

Dear 2014 Sophomore Student,

All World History, AP or Pre AP students will have a summer reading assignment to complete for the beginning of next school year. There will be six chapters of Cornell that needs to be completed over the summer for a total of six grades.

You are being assigned summer reading in order to prepare for a lengthy year of studying world history from the beginning of civilization up until contemporary times.

Your Assignment:

- **World History AP:** Read Chapters 1-6 from *World Civilizations: the Global Experience* (black textbook).
  - **Chapter 1 From Human Prehistory to the Early Civilization**
  - **Chapter 2 Classical Civilization: China**
  - **Chapter 3 Classical Civilization: India**
  - **Chapter 4 Classical Civilization: Greece and Rome**
  - **Chapter 5 The Classical Period: Directions, Diversities, and Declines**
  - **Chapter 6 The First Global Civilization - The Rise and Spread of Islam**
- **World History Pre AP:** Read chapters 1-6 from *Holt World History: the Human Journey* (red textbook).
  - **Chapter 1 The Emergence of Civilization**
  - **Chapter 2 The First Civilizations**
  - **Chapter 3 Ancient Indian Civilizations**
  - **Chapter 4 Ancient Chinese Civilizations**
  - **Chapter 5 The Greek city-states**
  - **Chapter 6 Greece's Golden and Hellenistic Ages**

## **FOR World History AP and World History Pre AP:**

- Complete Cornell notes for each chapter.
- Cornell notes must be typed and are due by August 29<sup>th</sup> through blackboard. **Please do not procrastinate; all six chapters will be due on August 29<sup>th</sup>.**
- Cornell notes should be a minimum of 5 pages to a maximum of 10 pages **PER** chapter.
- Chapters 1-6 Cornell are due by August 29<sup>th</sup> (you'll be able to turn them in as soon as the blackboard is up).
- Pick up your textbook the last week of school.
- I have a PDF version of the WHAP textbook. If you would like to have it, come by and see me (Ms. de Castillo, room 221).
- There is also an online version of World History PAP book and here is the log in info:

**Link:** [My.hrw.com](http://My.hrw.com)

**Username:** ldecastillo

**Password:** medhigh

Attached is the information and ideas for Cornell notes.

Sincerely,

World History Teachers

# The Cornell Note Taking System

## Recall Column

<p>-----2 1/2"----- -----6"-----</p> <p><b>Here, in the Connections Column, you might write one or more of the following:</b></p> <ul style="list-style-type: none"><li>• <b>Categories</b></li><li>• <b>Questions</b></li><li>• <b>Vocabulary words</b></li><li>• <b>Review/test alerts!</b></li><li>• <b>Connections</b></li><li>• <b>Reminders</b></li></ul> <p><b>Reduce</b> ideas and facts to concise jottings and summaries as cues for <b>Reciting, Reviewing, and Reflecting.</b></p>	<p><b>Record</b> the lecture/reading as meaningfully as possible.</p>
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The format provides the perfect opportunity for following through with the 5 R's of note-taking. Here they are:

1. **Record.** During the lecture **or from the textbook reading**, record in the main column as many meaningful facts and ideas as you can (see attached **Advice for Students: Taking notes that work**). Write legibly.
2. **Reduce.** As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.
3. **Recite.** Now cover the column, using only your jottings in the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory.
4. **Reflect.** Reflective students distill their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten.
5. **Review.** If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness.

©Academic Skills Center, Dartmouth College 2001 [http://www.dartmouth.edu/~acskills/docs/cornell\\_note\\_taking.doc](http://www.dartmouth.edu/~acskills/docs/cornell_note_taking.doc)

## Advice for Students: Taking Notes that Work

Note-taking is one of those skills that rarely gets taught. Teachers and professors assume either that taking good notes comes naturally or that someone else must have already taught students how to take notes. Then we sit around and complain that our students don't know how to take notes.

I figure it's about time to do something about that. Whether you're a high school junior or a college senior or a grad student or a mid-level professional or the Attorney General of the United States, the ability to take effective, meaningful notes is a crucial skill. Not only do good notes help us recall facts and ideas we may have forgotten, the act of writing things down helps many of us to remember them better in the first place.

## What Do Notes Do?

One of the reasons people have trouble taking effective notes is that they're not really sure what notes are for. I think a lot of people, students and professionals alike, attempt to capture a complete record of a lecture, book, or meeting in their notes — to create, in effect, minutes. This is a recipe for failure. Trying to get every last fact and figure down like that leaves no room for thinking about what you're writing and how it fits together. If you have a personal assistant, by all means, ask him or her to write minutes; if you're on your own, though, your notes have a different purpose to fulfill.

The purpose of note-taking is simple: to help you study better and more quickly. This means your notes don't have to contain everything, they have to contain the most important things. And if you're focused on capturing everything, you won't have the spare mental "cycles" to recognize what's truly important. Which means that later, when you're studying for a big test or preparing a term paper, you'll have to wade through all that extra garbage to uncover the few nuggets of important information?

## What to Write Down

Your focus while taking notes should be two-fold. First, what's new to you? There's no point in writing down facts you already know. If you already know the Declaration of Independence was written and signed in 1776, there's no reason to write that down. Anything you know you know you can leave out of your notes.

Second, what's relevant? What information is most likely to be of use later, whether on a test, in an essay, or in completing a project? Focus on points that directly relate to or illustrate your reading (which means you'll have to have actually done the reading...). The kinds of information to pay special attention to are:

**Dates of events:** Dates allow you to a) create a chronology, putting things in order according to when they happened, and b) understand the context of an event. For instance, knowing Isaac Newton was born in 1643 allows you to situate his work in relation to that of other physicists who came before and after him, as well as in relation to other trends of the 17th century.

**Names of people:** Being able to associate names with key ideas also helps remember ideas better and, when names come up again, to recognize ties between different ideas whether proposed by the same individuals or by people related in some way.

**Theories:** Any statement of a theory should be recorded — theories are the main points of most classes.

**Definitions:** Like theories, these are the main points and, unless you are positive you already know the definition of a term, should be written down. Keep in mind that many fields use everyday words in ways that are unfamiliar to us.

**Arguments and debates:** Any list of pros and cons, any critique of a key idea, both sides of any debate related in class or your reading should be recorded. This is the stuff that advancement in every discipline emerges from, and will help you understand both how ideas have changed (and why) but also the process of thought and development within the particular discipline you are studying.

**Images and exercises:** Whenever an image is used to illustrate a point, or when an in-class exercise is performed, a few words are in order to record the experience. Obviously it's overkill to describe every tiny detail, but a short description of a painting or a short statement about what the class did should be enough to remind you and help reconstruct the experience.

**Other stuff:** Just about anything a professor writes on a board should probably be written down, unless it's either self-evident or something you already know. Titles of books, movies, TV series, and other media are usually useful, though they may be irrelevant to the topic at hand; I usually put this sort of stuff in the margin to look up later (it's often useful for research papers, for example). Pay attention to other student's comments, too — try to capture at least the gist of comments that add to your understanding.

**Your own questions:** Make sure to record your own questions about the material as they occur to you. This will help you remember to ask the professor or look something up later, as well as prompt you to think through the gaps in your understanding.

Source:

<http://www.lifhack.org/articles/productivity/advice-for-students-taking-notes-that-work.html>

Accessed: Feb. 3, 2011