

# Happy Asian Pacific American Month!

1. **TURN IN YOUR PHONE TO ME! ¡ENTREGUE SU TELÉFONO A MÍ!**

2. **If you were absent, find your work in the absent bin.**

Si estuviste ausente, encuentra tu trabajo en el contenedor ausente.

3. Turn in Missing Assignments! Gire en las asignaciones que faltan!

4. Take out your DO Now Sheet Saque su hoja DO Now

5. Write No School in Wednesday. No escribir escuela en miercoles

6. **In Friday, answer the below question.**

En el lunes, responde pregunta.

Are you like the cub? Why or  
Why not?

¿Eres como el cachorro?

¿Por qué o por qué no?





Turn your Do Now into the tray.

Convierte tu respuesta en la bandeja.

You have until the end of the song.

Tienes hasta el final de la canción.

# Grade Boost Packet and Project

- If you earned a 0 to a 40 last quarter, you will have to complete **both** the packet and a project.  
Si obtuvo un 0 a un 40 en el último trimestre, deberá **completar el paquete y un proyecto.**
- If you earned a 41 to a 59 last quarter, you can complete the packet **or** a project.  
Si obtuvo un resultado de 41 a 59 en el último trimestre, puede **completar el paquete o un proyecto.**
- If you would like to boost your 4th quarter formal grade, you can complete **a** project.  
Si desea aumentar su calificación formal del cuarto trimestre, puede completar **un** proyecto.

**More information and the documents are in your email.**

Más información y los documentos están en su correo electrónico.

# Things you should know...

**Grade Boost Packet and Project are due May 6<sup>th</sup>!**

¡El paquete y proyecto de refuerzo de grado se entregarán el 6 de mayo!

**Recovery will be offered Monday, Tuesday, Thursday, and Saturday.**

La recuperación se ofrecerá los lunes, martes, jueves y sábado.

**Last day to turn in your work is May 24<sup>th</sup>.**

El último día para entregar tu trabajo es el 24 de mayo.

**Final Exams begin in 19 school days!**

¡Los exámenes finales comienzan en 19 días escolares!

**Tutoring will be on Tuesday and Thursday from 2:30 to 4:00pm.**

La tutoría será los martes y jueves de 2:30 a 4:00 pm.

# 4th Quarter Class Data

People passing the course with 70 higher



2<sup>nd</sup> Block: 9

3<sup>rd</sup> Block: 9

4<sup>th</sup> Block: 8



**Kudos/Gloria:** Perfect Attendance

Miss Blackmon, Mr. Castro, Miss Cooper, Mr. Grande, Miss Ketevi, Miss Powell, Mr. Brace, Miss Espinoza, Mr. Lubin, D. Robinson, Mr. Uche, Miss Velazquez, Miss Alamilla, Mr. Anderson, Miss Angel, Mr. Chalmers, Miss Hoyt, Mr. McCrae

