

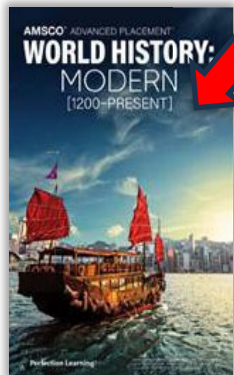
AP WORLD HISTORY SUMMER HOMEWORK

Welcome to AP World History: Modern! We are excited you chose to take this course for your history credit next year. You will find AP World challenging, but we hope you will also find it interesting and engaging, and that the skills you develop through the year will benefit you in future endeavors.

For most of you, this is your first AP class. To be successful, you should be prepared to spend several hours each week *outside of class* on AP World History. During the school year, we will explore thousands of years of human history, learn valuable skills, and prepare for the AP World History Exam offered in May. Your job is to be prepared for class each day by—at minimum—completing all readings assigned and taking notes.

Your **SUMMER HOMEWORK ASSIGNMENT** is designed to help lay the foundation for the kind of investment of time and energy you can expect next year. Follow these instructions carefully:

- **Purchase your own copy of AMSCO**, *World History: Modern [1200-PRESENT]*. The book is published by Perfection Learning, and you can purchase directly from the publisher. For electronic versions of this flyer, link here: [Advanced Placement World History: Modern \(1200-Present\) AMSCO, 2nd Edition | Perfection Learning](#). You might also find one at a used bookstore or through other online outlets.



- While we strongly recommend you obtain your personal copy right away, you can also find an electronic version of the summer required reading on the EHS website (Home→Academics→AP Summer Assignments→AP World).
- Your **Summer Assignment**:
 1. **Read the entire Prologue** to AMSCO (pp. xli-lxii) carefully.
 2. **As you read, take organized, *hand-written* notes** in a notebook dedicated to your AP World History notes. **Your notes will be checked as part of your Summer Assignment grade** during the first week of school.
 - a. **Cornell Notetaking**—You will be expected to show a full understanding of some key concepts and terms, and be able to provide specific and relevant examples.
 - b. Review the examples of Cornell Notetaking below, which we encourage you to follow. You should not try to rewrite the entire textbook in your notebook, and learning to discern what is important to write down is a skill you should begin to develop.
 - c. ****HINT:** If you read through the reflection questions on p. lxii *before* you start reading the text, you'll have a head start in recognizing the kinds of things that belong in your notes.
 3. At the end of your Prologue notes, **Hand-write** answers to each of the SIX reflection questions at the bottom of p. lxii. **Completion of this task is part of your Summer Assignment grade.**
 4. **Be prepared for a quiz** over the material covered in the Prologue at the start of the school year.
- To complete your Summer Assignment sufficiently, you need to devote adequate time. Depending on how fast you read and how efficiently you take notes, *it could take you a few hours to finish*. **DO NOT WAIT until the end of summer and try to cram it in at the end.**

- We also recommend that you scan the table of contents and read through the Introduction (pp. xviii-xl).

Thank you for reading this document carefully and making a commitment to start 2026-2027 with positive momentum. Feel free to reach out to us over the summer, but please remember that we will not be checking email with any regularity. Responses could have significant delays.

Thank you,

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The Cornell Note Taking Method

The Cornell note taking system, developed by former Cornell professor that features three areas. One area is for note taking, one for review notes, and one for summarizing.

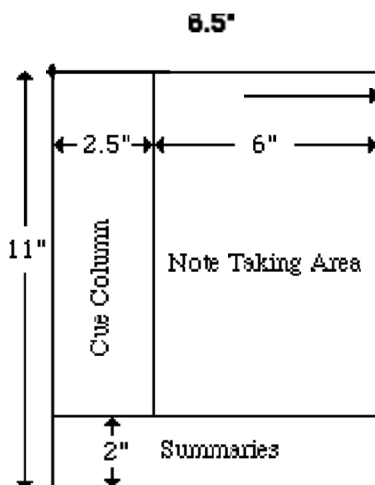
Many times note taking is one of the most difficult things for a student to do effectively. It can be difficult for students to know what to write down, what is important or pertinent information, or how to structure their notes so they are easy to study from in the future. By taking the time to understand why we take notes, how best to do so, and how to use them, we are able to improve our ability to make them truly useful. Notes can be one of the strongest tools a student has in their academic experience.

Before attempting to take notes, consider the following questions:

- What is effective note taking?
- How can I take good notes in class or from written texts? Is it different for each?
- What is the overall goal of my note taking?
- How do I study and what should I include in my notes to help this process?
- How is the class that I am taking taught and how should I take notes based on this?

