

2020 - 2021

IB History Study Skills

HISTORY AND THE IB LEARNER

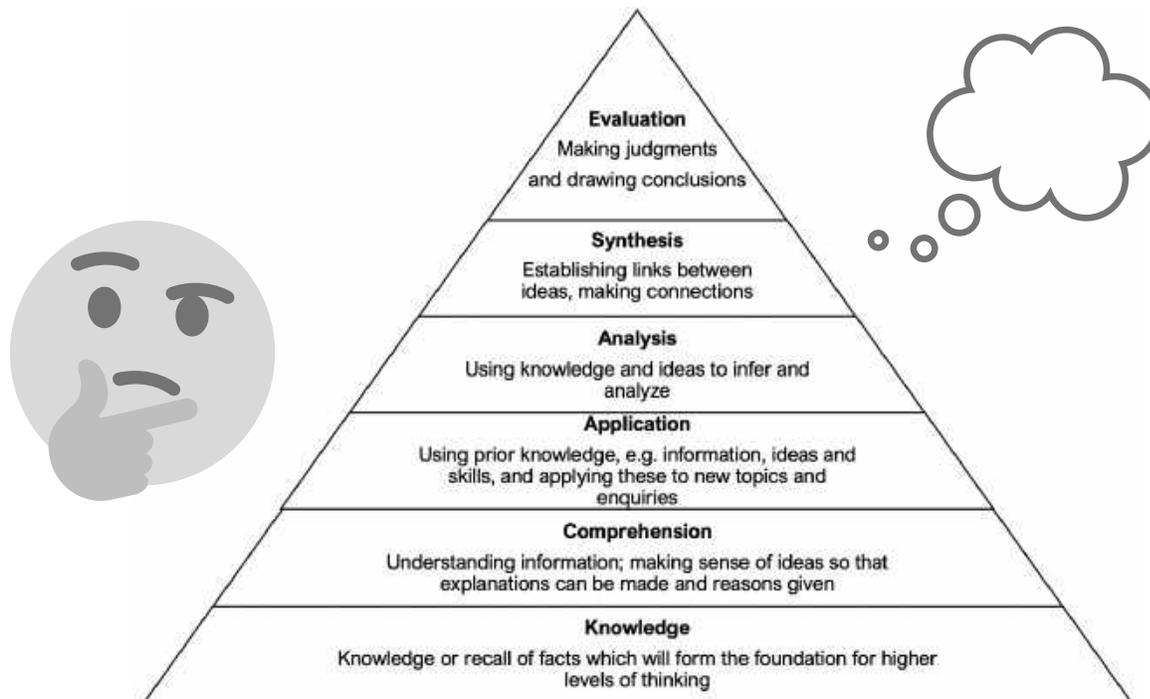
As an IB history student, you will have the opportunity to develop an in-depth knowledge of different aspects of 20th century history from different regions of the world. If you are doing higher-level (HL) history, then you may be studying 19th century topics as well.

This is an exciting opportunity; it will mean that by the time you have completed your diploma you will have a greater understanding of the world in which you live. Indeed, one of the aims of the IB history course is to encourage you to develop the characteristics of IB learners; that is "internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (*IB Diploma Programme History guide*, March 2008). Your development as an IB learner will be helped and encouraged through the study of history.



What skills do you need as an IB history student?

