

First Assignment: YouTube!

Overview of AP World History & Crash Course Agricultural Revolution

#1



Created by Ms. DoAmaral
Check out all her resources at:
➤ YouTube/Twitter/Instagram:
@highlevelhistory
➤ FB for students:
<https://www.facebook.com/groups/apworldstudents> (live stream help every Wednesday!)
➤ Website: <https://fiveable.me/>

- Ok, click on the picture at left & watch Ms. DoAmaral's video (on [teacheroz.com](https://www.teacheroz.com))
- For each time period, list **THREE** factors that define the time period.
- FINALLY, describe what you think are **TWO** major take-aways about the importance of studying World History.
- **Total of 20 statements**

PERIOD 1 – Foundations (to 600 BCE)
PERIOD 2 – Classical (600 BCE – 600 CE)
PERIOD 3 – Post-Classical (600 – 1450)
PERIOD 4 – Early Modern (1450 – 1750)
PERIOD 5 – Modern (1750 – 1900)
PERIOD 6 – Contemporary (1900 – Present)

#2



- Then, click on the picture at left & watch John Green's video (on [teacheroz.com](https://www.teacheroz.com))
- This is the **FIRST** era (period) we will discuss in class
- Take **CORNELL NOTES** (*including writing the summary*); need a refresh? There's a review of the Cornell Method on the following slides!

BOTH VIDEOS DUE: Friday, 8/24 [A]; Monday, 8/27 [B]

– Be prepared for a Socratic Quiz! (You may be able to use your notes – hint, hint)