Why do we take notes?

- To summarize.
- To highlight important information.
- Most importantly, to review and study from later.



This format provides the perfect opportunity for following through with the 5 R's of note-taking:

1. Record: During reading, record in the main "note-taking" column as many meaningful ideas as you can.
2. Reduce: As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.
3. Recite: Cover the Note Taking Area, using only what you can see in the Cue Column, recite and explain the information in your own words. Then, verify what you have said by looking at the Note-taking column.
4. Reflect: Reflect about the information by summarizing the contents of each

page. Write your summary in the space at the bottom of each page of notes. Reviewing through summarizing will help prevent information from being soon forgotten.

- Review: Spend a few minutes each day to quickly review your notes; you will retain most of what you have learned

Name	Date
Topic	Class/ Subject

Here, in the Connections Column, you might write one or more of the following:

- Categories
 - Causes of WW II
 - Parts of a Cell
- Questions
 - What caused WW II?
 - What are the parts of a cell?
- Vocabulary words
 - Holocaust
 - synthesis
- Review/test alerts!
 - WW II causes and names of allies will definitely be on exam!
 - Parts of a Cell
- Connections
 - check the Owens poem for his comments on war
 - similar to process we studied in last unit
- Reminders
 - Be sure to check the meaning of variant.

Sample Question and Notes

What should I write down when I take notes?

Note: Leave space in the Connections Column so you can add notes and test review questions later on when studying

How can I take notes faster?

Write down only important information. Look for:

- bold, underlined, or italicized words
- information in boxes or with an icon/symbol
- headers/subheaders on the page
- information the book or teacher repeats
- words, ideas, or events that might be on a test
- quotes, examples, or details you might be able to use later in a paper or presentation

abbreviate familiar words/use symbols (+, -, >, #)

take notes in bullets and indents; not formal outlines

cut unnecessary words

use telegraphic sentences: "America enters war 12/44"

Down here write one of the following: summary of what you read/lecture; the five most important points of the article/chapter/lecture; questions you still need to answer.

Ch 1.5 Developments in Africa

Pg. 43-47

Inland Africa

Political

In communities

- Bantu-speaking migration
- kin-based networks - farm governed themselves, male head "chief"
- Village group → district
- large group → hard to govern
- Hausa Kingdoms (loose kinship ties)

Hausa

- City-states
- trans-Saharan trade (across desert)
- no central gov → subject to domination

Political W + E Africa

- Trade → money, political power, diversity
- Ghana (Between Sahara + W rainforest)
- gold + ivory → muslim traders
- King, central gov, helped by nobles
- Mali (Muslim funded?) under ruler
- Trade w/ N Africa, gold trade
- Zimbabwe (E Africa) (architecture)
- Agriculture, trade, lots of gold
- Coastal city-states → Indian Ocean trade
- Trade connected Mid. East, S Asia, E Asia
- Blend Bantu & Arabic → Swahili lang
- Great Zimbabwe (wall of stone) protection surrounding capital city
- Ethiopia (Asum Kingdom) (trade)
- Christian-led emerged (architecture)
- distinct faith

Inland Africa had no central government, instead had kin-based networks. West and East Africa had more central power such as in Ghana and Mali. Power was shown through trade and architecture.

Mr. Gibson

Period 1/2

Chapter 1: Pg. 2-3

Modern Humans

- Called "Homo Sapiens"
- First in Africa 200,000-100,000 years ago

Q: How big were groups?

Vocab: Hunter-Forager

CHEEPS: Humans + Environment

- Hunter-Foragers
- Hunting animals, finding seeds, fruits, roots
- This forced them to move around to find new food

Migrations

Q: Why did some people not migrate?

Q: What animals did they hunt?

Vocab: Nomad

CHEEPS: Humans + Env

- Culture

Migration:

Africa - 200,000 BCE

Asia

Americas 87,000 BCE

- Factor 1: Climate Change
- Animals + Plants moved toward equator for warmth; humans followed
- Factor 2: Land Bridges
- Due to freezing ice, people could cross from Eastern Asia to modern-day Alaska.
- Nomads followed animals across this land bridge
- Temperatures rise → Americans cut off from Asian ancestors
- By 10,000 B.C.E., every continent has humans except Antarctica
- Unique cultures due to distance

Humans started in Africa. They would eat plants and hunt animals. Due to climate change, they had to migrate in order to find more food - that's why they crossed a land bridge to the Americas.