# Kudos



Perfect Attendance Winner

Miss Blackmon



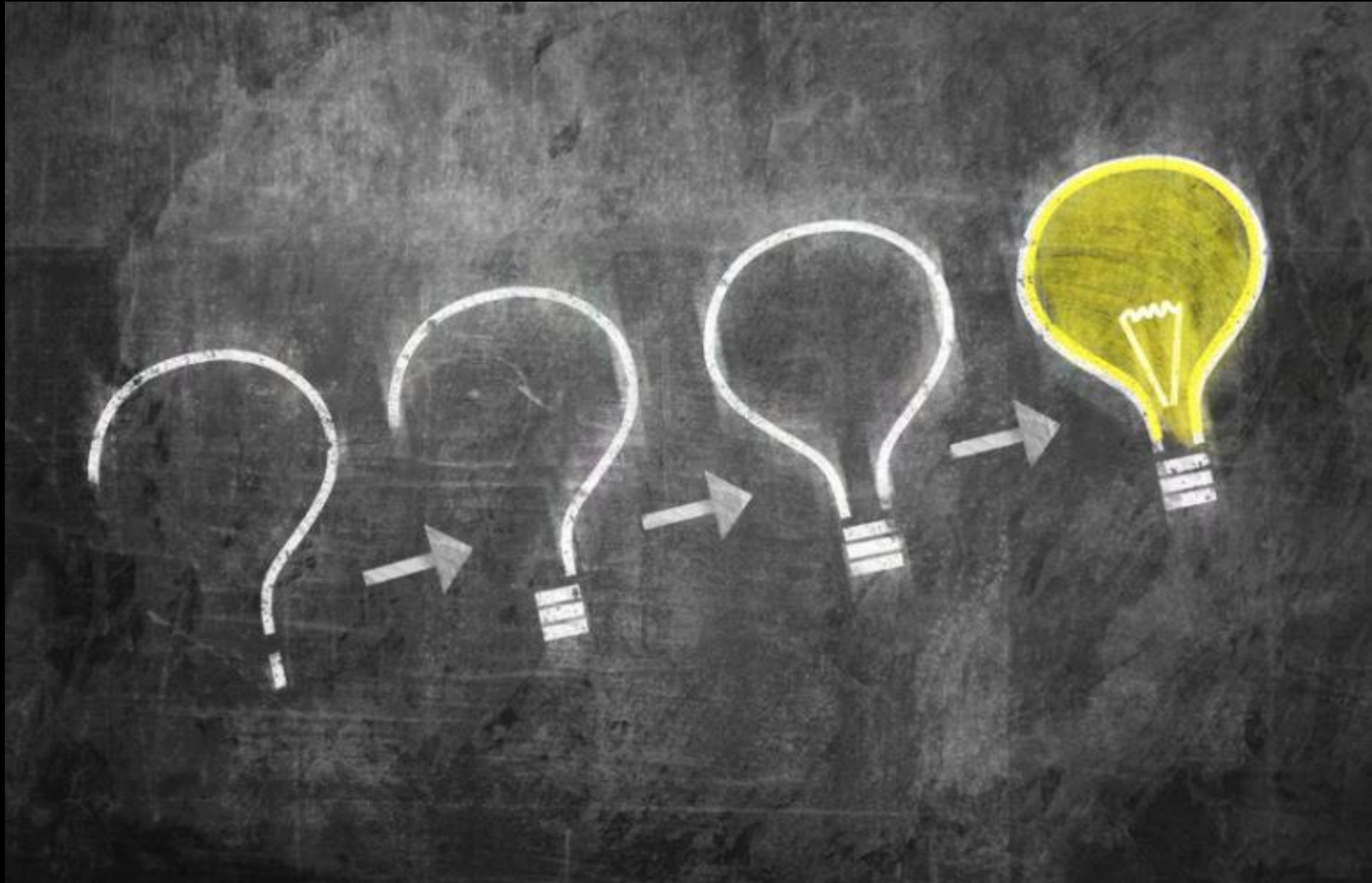
Extra Credit Earners

April: Mr. Dagout

May: Miss Blackmon, Mr. Grande, Miss Guzman, Miss Ketevi, Mr. Reyes,  
Mr. Richardson, Mr. Brace, Miss Espinoza, Miss Maradiaga, Miss  
Velazquez, Miss Angel, Miss Gatewood, Miss Grimsley, Miss Hoyt, Mr.  
McCrae, Miss White.



Questions about the last lesson?  
¿Preguntas sobre la última lección?



A graphic showing the time 3:00 in large white digits with a black outline, set against a background of a grey and white diamond-patterned tile floor.

3:00

# Test Prep

## DAB ON EM

A graphic showing the time 10:00 in large white digits with a black outline, set against a background of a colorful, abstract, multi-colored diamond-patterned tile floor.

10:00

1. **Count off by 8 / Cuenta de 8**

2. **In the hallway, find your corresponding test prep question**  
**En el pasillo, encuentra tu correspondiente pregunta de preparación para el examen.**

3. **Discuss with your group the answer and how you arrived at your answer**

**Discute con tu grupo la respuesta y cómo llegaste a tu respuesta.**

4. **Show your work! ¡Muestra tu trabajo!**



# Background Essay: Caption Method

We are going to chunk (**pedazo**) and summarize (**resumir**) this essay using the caption method.