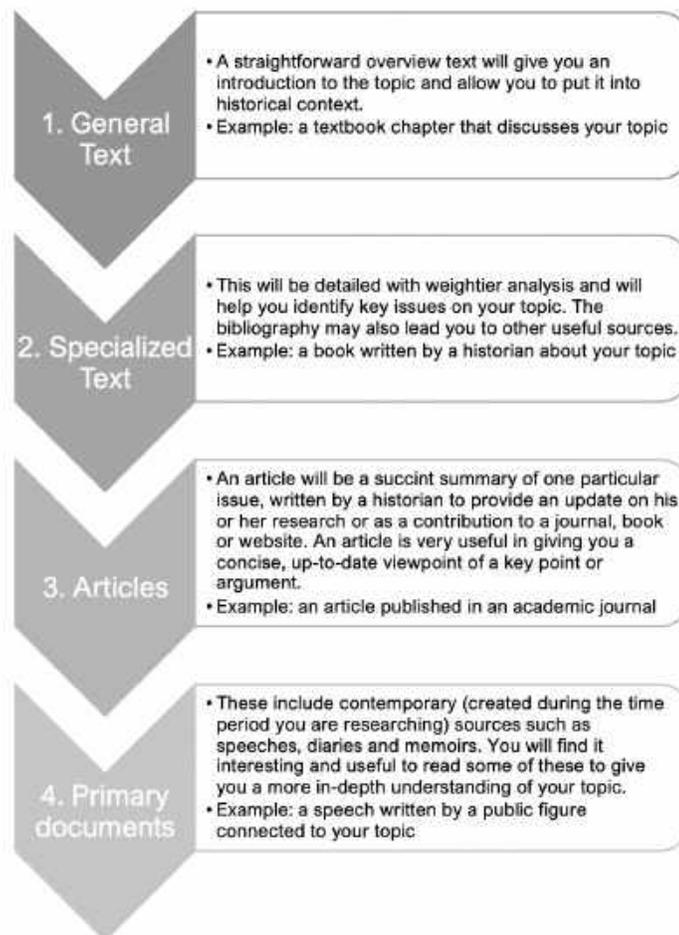
Evaluation, synthesis, and analysis are the skills you will need to succeed in essay writing. However, although it is the “lowest” level, knowledge is key for all historians – you will not be able to write good essays without having a strong knowledge base!



Finding Information

As a history student, you will read a wide range of texts and sources. Finding information is your starting point for research. The key rule is always to move from the general to the particular and from the simple to the complex. Starting with an overview of the topic you are researching will help you refine your research and maintain focus.

Follow this structure:



Be an ACTIVE Reader

Keep these tips in mind when you are given a reading assignment by your teacher, or when you are reading to prepare for an exam or paper.

- Make sure that you are clear on the **questions** that you want to answer from your reading
- Highlight or underline **key points**
- Draw up **timelines**; this will help you not only get a chronology of events sorted out but will help you to identify the importance of certain years, and where there are turning points
- Notice **headings, italics and bold face** in the text which are there to emphasize points and may help you with structuring your own notes
- Write **notes** after each section of the text
- Check any **vocabulary** that you are not sure about – check glossaries and keep a dictionary at hand, or open on your phone or computer
- **REFLECT** on what you read- Do you agree with everything? Does this account contradict any views you have already read? Be prepared to reflect on points made by historians and the evidence used to support their ideas

Techniques for Reading

Technique	Purpose	How to do it
Scanning	Get an overall purpose of a book or article and find out if its relevant to your needs	<ul style="list-style-type: none"> ○ Identify relevant words or topics ○ Look for relevant information in the introduction of a book, first and last paragraphs of a chapter, or first sentences of an article
Skimming	Get the “gist” or main idea* of a book or article before reading for detail	<ul style="list-style-type: none"> ○ Focus on the main points while “skimming over” the details
Detailed Reading	Get the details you need to support your arguments	<ul style="list-style-type: none"> ○ Read every word of the text ○ Re-read key sections

- *Key words and phrases used by historians to identify their main points:**
- Fundamental, key crucial
 - Led to...
 - Was the result of...
 - A turning point was...
 - Moreover...
 - The most important (cause or result) was...
 - It is obvious that...
 - Furthermore...

The essentials of note-taking

Why should I take notes?

- Notes help you get the most from your lessons – you have to **concentrate, listen and organize** the main points that are being made.
- You are starting to **comprehend and analyze** what is being said by sorting out what is important and what is not important
- You will be **actively involved** in reading and learning by deciding which points to record.
- It will help you **REMEMBER** what you read or heard.
- Notes are the **basis for studying** to prepare for a test, and for **gathering information** for essays or research papers.

Note-taking is a UNIQUE process for everyone!
You need to work out what works best for you. You may find yourself using different types of notes for different purposes or for different subjects.

