

READING IS KEY

To succeed in APUSH, two of the most important things you will need to do are:

1. keep up with your readings...do not fall behind, and
2. get the most out of your reading, in terms of time management.

The essentials of reading for APUSH



Preview and Predict

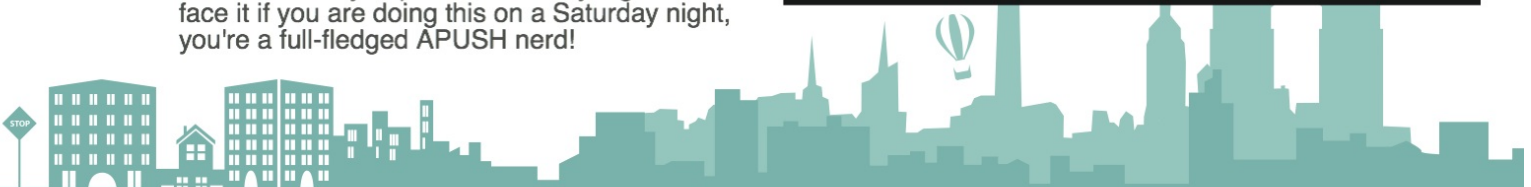
Look at the headings and titles of a section before you read it. It will provide you the basic landscape for that section. Next, make predictions about what you will read and then as you read, check to see how accurate your predictions were. You'll find it a fun way to pass a Saturday night...and face it if you are doing this on a Saturday night, you're a full-fledged APUSH nerd!

Be familiar with the Curriculum Framework

The Curriculum Framework provides you with the key concepts that you will need to know. The more comfortable you are with the Curriculum Framework, the easier it will be to focus on the important ideas in the text or in Mr. Kerwin's fascinating lectures.

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Be an active reader

Ask questions, think about why this is piece of information important, predict what might happen next... **think about the text as you read.** If you are passive and just move your eyes over the words, you are going to have a much more difficult time remembering the text later on.



Start at the end

As you start a chapter, **read the summary first** that appears at the end of it. This will give you a quick overview of the main points and themes for the chapter and will help you organize your thoughts much more effectively.



Preview

As mentioned before, **look ahead** at the titles, heading, captions, graphics, and so on to get an idea of what you will be reading. Make predictions on what the reading will be about. This will help you put the reading into a framework that will help you make better sense of it.



Pause after finishing a section

After you finish a paragraph, a subsection, or a section of the text, pause and ask yourself what you just read. **Can you summarize?** If you cannot, review it again. Also, ask yourself how what you just read fits into the big picture...why did Henretta put in the textbook or why did Mr. Kerwin include it in a handout? Also, after you finish your reading for the day, try to summarize what you read.



Take a break

After reading for a certain amount of time, it is going to be hard for you to keep your focus. So **chunk your readings**, maybe start with 15 or 20 minutes of reading, then take a short break. Set a time for how long your break will be, then go back and hit the books. For your break, get up and stretch your legs, get a drink, go to your happy place - a sunny meadow, the beach, K9. As you go through the year, your reading skills will improve and you will be able to go longer before taking a break.



Keep on truckin'

Don't get bogged down! If you have trouble with a section, review it once, but then move on. Don't get stuck on one passage. Keep reading and as you learn more material, the earlier section might make sense. If not, make a note and go back to look at it another time.



Focus on the big picture

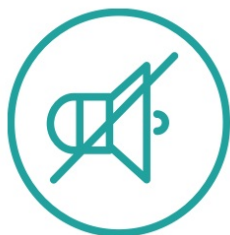
Look at what your read fits into the big picture.

Don't get caught up with the details. There is no way to remember every single thing you read or hear from Mr. Kerwin or that we discuss in class, so focus on relating the material to a bigger idea or theme in history.



Make the ideas stick

Taking reading notes as you go is not a good idea. However, one thing you can do is write down a word or phrase that you think is important or that you need clarified, on a **sticky note**. Then put that in the margin. Just remember that you will need to remove those sticky notes before you return your book to Ms. Berti!!!



Get away from distractions

Find a quiet place to study without distractions.

When studying alone, turn off your electronics so you are not dealing with emails, Snapchat, or Twitter. You want to be able to focus on the readings.