According to the Treaty of Versailles, the Rhineland, a strip of land inside Germany bordering on France, Belgium and the Netherlands, was to be de-militarized. That is, no German troops were to be stationed inside that area or any fortifications built. The aim was to increase French security by making it impossible for Germany to invade France by surprise. Other terms restricted the German army to 100,000 men and the navy to just six ships. Germany objected to the terms of the treaty but were told to sign it or the war would begin again.

## Caption Method:

You will summarize each section with a hashtag (#) or a movie caption or song title.

## Método de subtítulos:

Resumirá cada sección con un hashtag (#) o un título de la película o canción.

# Background Essay: Caption Method

- Individually and Quietly
  - Read the rest of the essay and use the caption method for each section.
  - Lee el resto del ensayo y usa el método de subtítulos para cada sección.
- Class
  - What captions do you have for each section?



Caption This



share

10:00

# Index Card Summary

**Directions:** Put all of your captions into complete sentences and onto to an index cards. Write your name on the blank side of the index card.

Coloque todas sus leyendas en oraciones completas y en un índice de tarjetas.  
Escriba su nombre en el lado en blanco de la tarjeta de índice.

## Complete Sentence Structure:

1. Subject
  1. Noun; what is it about?
2. Predicate
  1. Verb; what is the action?
3. It has to make sense
4. Capitalization
  1. First letter in sentence
  2. Any proper nouns
5. Punctuation

## Background Essay Summary

The Treaty of Versailles...

**Turn in to me!**

PICK UP YOUR RUBRIC FROM THE TRAY  
CONVIERTE SU PRUEBA EN LA BANDEJA

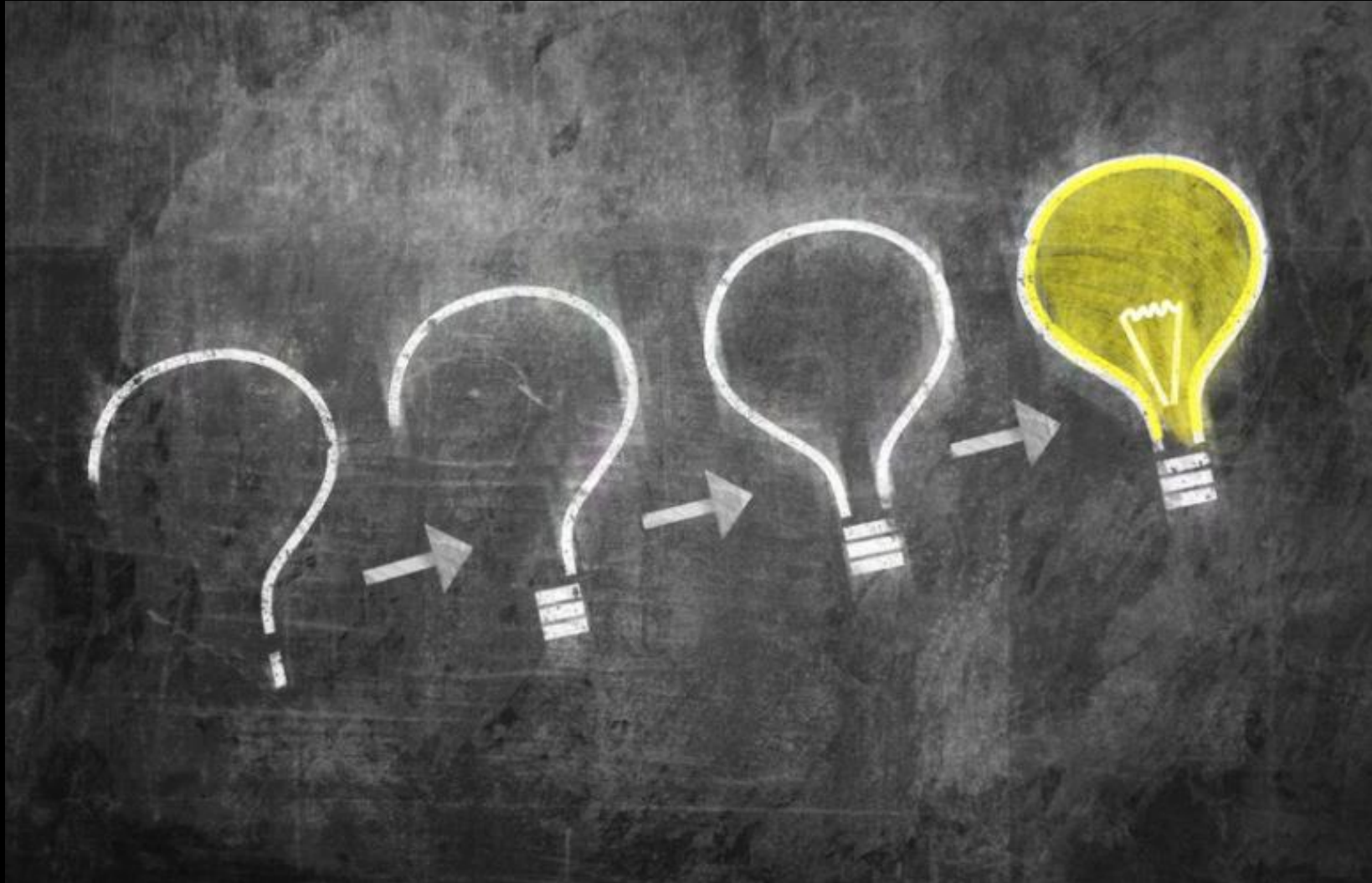
You have until the end of the song.  
Tienes hasta el final de la canción.