How to take Cornell Notes

For AP World History
Ways of the World, Strayer 3rd edition
Chapters 1-2

RHS

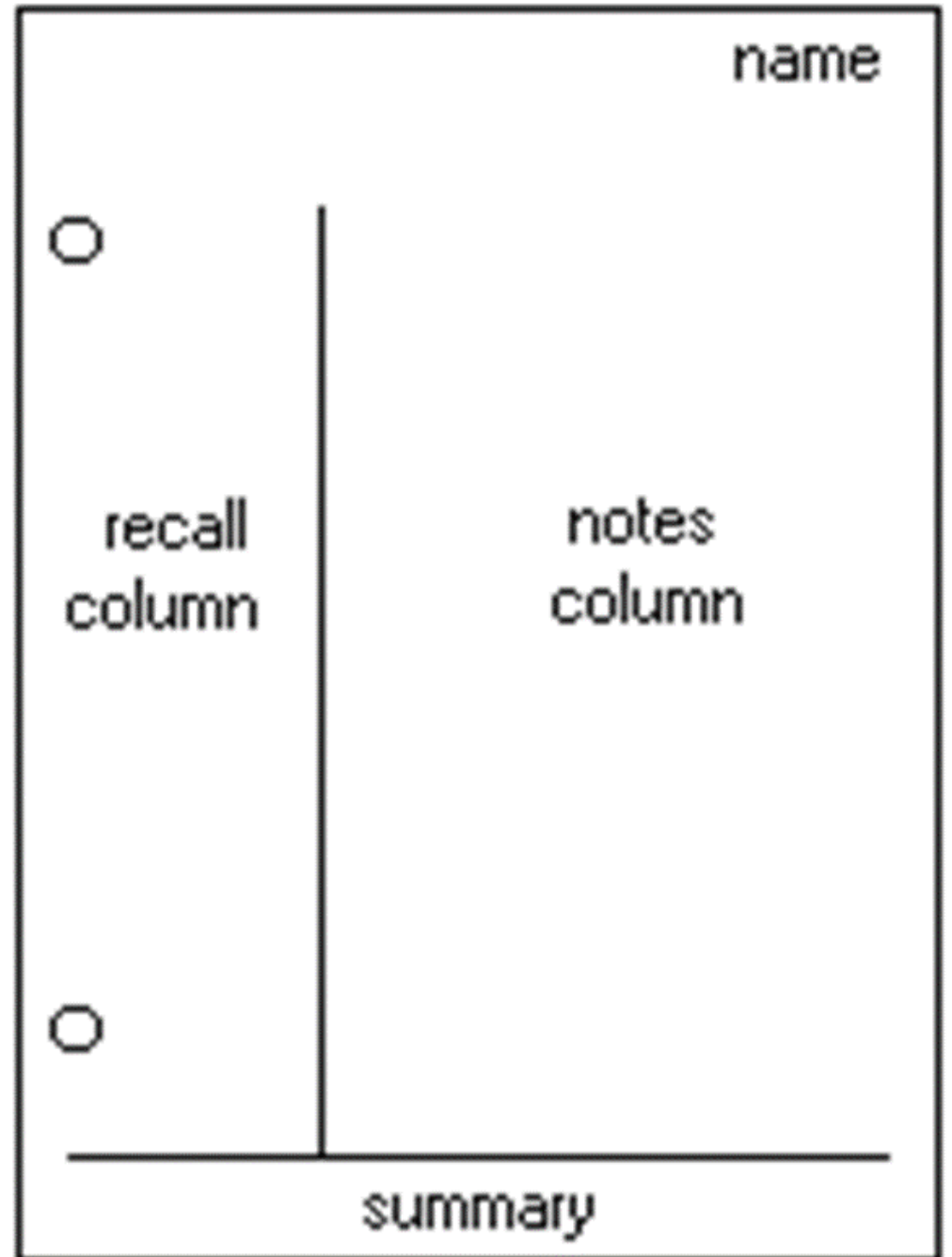
Mrs. Osborn

What note-taking methods will I use in APWH?

- Focused Chapter **Reading Study Guides [RSGs]**
- *Suggested*: Chapter key terms **Flash Cards** color-coded by Period or Theme
- **SPICE Charts** (Social, Political, Interaction/Environment, Culture, Economy)
- **CORNELL NOTES**: Hopefully, you already use this method in your other classes, but here is a refresh for APWH...

Why should I use the Cornell Method?

- It encourages you to organize your reading and lecture notes.
- It gives you a polished set of notes to study.
- This method gets the information into both short- and long-term memory.
- It saves time when studying for period, mid-term, final examinations, & the 'Biggie' – the May APWH Exam!



How do I take notes during lecture using the Cornell Method?

- The title will be the time period & Key Concepts covered in the lecture/text readings.
- 1st section (notes): larger right-hand column is for:
 - Main ideas
 - Use abbreviations, but don't forget what they mean. (*ex. \$ means money, economy, etc.*)
 - Go back & highlight the main ideas after a few minutes (or when you get home).
 - *Are you a visual learner?* It's cool to draw pictures, maps, or charts
- Skip lines to indicate the end of one main idea and the beginning of another.

name


Period One (to 600 BCE): Key Concepts 1.1, 1.2, 1.3

Homo Sapiens Origin & Migration

- Originated in East Africa
- Ice Age created land bridges & led to migration
- By 10,000 BCE, humans everywhere except Antarctica


Paleolithic (Old Stone) Age - Hunter-Gatherers (Foragers)

- **NOMADIC** – depended on the environment for survival – followed the food.
- Fire & simple stone tools (artifacts)
- Small, clan-based groups; **Egalitarian**
- Prehistory – time before writing was developed.
- Art: cave paintings & fertility figures



NEOLITHIC REVOLUTION (New Stone Age) (8000 BCE)

- **SEDENTARY** (permanent) way of life
- **SUBSISTENCE AGRICULTURE & PASTORALISM** (herding)
- Domesticated animals; fire & tools; seeds from high yielding plants
- Villages → More Food → Increased population
- **Status of women declined**
- Councils of elders – chiefs
- More personal property → Warfare increased
- New technologies (Plow & Calendar)
- **Metallurgy**: From copper to **The Bronze Age**
- Changes led CIVILIZATION.



Rise of CIVILIZATION – RIVER VALLEY (CORE) CIVILIZATIONS (3500 BCE) (Mesopotamia, Egypt, Indus, Shang, Olmec, Chavin)

- **Social**: gender roles, hierarchy, division of labor
- **Political** System: central government, laws
- **Interaction/Environment**: migration, farming, irrigation
- **Culture**: religions, philosophy, math/science, education, writing, technology, art, music, architecture, and literature
- **Economic** System: trade, \$, division of labor

Example... Slides from Ch 1 PowerPoint Notes

The NEOLITHIC REVOLUTION (New Stone Age)

- About 10,000 years ago → Possible change in climate (Holocene) [less wild food/game] influenced change from nomadic to **SEDENTARY** (permanent) way of life & the development of agriculture.
- **SUBSISTENCE AGRICULTURE & PASTORALISM (herding)**
- Domesticated animals; fire & tools for land cultivation; seeds from high yielding plants
- **Villages → More Food → Increased population**



Greatest change in society until the Industrial Revolution of the late 1700s!!!

