but he has not recorded all chapters yet, to my knowledge:

https://www.youtube.com/watch?v=o6WAhY_hvs&list=PLBiASiw_5Mr7j7rA9Ei2HrsUUgXqEVLyH

AP Period 1 Overview Video (you can find all other period review videos on this site):

<https://www.youtube.com/watch?v=5YHHH92pZmU>

Period 1 Timeline: https://ap.gilderlehrman.org/period/1#apush_period_timeline

These two Quizlets should be self-explanatory:

<https://quizlet.com/94026197/american-pageant-16th-edition-chapters-1-8-notecards-flash-cards/>

<https://quizlet.com/150292075/the-american-pageant-16th-edition-chapter-1-new-world-beginnings-flash-cards/>

Period Review print-offs (linked with videos; they follow a text I've used the last three years that I like):

<http://www.apushreview.com/review-sheets/>

AP Period reviews in ten minutes:

<http://www.apushreview.com/new-ap-curriculum/period-reviews-in-10-minutes/>

Two 35-40 minute final review videos: <http://www.apushreview.com/new-ap-curriculum/final-exam-review/>

More AP vocab/key term quizlets:

<http://www.apushreview.com/additional-resources/quizlett-quizzes/american-pageant-chapter-vocab-flashcards/>

Buzzfeed APUSH quiz (yeah, I know, but it's actually a good review!)

https://www.buzzfeed.com/daves4/apush?utm_term=.usg7knRnyX#.by18y1D1Q6

Khan Academy APUSH practice questions: <https://www.khanacademy.org/humanities/ap-us-history?t=practice>

HAPPY!

Historical Context

- Causation: Can you bring into the open connections between the Document and Historical Facts?
- Chronology: Can you place the Primary Source within its appropriate place in the Historical Narrative or Timeline?
 - What happened before, at the same time as, and after this document/content that led to its creation? Nothing happens in a vacuum!
- PRIOR KNOWLEDGE: What do you know that would help you further understand the Primary Source? If it's a secondary source, does the time period in which it was produced perhaps indicate anything about the content?

Audience

- For whom was the source created? Be specific!
- How might this affect the reliability or accuracy of the source?
- Was there an unintended audience?

Purpose

- WHY or FOR WHAT REASON was the source produced?
- What was the author's GOAL?
- What does the author stand to gain or lose if the audience agrees or disagrees, acts or doesn't act?

Point of View

- Can you identify WHO the author is? Explain important aspects of the author's identity or role, and explain how this might have impacted what they wrote.
- Can you identify an influence that shaped the author or source, and EXPLAIN HOW THAT INFLUENCE specifically affected the document's content?
- Be VERY CAREFUL not to paint with too broad of brush strokes on this one. Just because you know someone's race, gender, sexual orientation, political affiliation, religion, etc. doesn't mean you know everything that person thinks!
 - You will find many characters in our history who exemplify the duality and complexity of human nature; you will meet women who were opposed to the 19th Amendment, Americans of color who owned slaves, Christians who were in favor of birth control, etc., so paint carefully, young historians.

Y = WHY is this document key to understanding the topic or question under consideration?