# DBQ Rubric

	5	4	3	2	1
Graphic Organizer	Student answered all 25 questions.	Student answered 20 questions.	Student answered 15 questions.	Student answered 10 questions.	Student answered 5 questions.
Claim/Thesis Statement	Student included a thesis and three claims.	Student included a thesis and two claims.	Student included a thesis and one claim.	Student included a thesis or a claim.	Student did not include a thesis or claim.
Properly cited citation	Student properly cited three document with analysis.	Student properly cited two document with analysis.	Student properly cited one document with analysis.	Student mentioned document with analysis.	Student mentioned document.
Format (Mechanics/ Grammar)	Student has five clear paragraphs with minimal mechanical and grammatical errors.	Student has five clear paragraphs with a few mechanical and grammatical errors.	Student has four clear paragraphs with a few mechanical and grammatical errors.	Student has three clear paragraphs with a few mechanical and grammatical errors.	Student has two clear paragraphs with a few mechanical and grammatical errors.

Question? Preguntas?





5:00




# Essay Preparation

- Skim over the documents to look for unfamiliar words.  
Revise los documentos para buscar palabras desconocidas.
- Find the definitions for the terms you do not know.  
Encuentra palabras desconocidas y defínelas.
- Read and annotate the document. Make notes on the text!  
Leer y anotar el documento. ¡Toma notas sobre el texto!
- Write down questions you have regarding the text.  
Escriba las preguntas que tenga sobre el texto.

Readers **Annotate** their texts

Underline unfamiliar words.

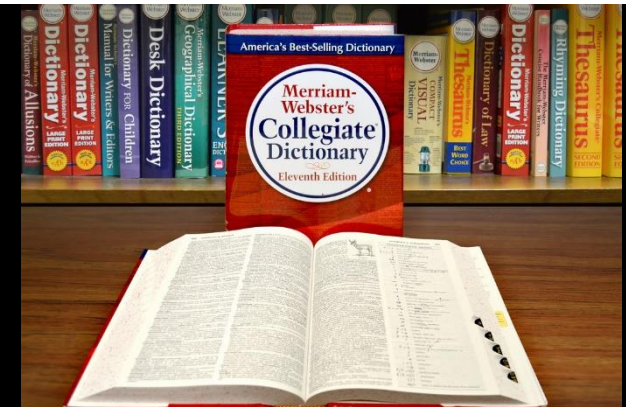
Draw arrows  to show related ideas.

Number 1. steps  
2. lists  
3. details

? Jot questions and confusions in the margin.      \* Label important ideas.

! Note ideas that you disagree with in the margin.      LOL Mark humorous ideas.

©2014 Smeekens Education Solutions, Inc. www.SmeekensEducation.com



Highlight information that provides the main idea and helps you answer the question.  
Resalta la información que proporciona la idea principal y te ayuda a responder la pregunta.

**Document A:**

In this excerpt from the book *Mein Kampf*, written in 1925-1926, Adolf Hitler explains some of his views while being imprisoned.