5 Thematic Learning Objectives [TLOs] of APWH **S.P.I.C.E.**

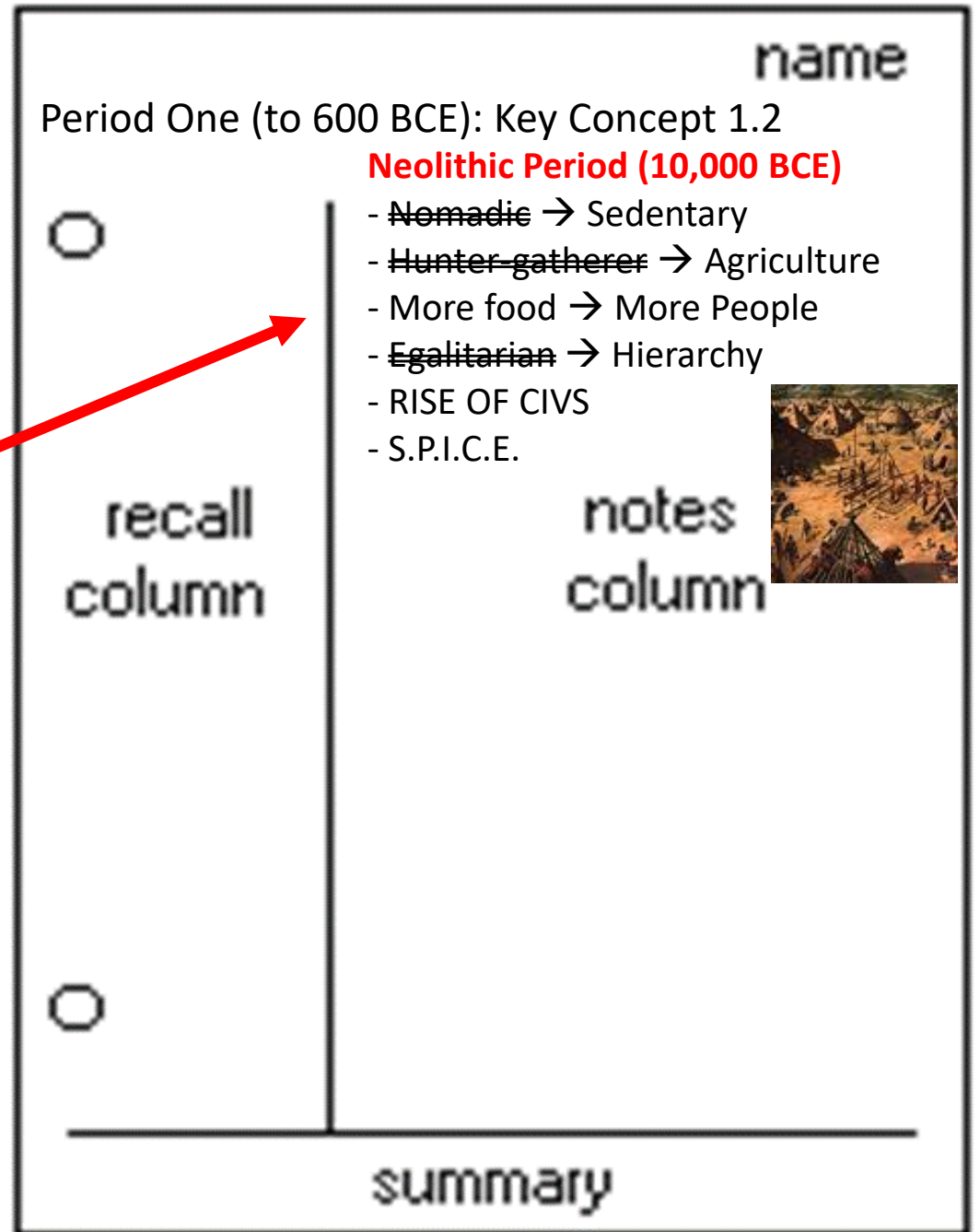
Development and Transformation of Social Structures: gender roles, family/kinship, hierarchy, job specialization (*SOC*)

State Building, Expansion, and Conflict (Political): central government, laws, revolutions (*aka SB [State-Building]*)

Interaction Between Humans and the Environment: Geography (location, region, climate, natural barriers), Demography and Disease, Migration, Patterns of Settlement (urban/rural), Technology impact (*ENV*)



Development and Interaction of Cultures: Religion, philosophies & ideologies, math/science, education, writing, technology/innovation, art, music, literature, architecture (*CUL*)

Creation, Expansion, and Interaction of Economic Systems: Agriculture/Pastoralism, trade, labor systems, \$\$ (*ECON*)



How do I review/study my lecture notes using the Cornell Method?