Reflect

As a separate activity, not connected with doing the reading or taking notes, **think back** on what you read yesterday or the day before. How much can you remember? What the significance of the material that you read? What does it tell you about US history? Is it similar or different from what we have studied earlier? (By the way, the picture is a brain that is thinking.)



Come up with a plan

Do not try to fit APUSH into your schedule on the fly. Sit down, look over your obligations, such as other classes and extra-curricular activities, and determine when you will **set aside time for APUSH**. It does not have to be the same time each day and you may revise your plan weekly, depending on the rest of your schedule. However, get a plan and stick with it.



Work with your family

As you work on your plan, sit down with your family and get them involved. **Get your family to support you.** Let them know when you will need quiet time. This way they can know when you need to study and when you can help them with tasks around the house.

THE SECRET TO STUDENT SUCCESS



In APUSH, you will have setbacks, unless you are not challenging yourself.

Successful people don't give up when they fail, they keep trying. As a Japanese proverb states, "Fall seven times, stand up eight."

Mr. Kerwin's Guide To Taking Good Notes

Some General Comments Taking Reading Notes

First of, you do NOT have to take reading notes for APUSH for my class.

However, you may want to as doing reading notes can be a huge help for some students. My advice is to not think about doing reading notes at first. Spend some time getting used to the textbook and a feel for the course. By the second unit, would be the time to try some doing reading notes. Do a little at first and try some different styles to find the one that works best for you.

You should not treat your history notes like history after you're written them. Review periodically and as you review them, add comments or insights to them that you might have gleaned from additional readings, class discussion, or from your own reflections.



A key to success in school in general is being able to understand long and complex readings. Note-taking can help a reader focus on the important elements of the reading as well as to making it easier to recall the information at a later day by reviewing these notes. As you take more challenging classes, you will have more reading, which means that successful note-taking can be a huge help in doing well.

You will not be required to do reading notes for class this year, except in specific situations when I specifically assign you to do them. However, while you are not generally required to take notes on the readings, it may be a good idea that you do them on your own, or at least experiment with them. If you are struggling in class at some point this year, you should consider doing reading notes or doing them in a different way. With that in mind, I have prepared this handout to help you explore some different approaches to taking notes on the readings.



As a general rule, it is best not to take notes until you have read the material first. If you try to take notes as you read, it will make it more difficult for you to see how all the information in the reading is connected. By focusing on the details, it is easy to overlook how each piece fits together in the "big picture." So read first, and then go back to write your notes. A difficult part of note-taking is finding the proper balance between too many and too few notes. The more experience you have with note-taking, the easier it will be to find that proper balance. If you feel your notes are not helpful, adjust the amount of notes you are taking or try a different strategy. However, do not give up on taking notes; as you become comfortable with this, AP or college classes will become much easier. When taking notes, avoid quoting. Re-write in your own words the main idea or evidence as much as possible. Remember that if you are having troubles paraphrasing something, it may be a sign that you do not completely understand it.

For each of the different styles, I have prepared some sample notes you can use as models for your own note-taking.



Mr. Kerwin's Guide To Taking Good Notes

Key Concept Notes

Write notes to explain or explore a concept, standard, or focus question related to the reading

In this style of notes, rather than taking notes on a page-by-page approach, you are jumping around the readings to look for evidence that relates to a key concept, standard, or a "big picture" question. Each unit study guide will provide you with the key concepts that you can use to focus your attention while reading. A key part of reading a history book is to see the significance of the information presented; in other words, why did the author decide to include this in her or his work. The concept focused approach takes longer to do, but can be much more effective, in my humble opinion.

Review the Key Concepts, next will read the text, thinking about the concepts as you go along. Then you will review the text, looking for information that is related to the concepts. Some content will not directly relate to a concept. Remember, the purpose of your notes is not to re-write the entire text, but it is the process where you extract the key points that will help you make sense of the readings and will help you remember the readings later when you review your notes.