“One blood demands one Reich. Never will the German nation have the moral right to enter into colonial politics until, at least, it includes its own sons within a single state ... Oppressed territories are led back to the bosom of a common Reich, not by flaming protests, but by a mighty sword.”

**Document B:**

After Italy attacked Ethiopia, Haile Selassie, emperor of Ethiopia, asked the League of Nations for help in stopping the invasion. He asked for military sanctions but the League of Nations' response was ineffective. Haile Selassie used these words to the League of Nations in 1936:

“God and history will remember your judgment ... It is us today. It will be you tomorrow.”




# Essay Preparation

1. Skim over the documents to look for unfamiliar words.  
Revise los documentos para buscar palabras desconocidas.
2. Find the definitions for the terms you do not know.  
Encuentra palabras desconocidas y defínelas.
3. Read and annotate the document. Make notes on the text!  
Leer y anotar el documento. ¡Toma notas sobre el texto!
4. Write down questions you have regarding the text.  
Escriba las preguntas que tenga sobre el texto.
5. Fill in the document analysis chart with evidence from the texts.  
Completa la tabla de análisis de documentos con la evidencia de los textos.

Readers  
**Annotate** their texts

Underline unfamiliar words.

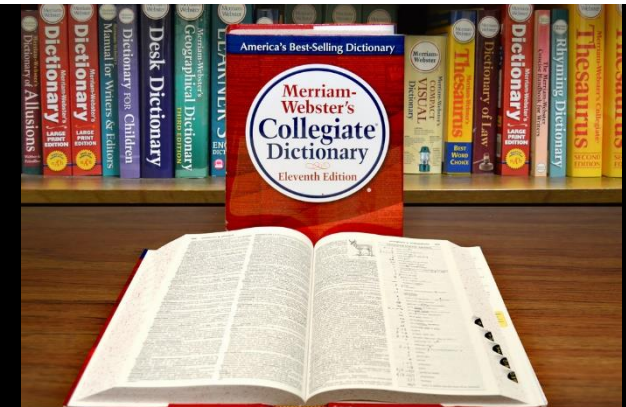
Draw arrows  to show related ideas.

Number **1.** steps  
**2.** lists  
**3.** details

? Jot questions and confusions in the margin.      \* Label important ideas.

! Note ideas that you disagree with in the margin.      LOL Mark humorous ideas.

©2014 Smeekens Education Solutions, Inc. www.SmeekensEducation.com



## Document Analysis Chart



<b>Documents</b>	<b>Document Analysis</b>
<p style="text-align: center;"><u>Document A</u></p> <p>Name:</p> <p>Author:</p> <p>Type (P/S):</p> <p>Date:</p>	<ol style="list-style-type: none"> <li>1. What does Hitler suggest is needed for Germany?</li> <li>2. How would that lead to war?</li> <li>3. Is this document for or against appeasement?</li> </ol>
<p style="text-align: center;"><u>Document B</u></p> <p>Name:</p> <p>Author:</p> <p>Type (P/S):</p> <p>Date:</p>	<ol style="list-style-type: none"> <li>1. According to Haile Selassie, who should stop the aggressors?</li> <li>2. What will happen if the aggressors are not stopped?</li> <li>3. Is this document for or against appeasement?</li> </ol>

# Brain Break



# Thesis Statement

**Was appeasing Hitler the right decision for Europe?**

**¿Apaciguar a Hitler fue la decisión correcta para Europa?**

What is your thesis or what side did you choose? ¿Cuál es su tesis o qué lado eligió?