- **AT LEAST 30 minutes after taking notes (more likely, each evening), do the following:**
- **Go back & highlight/underline the main ideas**
- **2nd section (recall): left-hand column to be used for:**
 - Main ideas
 - Key points
 - Vocabulary you don't know
 - Important people and dates
 - Be sure to check out pictures and charts
- **3rd section (summary): bottom section is for:**
 - Summarize section by writing how you would explain this material to someone else.
 - Short paragraph

name	
Period One (to 600 BCE): Key Concepts 1.1, 1.2, 1.3	
Migrate from East Africa	Homo Sapiens Origin & Migration <ul style="list-style-type: none">- Originated in East Africa- Ice Age created land bridges & led to migration- By 10,000 BCE, humans everywhere except Antarctica
Hunter-gatherer forager Nomadic Egalitarian	Paleolithic (Old Stone) Age - Hunter-Gatherers (Foragers) <ul style="list-style-type: none">- NOMADIC – depended on the environment for survival – followed the food.- Fire & simple stone tools (artifacts)- Small, clan-based groups; Egalitarian- Prehistory – time before writing was developed.- Art: cave paintings & fertility figures 
Sedentary Subsistence Pastoralism Metallurgy	NEOLITHIC REVOLUTION (New Stone Age) (8000 BCE) <ul style="list-style-type: none">- SEDENTARY (permanent) way of life- SUBSISTENCE AGRICULTURE & PASTORALISM (herding)- Domesticated animals; fire & tools; seeds from high yielding plants- Villages → More Food → Increased population- Status of women declined- Councils of elders – chiefs- More personal property → Warfare increased- New technologies (Plow & Calendar)- Metallurgy: From copper to The Bronze Age- Changes led CIVILIZATION. 
River Valley (CORE, or First) civilizations S.P.I.C.E.	Rise of CIVILIZATION – RIVER VALLEY (CORE) CIVILIZATIONS (3500 BCE) (Mesopotamia, Egypt, Indus, Shang, Olmec, Chavin) <ul style="list-style-type: none">- Social: gender roles, hierarchy, division of labor- Political System: central government, laws- Interaction/Environment: migration, farming, irrigation- Culture: religions, philosophy, math/science, education, writing, technology, art, music, architecture, and literature- Economic System: trade, money, division of labor
By 10,000 BCE, humans migrated over land bridges from East Africa to everywhere (except Antarctica). At first, they were nomadic foragers following the food, but by 8000 BCE, they became sedentary and introduced agriculture, which led to the foundation of civilization (SPICE).	

How do I **study** my notes for a test using the Cornell Method?

- **How to study?** Cover the Notes & Summary sections (fold it over) and use the Recall section to ask yourself important questions.

name

Period One (to 600 BCE): Key Concepts 1.1, 1.2, 1.3

○ Migrate from East Africa

Hunter-gatherer forager
Nomadic
Egalitarian

Sedentary
Subsistence
Pastoralism
Metallurgy

River Valley (CORE, or First) civilizations
S.P.I.C.E.

How do I take notes during a lecture using the Cornell Method?

- Record all your notes in the large section to the right of the recall column.
- Take notes in the simplest form possible, using keywords, abbreviations, pictures, etc.
- Try to grasp as many main ideas and important details as possible.
- **DON'T** just copy down everything you see. We move very fast in this class and Mrs. Osborn won't wait for you to copy everything. Listen & ASK QUESTIONS.
- Want to review the PowerPoint? **ALL** lecture notes can be found in Google Drive Folder at teacherz.com.
- Skip lines to indicate the end of one main idea and the beginning of another.

What do I do after class is over?

- As soon as possible, read through your notes and fill in any blanks. Highlight the main ideas.
- Next, fill in your recall column by jotting down keywords, phrases, or questions that stand as cues for main ideas and facts on the right.
- Now you can summarize these notes in a couple of sentences. Restate the information in your own words.
- You can review your notes daily and quiz yourself by folding the notes so only the recall column is showing.

What are the 5 R's of Notetaking?

1. **Record.** During the lecture (or reading), record in the main "Notes" column as many meaningful facts and ideas as you can. 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.

Need more copies of Cornell Note paper?

- Draw it on Notebook paper
- OR, download/print off copies – available at:
- teacheroz.com >> Google Drive Folder >> 01-Rubrics, Misc Folder