

Name: _____

Date: _____

Outlining Your Textbook

Why am I being asked to outline the textbook?

Aside from teaching you world history, one of my most important goals is to prepare you for college and for the working world. Taking organized notes from a book is something your professors will most certainly ask you to do in college. Sometimes, they will even quiz or test you on information from the book that you have not even been taught in class! Therefore, it is vital that you begin learning how to practice taking notes for yourself that can be used as an effective study guide. Additionally, the fact that you will be exposed to important information before it is taught in class means that you are more likely to commit it to your long-term memory and have more success on quizzes, tests, and writing tasks.

How will I be graded on these outlines?

Outlines will count as classwork/participation, which is worth 20% of your grade in this class. Reading and outlining will usually be due on a daily basis.

How will these outlines be used in class?

On days when specific pages of reading and outlining are due, you will be asked to show your outline at the beginning of class. Outlines will be assessed for proper formatting, neatness, and degree of completion. In addition, you will be using your outlines in class to help you complete other assignments, either individually, or as part of a group. These assignments are meant to measure whether you truly read the textbook and took effective notes. Therefore, it is expected that you come to class having some degree of knowledge of the information you have outlined and that you come to class prepared.

How should my outline look?

You will be using a combination of Roman numerals, letters, and numbers to organize the information in your textbook. See the format below:

<p>Chapter #: Chapter Title</p> <p>BIG PICTURE:</p> <ul style="list-style-type: none"> • <p>I. Section Title (large blue text)</p> <p>A. Section Headings (large red text)</p> <p>1) Section Subheadings (black, sometimes <i>Italic</i>, text in margins)</p> <ul style="list-style-type: none"> • Summary of text
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Notice how each subsection of the outline is indented? This makes it easier to find information in your outline.

What do I write, exactly?

The best way to complete an outline is to read the textbook one paragraph at a time before committing anything to writing. Then, condense that paragraph into NO MORE THAN two bullet points in your outline. These **SHOULD NOT BE FULL SENTENCES!** Use abbreviations when you can. Your goal here is to simply **summarize the main ideas of the paragraph without going into too much detail.** However, you ALWAYS want to make sure that the **bolded vocabulary terms** are in your outline, as well as the definitions of these terms. Underline these vocabulary terms in your outline.

The first sentence of a paragraph is important, since it is usually some sort of claim that will be backed up with evidence throughout the rest of the paragraph. Try to incorporate the thesis and at least one piece of evidence supporting it when creating your paragraph summaries.

Additionally, in the margins of your outline, you should be writing down words that you do not understand, as well any questions about the information that you would like to bring up in class. This will help you clarify things that you do not understand BEFORE being quizzed on the information.

You should also make sure that you are able to use your outline in order to draft responses to the **Historical Thinking** section at the beginning of the chapter. In addition, if you are able to use your knowledge and your outline to complete the summary tasks at the end of the chapter, then you are effectively committing information to memory and taking appropriate notes.

Can I see an example?

Here is an example of what your outline will look like, though yours will be handwritten in your spiral notebook. This outline corresponds with pages 5-18 of your textbook. **Notice how there is not more than two bullet points per paragraph.**

Chapter 1: Before History

BIG PICTURE:

- **12,000 years ago- humans begin to experiment with agriculture**
- **6,000 years ago- surplus agriculture led to growth of first cities, population growth, writing (CIVILIZATION)**

I. The Evolution of Homo Sapiens

- Humans have external and genetic similarities with large apes.
- Small differences allow humans to be more intelligent and both adapt to AND alter their environment.

A. Hominids

- Archaeologists unearthed bones and tools of human ancestors.
- *Australopithecus* emerged five million years ago in East Africa.

1) *Australopithecus*

- Creature belonging to family **Hominidae**: human/human-like.
- Shorter and smaller brain than *Homo sapiens* (modern humans).
- More complex than apes- walked upright, communication, could travel long distances.