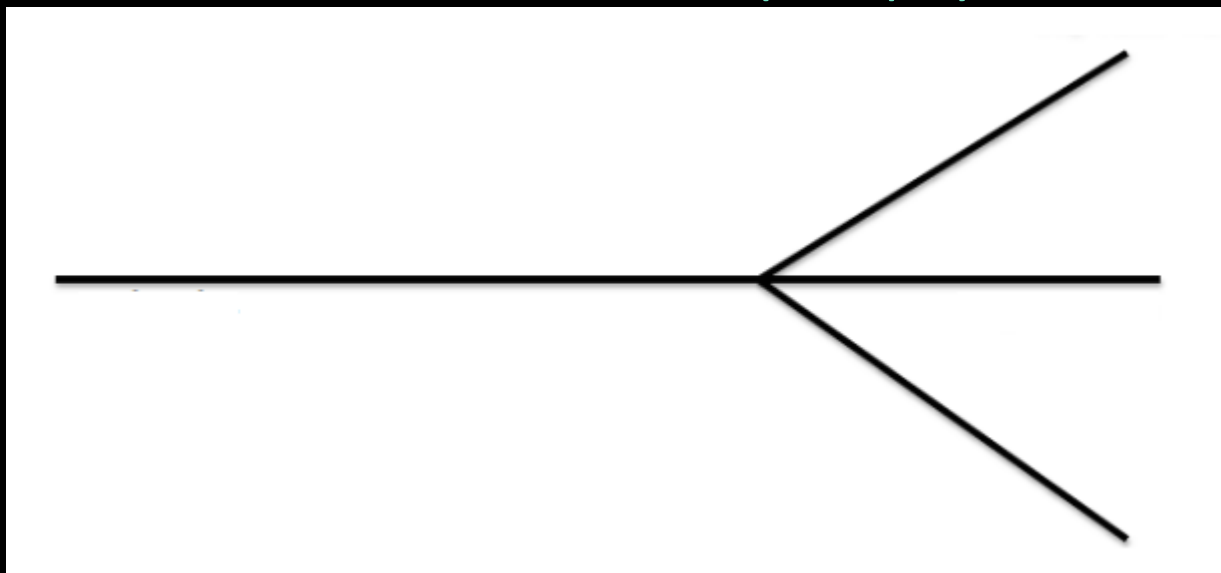
Appeasement was the right decision

Appeasement was the wrong decision

Why did you chose this side? ¿Por qué elegiste este lado?

EXPLAIN your thesis with three claims that support your reasoning

EXPLICA tu tesis con tres afirmaciones que apoyan tu razonamiento.



Thesis Statement / Declaración de la tesis:



# Was appeasing Hitler the right decision for Europe? ¿Apaciguar a Hitler fue la decisión correcta para Europa?

## Discussion Starters

I think \_\_\_\_\_ because \_\_\_\_\_

Based on the text Document \_\_\_\_, I think \_\_\_\_\_

What I hear you saying is...

I can add support to \_\_\_\_\_ with Document \_\_\_\_\_

I agree/disagree with \_\_\_\_\_ but/because \_\_\_\_\_

How does the text support that idea?

Does this document support that idea?

Can you say that again? I am not sure I fully understand your point.

# Introduction

## Thesis Statement and Historical Context

Use your index card summary to help you introduce Appeasement to the reader.  
Use el resumen de su tarjeta de índice para ayudarlo a presentar Apaciguamiento al lector.

Add when, where, and why to your thesis statement to answer the DBQ question and provide the reader with a whole picture.

Agregue cuándo, dónde y por qué a su declaración de tesis para responder a la pregunta de DBQ y brindar al lector una imagen completa.

**Was appeasing Hitler the right decision for Europe?**  
**¿Apaciguar a Hitler fue la decisión correcta para Europa?**

# Introduction Example

## Introduction:

### Thesis Statement and Historical Context

Appeasement is placating someone for the sake of peace.

Appeasing Hitler was the best decision because...

Appeasing Hitler was the worst decision because...

The Treaty of Versailles helped to set up a no win situation in Europe.

Apaciguar es aplacar a alguien por la paz.

Aplacar a Hitler fue la mejor decisión porque...

Aplacar a Hitler fue la peor decisión porque...

El Tratado de Versalles ayudó a establecer una situación de no ganar en Europa.

**Was appeasing Hitler the right decision for Europe?**

**¿Apaciguar a Hitler fue la decisión correcta para Europa?**

# Paragraph Breakdown

Introduction:

Thesis Statement and Historical Context

Body Paragraph:

Your claims and three documents that support that claim.

A proper citation is required to get the highest points.

Conclusion:

Summary or restate your argument using different words.

