**AP European History**

**Instructions for Lecture Notes, Textbook Readings, and Studying**

Lecture Notes

Students should be expected to take lecture notes every day. The information communicated during lecture is vital for students’ success in this course as it is the primary way in which historical content will be communicated. Students will not be able to get by through simply copying down the provided power point or outline – they need to LISTEN to the lecture and plug in their notes to the provided outline. The following instructions will

1. BEFORE CLASS: Print out, copy, or download the Student Outline for the section.
	1. If printing, please consider adding spaces in between each part of the outline to allow yourself room to take notes.
	2. If copying into a notebook/paper consider adding spaces in between each part of the outline to allow yourself room to take notes.
	3. If downloading, take notes directly on the same document and save on your computer.
2. DURING CLASS: Bring the appropriate outline to class and be prepared to take notes.
	1. You may take notes using a laptop, tablet with keyboard, or notebook/paper.
3. AFTER CLASS: Type, print and/or review your notes.
	1. Worst: Wait to review your notes until just before the next quiz or exam.
	2. Better: Review your notes at the end of each lecture section for about 45 minutes.
	3. Best: Review your notes each day after lecture for about 10 minutes.
4. AFTER CLASS: Write a summary (approximately 1-2 paragraphs) about the content of each section. Include this at the end of your typed lecture notes.
5. EXTRA CREDIT: Bring your typed notes & summary to class to be stamped once the lecture for that section is complete.
	1. Available the day after each lecture section is completed (see calendar). Students MUST be present and on time to receive the extra credit stamp for their notes (1 point).

Textbook Readings

It is HIGHLY recommended that students supplement the information they learn through lecture by reading one or both of their textbooks. The Wood textbook presents more of a general overview of each section – it is recommended that students read this BEFORE lecture begins for that section. The Wood textbook also nicely lends itself to review for exams, especially the AP. The Spielvogel textbook is very comprehensive and time consuming – it is recommended students use this book to clarify or supplement information they may need more support with. It is not necessary to read every word of the Spielvogel textbook AND the Wood textbook. Students do not need to bring either textbook to class unless prompted –it is expected that all of this reading will be done at home.

Please see the Reading Schedule handout for each unit to identify the appropriate readings for each section.

Studying

Everyone studies differently, and not every student needs to study the same amount in order to be successful. It is recommended that each student finds the system that works best for them, however students should also be flexible and willing to try new techniques if they are not seeing the results they want. Please read through the following suggested study methods:

The Rule of Three (Ms. Tully’s Top Recommendation):

1. Read the textbook BEFORE class.
2. Take thorough notes DURING class.
3. Review/type notes AFTER class on a nightly basis.

Content Review Sheets (Terms List & Review Questions):

* Each section will be accompanied by a Content Review Sheet (available on the website). These review sheets will have a comprehensive terms list that students should be familiar with. Here are some recommendations for how to use the Content Review Sheet:
	+ Create terms list/flashcards with definitions of the terms. The definition should include the basic information (who, what, where, when) and also the SIGNIFICANCE. Consider using the following template:
		- Brief Summary (BS):
		- Significance (SIG):
		- Connections (CNN):
* Rewrite ideas/notes on your terms list/flashcards in your own words (paraphrase) rather than pull directly from slides.
	+ This will help you on exams to look for the correct answer, rather than the answer that is worded the same as how it appeared on the slide.
	+ It is not always necessary to define every single term on the list. Some terms can be combined into one card/item. Terms that are already familiar do not need to be re-defined. It is best to focus energy and attention on the terms that are least familiar.
	+ *Terms Quizzes will be based on the Content Review Sheets!*
* The review sheet will also have the Review Questions from the lecture for that particular section. Students should take time to thoroughly answer these questions through discussion or (preferably) written response. These questions will help students understand significance, causes/effects, important comparisons, and other components that are crucial for comprehension of that particular topic.

Other Suggestions:

* Come to conference hours! Ask for help, even if it is just for a clarification.
	+ Keep record of questions to ask Ms. Tully throughout lecture, then bring these questions to Conference to ask.
* Get a prepbook and follow along with it at home. Make sure to highlight and write notes in the text.
* Practice multiple-choice questions with odd syntax.
	+ DO NOT, All of the following EXCEPT….
	+ The Wood book and prep books include lots of practice questions; perhaps buying two prepbooks would be fruitful as it would supply you with additional practice questions.
* At the end of a unit, create a major timeline for all the chapters in the Unit. Then, study the sequence of events as they relate to one another.
* Word Map
	+ Take all terms and connect them to one another using arrows (New Monarchs 🡪 Ferdinand & Isabella). Take subsidiary terms and branch them off of terms you have already written. This will help you to make sure you understand how terms connect to one another. Remember that each term can connect to many others.
* Write summary of each slide/section/chapter.
	+ This will help you to practice synthesizing major changes, continuities, and themes from the chapters and sections. Summarize in your own words!
* Visual Flashcards
	+ Image on front (country, person, etc); back is divided into four quadrants (concept or term; date; academic definition; definition in own words)
* Group flashcards according to theme/region, etc.
	+ Placing flashcards in piles without looking at the backs will help to see if you have a true understanding of their relationships to each other.
	+ Sort terms that are similar to one another or that relate
* Color-coordinate flashcards in conjunction with study guide
	+ Example: People=blue; terms=pink; events=yellow
	+ This can also be done in a student’s notes
	+ Again, helpful for visual learners
* Ask questions during tests/quizzes about academic language you do not understand.
	+ Keep in mind you will not be able to do this on the AP, but tests and quizzes are written specifically to include academic language that you must have a familiarity with before the AP Exam. When you have the luxury of asking Ms. Tully what a particular word means, make sure you ask!

The Ultimate Key to Success: STUDY EVERY DAY!!!!