2) *Homo erectus*

- *Homo erectus* = “upright-walking human”.
- Two million to 200,000 years ago.
- Larger brain than Austral. = more advanced tools, controlled fire, stronger communication.
- Able to coordinate hunting and gathering efforts.

3) *Migrations of Homo erectus*

- H.E. migrated throughout E. hemisphere (Austral. did not leave Africa).

B. *Homo sapiens*

- *Homo sapiens* = “consciously thinking human” that evolved 200,000 years ago.
- Powerful brain capable of reflection and exploiting resources.

1) *Language*

- Throat w/vocal cords allowed for language more precise than earlier species.

2) *Migrations of Homo sapiens*

- Moved beyond temperate zones due to building shelters and creating clothing from animal skin.
- 60,000-15,000 years ago = ice ages lowered water levels = humans migrated to Australia and Americas.

3) *The Peopling of the World*

- *Homo sapiens* used land bridges linking Siberia and North America 25k years go.

4) *The Natural Environment*

- *Homo sapiens* controlled environment by using more advanced tools (knives, spears, bows/arrows).

Question:
What is an
archaeologist?

Question:
What does
“temperate” mean?

Question:
Where is Siberia?

- Built shelters made from wood, bones, animal skins.
- Put pressure on other species- many large animals became extinct.

II. Paleolithic Society

- Paleolithic = “old stone age” (first hominids until 12k years ago).
- Humans mostly foraged for food.

A. Economy and Society of Hunting and Gathering Peoples

- No written records = inferences about paleo. society drawn from excavations.

1) Relative Social Equality

- Mobile lifestyle = no private property or accumulation of wealth = no social distinctions based on wealth (egalitarian).

2) Relative Gender Equality

- Men and woman both made vital contributions to food supply and were interdependent = relative equality between sexes.
- Social structure = small bands of 30 to 50. Immediate community is primary focus.
- Exploited the natural environment by timing movements to coincide with migrations of animals and life cycles of plants.

3) Big Game Hunting

- Elephants, mastodons, rhinos, bison, and wild cattle hunted.
- Demonstrated the capacity of humans to plan, use language skills, and exploit the environment.

4) Paleolithic Settlements

- Permanent settlements where food supply was very large and wild wheat could be collected with ease.
- Example = Natufian society in modern-day Israel/Lebanon (13,500 BCE).

B. Paleolithic Culture

1) Neandertal Peoples

- Distinct human species that flourished in Europe and S.W. Asia b/w 200,000 and 35,000 years ago.
- Inhabited some of same regions as *Homo sapiens*.
- Careful burial of the dead w/flowers and tools shows capacity for emotion and possible view of afterlife.

2) The Creativity of *Homo sapiens*

- *Homo sapiens* (evolved 200,000 years ago) - powerful language = more easy to accumulate and transmit knowledge.
- Developed spears, used trade networks, ate shellfish, fashioned sewing needles.

3) Venus Figurines

- Small sculptures of women that reflect interest in fertility and generation of new life.

4) Cave Paintings

- Known examples date back 34,000 to 12,000 years ago and most in S. France, N. Spain.
- Most subjects were large game animals that were hunted.
- Reflects interest in successful hunting expeditions.
- Required manufacture of paint- shows intellectual power of humans.

Question:

What does it mean when someone “makes an inference?”

Question:

What does “interdependence” mean?

So, what exactly have we accomplished here?

The above outline on the previous page condenses non pages of the textbook into two. If done correctly, you can make yourself the ultimate study guide for all of the assigned topics and easily access everything you need to know for your tests. Students often ask how they should study for their tests. It is often not enough to just simply read over a review sheet the night before an exam. A proactive student might attach sticky notes to their outline containing questions related to the outline. If you can answer those

questions without looking at information in the outline, you have committed the information to memory. Check out the example below and notice how the questions are very open-ended.

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What differentiated early humans from apes?

How were *Homo sapiens* different from the earlier human species?

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What were relations like between men and women in Paleolithic society?

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How did Neandertals demonstrate the human capacity for emotion and reflective thought?