# Body Paragraphs

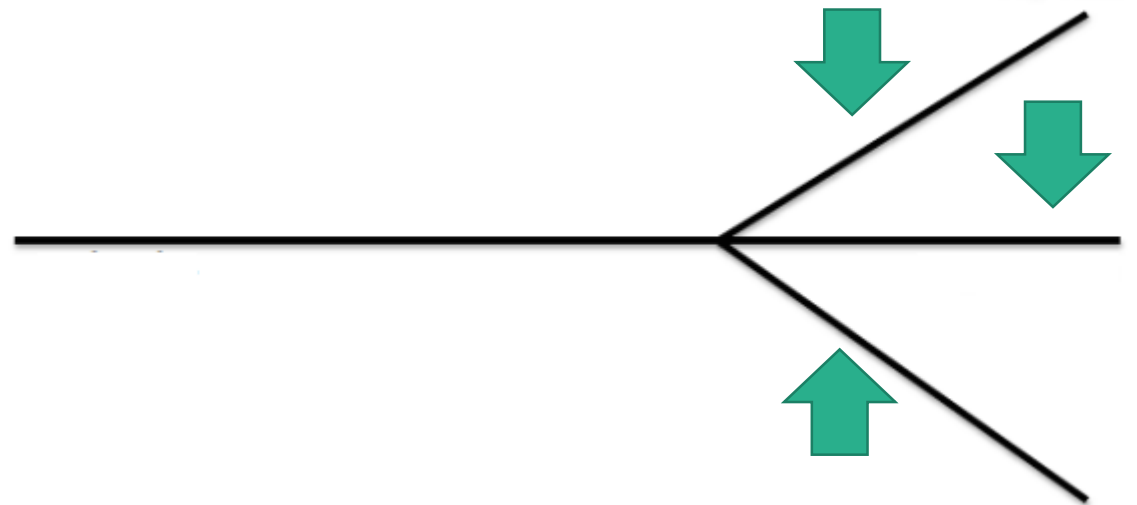
**Start your body paragraphs with a transition sentence.**  
Comience sus párrafos del cuerpo con una frase de transición.  
**This sentence reintroduces your claim to your readers.**  
Esta oración introduce su reclamo a sus lectores.

Example:

The lyrics make 90s music better than today's music.

Appeasement did not help Europe.  
Appeasement gave Europe an advantage.

El apaciguamiento no ayudó a Europa.  
El apaciguamiento da a Europa una ventaja.



# Paragraph Breakdown

Introduction:

Thesis Statement and Historical Context

Body Paragraph:

Your top claims and two documents that support that claim.

A proper citation is required to get the highest points.

Conclusion:

Counter Argument mention

Summary or restate your argument using different words.



# Conclusion Paragraph

State your counter argument and why it is weak.

This is your transition sentence or first sentence of the conclusion.

Indique su argumento contrario y por qué es débil como su oración de transición o la primera oración de la conclusión.

## Sentence Starters / Iniciadores de Oraciones

- ✓ Although... A pesar de que...
- ✓ Some people might say that... Algunas personas podrían decir que ...
- ✓ Some will state or argue... Algunos dirán o discutirán ...
- ✓ Those on the opposing side may say that... Aquellos en el lado opuesto pueden decir que...
- ✓ While it is true that... Si bien es cierto que ...

### Examples:

Although today's music is catchy, it cannot compare with 90s music.

Aunque la música de hoy es pegadiza, no se puede comparar con la música de los 90.

Some will say that today's music has a better beat. However, it cannot compete.

Algunos dirán que la música de hoy tiene un mejor ritmo. Sin embargo, no puede competir.

# Conclusion Paragraph

State your counter argument and why it is weak.

This is your transition sentence or first sentence of the conclusion.

Indique su argumento contrario y por qué es débil como su oración de transición o la primera oración de la conclusión.

Next restate your thesis and claims in a different way to sum up your points and position.

Repita su tesis y reclamaciones de una manera diferente para resumir sus puntos y posición

## Sentence Starters

### Iniciadores de Oraciones

- ✓ *This is not true for or because*
- ✓ *This may be true, but*
- ✓ *Nevertheless,*
- ✓ *On the other hand,*
- ✓ *Yet*
- ✓ *However*
- ✓ *Even so,*

### Examples:

Those on the opposing side will state that 90s music's lyrics were not always wholesome. This may be true but, today's music lyrics are much worse.