Tips

- Start with a purpose – What are you looking for?
- Use your own words, but make sure you are accurate (pay attention to proper names and new vocabulary).
- Be **CONCISE**.
- Don't rely on highlighting alone – When you highlight key points in a text, write these down into a coherent set of notes.
- Use abbreviations. This is especially helpful when taking lecture notes.
- **HAND WRITE** – it involves deeper cognitive processing than typing.

Useful symbols and abbreviations to use when note-taking

Symbols

→	leads to, produces, results in	∴	therefore
>	greater than, more, larger	↑	increase
<	less than, smaller, fewer than	↓	decrease
#	number	=	results in
+	and, plus, in addition to	?	question, doubt, possibility
Δ	change	↔	linked, interrelated, connected to
~	around, approximately, similar to	≠	not equal, not the same as
¶	paragraph	@	at

Abbreviations

incl.	including
excl.	excluding
re:	regarding; with reference to
approx.	approximately
ltd	limited
vs	versus, against
v	very
vv	extremely
C	century
w/	with
w/o	without
b/c	because
s/t	something
s/o	someone
b/4	before
govt.	government
impt.	important
ppl	people
natl.	national
edu	education
esp.	especially
p. / pp.	page/ pages

Latin terms

N.B.	important note (from the Latin <i>nota bene</i> : mark well)
e.g.	for example (from the Latin <i>exempli gratia</i>)
i.e.	that is (from the Latin <i>id est</i>)
cf.	compare (from the Latin <i>confer</i>)
etc.	and other similar things (from the Latin <i>et cetera</i> : and the rest)
et al.	and other authors
ibid.	from the same source as the previous reference

Linear/Outline Notes

Paris Peace Conference (1919 - 1920)

1. USA

- a. Woodrow Wilson (US Pres) = idealist who wanted to build a more peaceful world
 - i. Hoped that his 14 points would allow for a new political and international world order which he believed that the USA should lead
 1. Self-determination
 2. Open diplomacy
 3. World disarmament
 4. Economic integration
 5. Establishment of the League of Nations (LON)
 - ii. Little support for Wilson's work among the US public and Senate
 - 1. Did not want to get further involved in European affairs → policy of isolationism

2. France

- a. Georges Clemenceau (PM) wanted a harsh settlement to ensure that Germany would not threaten France again
 - i. Planned to achieve this through economic, military and territorial terms
 - ii. Would retain wartime links with the USA and UK and would make concessions to achieve this

Grid System

Efforts at Disarmament

	Terms	Problems
Four Power Treaty (1921)	<ul style="list-style-type: none"> • US, Britain, France, Japan • Maintenance of the status quo in the Pacific, where no country seeks further territorial expansion 	<ul style="list-style-type: none"> • Terminated the Anglo-Japanese Alliance of 1902 • Involved small number of nations
Washington Naval Treaty (1922)	<ul style="list-style-type: none"> • US, Britain, Japan, Italy and France • A ten year pause in the construction of battleships or battlecruisers • Naval fleet ratio of 5:5:3:1.75:1.75 	<ul style="list-style-type: none"> • France and Japan dissatisfied with ratios • Did not involve any other aspects of military
Nine Power Treaty (1922)	<ul style="list-style-type: none"> • Promised to guarantee the territorial integrity of China 	<ul style="list-style-type: none"> • Evident in how the Manchurian Crisis (1931) happened, this was not properly enforced

Mind Maps

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

Cornell Notes

CUES

WRITTEN SOON AFTER CLASS

ANTICIPATED EXAM QUESTIONS

MAIN IDEAS OR PEOPLE

VOCABULARY WORDS

USED FOR REVIEW & STUDY

NAME, DATE, TOPIC, CLASS

NOTES

TAKEN DURING CLASS

- MAIN POINTS
- BULLET POINTS
- DIAGRAMS / CHARTS
- ABBREVIATE
- PARAPHRASE
- OUTLINES
- LEAVE SPACE BETWEEN TOPICS

CORNELL NOTE-TAKING METHOD

2 1/2"

6"

SUMMARY

WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

Name: Mrs. Simpson
Date: April 2, 2018

Skill or Standard for focus / Objective: The standard. Skill, or learning objective for the lesson goes in this box!