Sample of notes for Unit I

Key Concept 1.2: II. A Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

- Impact of disease (AH 35)
 - isolated from other continents, natives had no resistance to many Euro diseases
 - following contact with the Spanish, smallpox, the flu, & measles resulted in the deaths of hundreds of thousands Native Americans and crippled the natives' morale
 - Francisco Pizarro set out to conquer Peru and was helped by European diseases introduced by traders that resulted in half of the Inca population dying before Pizarro even makes it to Peru. He conquers the Incas with 168 men.
- examples: Hispaniola: almost all the native population of about 300K
Peru: from 9 M (million) to 500K (after about 100 years)
Mesoamerica (Mexico/Guatemala): 20 to 3 million (after 150 years)
- ecological changes in the New World
 - new grasses introduced that replace the native plants (AH 43)
 - horses reintroduced, having huge impact, esp. on the Great Plains Indians (AH 15)
 - native population forced to raise cattle/crops for local use and export

Key Concept 1.2: II. B In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

- some Spanish given encomiendas, grants from the king giving them the right to control the labor of the native population (AH 42)
- allowed for brutal exploitation of the people

Key Concept 1.2: II. C European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

1. Europeans brought manufactures to trade for gold, silver & slaves
 - Portuguese set up forts to promote trade for gold and slaves in West Africa (AH 28-30)
 - slave trade grew after 1550 when slaves were sent to work on sugar plantations in the West Indies and Brazil

Must Have

- write down the Key Concept or a short summary of it

Leave space btwn concepts so you can add notes later

Notes will not follow the textbook's order - but organized by key concept

Synthesis: connect Spanish need for labor with British need for labor (encomienda video)

Mr. Kerwin's Guide To Taking Good Notes

Traditional Outline

This is your standard, traditional style of notes. It is also the style you will be using in class when you take notes, in most cases. As you take notes, create an outline. You do not have to worry about numbering or lettering, although doing this can be helpful. However, you must have a structure to it. This means it is not a block of text or a listing of bullet points. Your structure should indicate main points and subpoints. Normally you do not use complete sentences

Sample of notes for August 13 (AH 10-15)

Use an abbr. when possible

Must Have

- include the page # from the text so you can locate the reference later

- I. Chiefdoms and Confederacies
 - maize's arrival in North America provided for new lifestyles there (AH 10)
- A. The Mississippi Valley (AH 11)
 - 1. maize came here around 1000 AD
 - a. moundbuilding and pottery of Adena and Hopewell already present
 - b. corn led to urban areas and complex societies
 - 2. city of Cahokia focus of culture
 - a. @30K in city's area
 - b. sun worship by priests
 - c. decline caused by war and environmental changes
 - 3. Mississippian culture present throughout SE
 - a. Lady of Cofachiqui ruled some territory (1540) note: female ruler
 - b. moundbuilding and maize as far S as FL (AH 12)
- B. Eastern woodlands
 - 1. eastern woodlands learned about maize from Mississippi Valley but little else
 - a. Algonquians and Iroquians had similar languages, ways of life, but splintered into many different groups
 - 1. many villages centered around maize fields
 - 2. hunted/gathered during part of the year
 - b. different gender roles
 - 1. women worked crops, some social affairs
 - 2. men hunted note: hard for male-dominated Euros to understand
 - 2. Indians used fires for farming and hunting in heavily forested New England area
 - a. this practice ended with Euro colonization, impacting environment
 - 3. no one political organization for Algonquians and Iroquians - the types included:
 - a. chiefdoms - one leading person
 - b. paramount chiefdoms - many tribes with chiefs, but one common chief
 - i. ex: Powhatan Chiefdom, in Chesapeake, over 30 chiefs, 20K people (AH 13)
 - 4. in mid-Atlantic region, chiefs' power was local
 - a. large number of tribes
 - b. Euro colonization destroyed many, forced some into larger groups - note: hurts tribal unity/cohesion
 - 5. some had councils (sachems) instead of one chief
 - a. ex: Iroquois Confederacy, Five Nations came together (upstate NY) @1500 - Mohawks, Oneidas, Onondaga, Cayugas, Senecas

Be active: include your own analysis

Mr. Kerwin's Guide To Taking Good Notes

Sentence Summaries

For this approach, you will write a one-sentence summary of each paragraph. Do not just copy or paraphrase the thesis sentence from the paragraph.

This obviously should be a complex sentence that includes specific evidence to explain the paragraph. However, as a general, avoid using semicolons to tack another a huge, meandering conglomerate sentences. Use your intelligence and creativity to find a way to craft an insightful sentence that captures the essence of the sentence and leave the semicolon for the unimaginative and lazy. Also, remember that you do not need to have every single point from the paragraph in the sentence. So no laundry lists, leave those with your semicolons for the idiotic and and idiomatic.

Sample of notes for August 13 (AH 10-15)

I. Chiefdoms and Confederacies

The arrival of maize's in North America provided for new lifestyles there, albeit small when compared to the Aztecs and Incas. (AH 10)

A. The Mississippi Valley (AH 11)

1. Maize came to the Mississippi around 1000 AD, leading to urban areas and complex societies

2. The city of Cahokia (@30K in city's area) became the focus of culture that included sun worship, but war and environmental changes led to its decline.

3. Mississippian culture was present throughout SE, including maize, moundbuilding and even a

the Lady of Cofachiqui

in woodlands

The natives of the eastern woodlands, the Algonquians and Iroquians had similar languages, ways of life, and social organization. They splintered into many different groups with many villages centered around maize fields worked by the women, but the men hunted/gathered during part of the year.

2. Indians used fires for farming and hunting in heavily forested New England area, but this practice ended with European colonization, greatly impacting the environment.

3. There was no one political organization for Algonquians and Iroquians, but there were chiefdoms, with one leading person; paramount chiefdoms, with many tribes with chiefs, but one common chief, like Powhatan Chiefdom, in Chesapeake, that over 30 chiefs, and 20,000 people. (AH 13)

4. In the mid-Atlantic region, there was a large number of tribes, with chiefs whose power was local, until European colonization destroyed many, forced some into larger groups. (note: hurts tribal unity/cohesion)

5. Some had councils (sachems) instead of one chief, like the Iroquois Confederacy, which consisted of the Five Nations (Mohawks, Oneidas, Onondaga, Cayugas, Senecas) in upstate New York around 1500.

6. These nations had suffered from infighting, but legend has it that Hiawatha preached peace and helped them return to their traditions and rituals, laying the basis of the Iroquois Confederacy. (AH 15)

7. Thanks to Hiawatha, the Five Nations became powerful by avoiding internal warfare and created matrilineal societies, where power is based on female families.

8. In the southern part of what is modern New England, the British & Dutch pursued a policy of "divide-and-conquer," pitting rival tribes against each other, while the northern part, which was too cold for maize, a hunting and gathering society, tribes were small but still complex (like Mr. Kerwin!).

Must Have

- include titles from the text

Mr. Kerwin's Guide To Taking Good Notes

Subject - Main Idea - Supporting Evidence

For each paragraph identify:

- subject (what topic is the paragraph dealing with)
- main idea (what point is the author trying to make)
- supporting evidence (what info does the author use to support her or his main idea)

Sample of notes for August 13 (AH 10-15)

Main ideas may be repeated

○	S: way of life in pre-Columbian North America (AH 10) MI: impact of corn SE: no northern civilizations like the Incas or Aztecs
	S: Mississippi Valley lifestyle (AH 11) MI: maize led to complex societies SE: maize led to increased food production, which fostered the growth of urban areas
	S: city of Cahokia MI: around 1000 AD Cahokia was a cultural center SE: 30K people lived in the area, sun worship by priests, decline caused by war and environmental changes
	S: Mississippian culture MI: Mississippian influence in the Southeast SE: Lady of Cofachiqui, a female, ruled some territory (1540) moundbuilding and maize as far S as FL (AH 12)
	S: Eastern woodlands MI: got corn from the Mississippi Valley, but little else SE: Algonquians and Iroquians had similar languages, ways of life, but splintered into many different groups, many villages centered around maize fields and hunted/gathered during part of the year, but different gender roles women worked crops, some social affairs while men hunted note: hard for male-dominated Euros to understand
	S: Eastern woodlands MI: practice of burning SE: Indians used fires for farming and hunting in heavily forested New England area, this practice ended with Euro colonization, impacting environment
○	S: Algonquians and Iroquians MI: no one type of political organization SE: the types included: a. chiefdoms - one leading person, b. paramount chiefdoms with many tribes with chiefs, but one common chief (ex: Powhatan Chiefdom, in Chesapeake, over 30 chiefs, 20K people) (AH 13)

Must Have

when reading, make sure to pay attention to the photos, graphs, charts, and primary source documents, like this one by Thomas Morton on page 14.