CORNELL NOTES

NOTE TAKING COLUMN:

This section of your page is dedicated to lesson time and in-class note taking. You might want to include:

- main points
- diagrams, graphs, sketches, drawings, or charts
- Bullet points
- Concise sentences
- Shortened abbreviations/symbols / paraphrasing

Also try to leave lines between points so you can go back in and add any brief notes you may have missed. This extra space will also give you a sense of clarity.

You don't have to use a ruled line version - try one with a blank note-taking section to experiment with mindmapping or doodles - whatever tickles your fancy. Make it personal!

You might say this column is for the WHY'S and HOW'S with some of these guys thrown in!

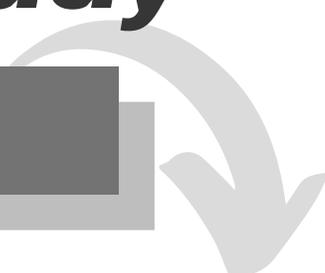
SUMMARY SECTION:

This section should be written last! It should also only really contain a basic, condensed summary of your notes in the cue column and important details of your main notes. It is used to quickly find and digest info later.

WHAT'S WHO'S WHEN'S and WHERE'S

How to Study

Before you start



- Start with a **plan**. Check what you need to know. Did your teacher provide a study guide or list of topics?
- Establish **goals** – How do you want to score on the exam? What do you need to do to reach that goal?
- Create a **schedule** to balance studying for different classes. It's better to study for shorter sessions over a longer period of time than to "cram" the night before an exam. Plan study sessions that last about 1 hour 2-3 times a week per subject. Take breaks and sleep, please.

Revise your notes



- **Add** to your class notes by rewriting them or adding additional information in the margins.
- Be sure to understand the type of exam you are taking. Is it an essay exam? Did your teacher provide the prompts ahead of time? If so, use your notes to create a practice **outline** to plan your writing
- There's no way around it – you're going to have to memorize some information. **Writing** the material down (by hand) and **testing yourself** on your knowledge is key to retaining that information.

Continual review



- **Rereading** and **reviewing** your notes is CRITICAL.
- Use **flash cards** or try making your own review cards on Quizlet.com to test yourself.

Try different styles of studying based on how you learn best

If you are a VISUAL learner...



- Create a mind map or diagram
- Color code your notes or add doodles/ visuals
- Use diagrams or graphs
- Highlight different themes in different colors
- Watch Crash Course videos or documentaries to review

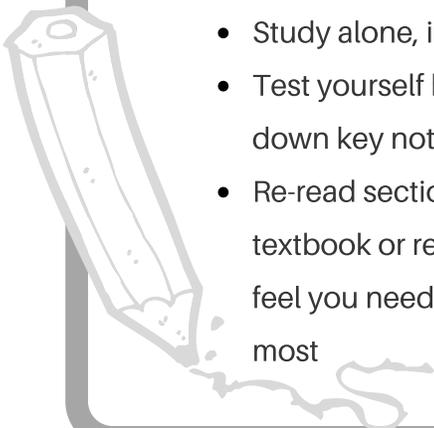
If you are an AUDITORY learner (you learn best from hearing)...

- Read your notes out loud
- Make a sound recording of key events, dates and ideas and listen to it later
- Study with a friend and test each other out loud
- Think of songs you like and make associations with the tune and the information in your notes



If you are a READING and WRITING learner...

- Copy and re-copy your notes, refining or condensing the content each time
- Study alone, in silence
- Test yourself by writing down key notes
- Re-read sections of the textbook or readings you feel you need to review the most



If you are a KINESTHETIC learner (you learn from physical activity)...

- Rewrite your notes using different tools (a pen, a pencil, a highlighter)
- Use index cards to make flash cards
- Go through what you know from memory while doing another activity, like swimming or jogging
- Stand up or pace while reviewing your notes