○	S: primary source excerpt (Of the Custome in burring the Country, and the reason thereof) by Thomas Morton on eastern woodlands Indians (AH 14)	
➔	MI: practice of burning SE: burning the land to promote farming, make it easier to hunt, contact w/Euros ended burning. Morton recognizes that burning makes it easier to move around, but fires present danger to colonists. Burning does make the land more beautiful, park-like - benefits: easy to clear an area and maintain that clearance so land can be farmed and it is easier to hunt animals; problems: fires can become uncontrolled, long-term loss of game	8

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Two Column Notes

For this approach, divide your paper into two columns. In one column note the main idea and in the other write down the evidence and examples that support the main idea. This is similar to the Subject-Main Idea-Supporting Evidence, but formatted slightly differently. An advantage of this approach is that it makes easy to quickly search your notes for a main idea.

These notes are very similar to Cornell notes...
Go, Big Red!!!

Sample of notes for August 13 (AH 10-15)

Tip
include specifics

impact of corn way of life in pre-Columbian North America (AH 10) no northern civilizations like the Incas or Aztecs

maize led to complex societies in Mississippi Valley lifestyle (AH 11) maize led to increased food production, which fostered the growth of urban areas

Cahokia was a cultural center @1000 AD 30K people lived in the area, sun worship by priests, decline caused by war and environmental changes

Mississippian influence in the Southeast Lady of Cofachiqui, a female, ruled some territory (1540) moundbuilding and maize as far S as FL (AH 12)

Eastern woodlands got corn from the Mississippi Valley, but little else Algonquians and Iroquians had similar languages, ways of life, but splintered into many different groups, many villages centered around maize fields and hunted/gathered during part of the year, but different gender roles women worked crops, some social affairs while men hunted note: hard for male-dominated Euros to understand

Eastern woodlands practice of burning Indians used fires for farming, hunting in heavily forested New England area, this practice ended with Euro colonization, impacting environment

Algonquians and Iroquians had no one type of political organization the types included: a. chiefdom - one leading person, b. paramount chiefdoms with many tribes with chiefs, but one common chief (ex: Powhatan chiefdom, in Chesapeake, over 30 chiefs, 20K people) (AH 13)

in mid-Atlantic region chiefs' power was local large number of tribes Euro colonization destroyed many, forced some into larger groups - note: hurts tribal unity/cohesion

Be active:
do analysis as you write your notes...why is this important?

Mr. Kerwin's Guide To Taking Good Notes

What Not To Do

Do not take notes as you read as it will prevent you from seeing how all the information fits together. Do not highlight or write down everything.

Below is a sample of how you should NOT take notes. These are bad notes...very, very bad notes. If you come across these notes, run. If they come into your home sometime when you are alone, say, "You SHOULD NOT be here when our mother is not. You get out of this house!", to quote the fish in the pot.

Why are these such terrible notes?

Sample of notes for August 13 (AH 10-15)

No, no, no!!!



Europe Encounters Africa and the Americas, 1450-1550

- other regions outside of Europe were better suited to dominate world trade
- European Agricultural Society
- few large cities - Paris, London, Naples
- over 90% of pop. were isolated, rural
- transportation was not advanced
- mainly barter economy
- peasants wanted to be yeomen (small, self-sufficient farmers)
- agricultural seasons dominated life
- spring - planting, busy
- summer - 1st hay crop harvested
- fall - harvest, most strenuous
- winter - threshed grain, textile weaving
- death followed seasonal cycle too
- many died in cold (Jan + Feb)
- worst time (Aug + Sep), old + young died b/c epidemics
- child birth also followed seasonal pattern
- hard work needed to survive
- ag tools were rudimentary
- poor seeds, fertilizers, pesticides = low output
- thin marginal of survival - ~~hard on family structure~~
- this reading was like one of Mr. Kerwin's lectures...it can be used to cure insomnia

Don't write your facts in a list

Never Do This!

- make sure you check your spelling
...it's "insomnia"