Aquellos en el lado opuesto afirmarán que las letras de la música de los 90 no siempre fueron saludables. Esto puede ser cierto, pero las letras de la música de hoy son mucho peores.

Today's music has some great hits. On the other hand, people at karaoke always sing 90s songs.

La música de hoy tiene algunos grandes éxitos. Por otro lado, la gente en el karaoke siempre canta canciones de los 90.

# Exit Ticket

Turning this in! ¡Volviendo esto!

1. Grab a sticky note
2. Write your name on the back
3. Answer the questions with at least two complete sentences.

1. Tomar una nota adhesiva
2. Escribe tu nombre en la parte posterior
3. Responda las preguntas con al menos dos oraciones completas.

1. What is appeasement?
2. What should the world have done?
  1. ¿Qué es el apaciguamiento?
2. ¿Qué debería haber hecho el mundo?

Place to the left white board! Colocar en el tablero blanco izquierdo!

# **\*\*Electronic Submissions ONLY\*\***

## Homework

### Homework

1. Read about your section
2. Missing Assignments
3. Study for Quiz
4. Grade Boost Packet/Project

### Electronic Submission Rules

- If work is emailed, it must arrive the night before the due date.
  - If the due date is Monday, your work needs to be in my inbox on Sunday night at 11:59:59!
- If the email comes in at 12:00, it will be assessed a late penalty.
- Print outs of assignments maybe turned in within the first five minutes of class.
- If the assignments is handed in after five minutes, it will be assessed a late penalty.
- Handwritten assignments will NOT be accepted unless given express permission

# Extra Help Materials {Cont.}

- Russia Revolution
  - <https://youtu.be/A5Y0zZqhEn8>
  - <https://youtu.be/9N8hsXQapjY>
  - <https://youtu.be/kp9vGSTqWvl> (Stop 2:40)
- China's Revolution
  - <https://youtu.be/1NLX-AmdyNg>
  - <https://youtu.be/klAjaujdE6M> (Stop at 4)
  - <https://youtu.be/UUCEeC4f6ts> (Stop 5:50)
- India's Revolution
  - <https://youtu.be/X2ZHv-pcle0>
  - <https://youtu.be/WW3uk95VGes>
  - [https://youtu.be/MRxc\\_f-7zm8](https://youtu.be/MRxc_f-7zm8)
  - <https://youtu.be/jq9a5eGU5Ds>
- Great Depression
  - <https://youtu.be/HupNDQwLN08>
  - <https://youtu.be/Sv7IP2qL0gg>
  - <https://youtu.be/fFu7us6bNSQ>

# Extra Help Materials {Cont.}

- Reformation
  - <https://youtu.be/D7gtYwQ1ubk>
  - <https://youtu.be/1o8oIELbNxE>
  - [https://youtu.be/Q2t9ZlbnJ\\_s](https://youtu.be/Q2t9ZlbnJ_s)
  - [https://youtu.be/C4d\\_7dOC-GQ](https://youtu.be/C4d_7dOC-GQ)
  - <https://youtu.be/TOufxhVywKw>
  - [https://youtu.be/M-9F7GPI\\_J4](https://youtu.be/M-9F7GPI_J4)
- Early Americans and Africans
  - <https://youtu.be/S5Lp0KrQTqM>
  - <https://youtu.be/O3YJMaL55TM>
- Exploration
  - <https://youtu.be/vf82WAw0lqw>
  - <https://youtu.be/GD3dgiDreGc>
- Columbian Exchange
  - <https://youtu.be/dRBipnpg6Wg>
  - <https://youtu.be/OwMcRljS3SM>
  - <https://youtu.be/HQPA5oNpfM4>
- Economics
  - <https://youtu.be/b4pnutYN97U>
  - <https://youtu.be/NWFXiHaGcWg>
- Atlantic Slave Trade
  - <https://youtu.be/0IJrhQE6DZk>
  - [https://youtu.be/dnV\\_MTFEGiy](https://youtu.be/dnV_MTFEGiy)
  - <http://bit.ly/2pbPbNv>
- Scientific Revolution/Enlightenment
  - <https://youtu.be/drgsZc8Gjb8>
  - <https://youtu.be/9hodYUDDfsY>
  - <https://youtu.be/LNBkHhUZdro>
  - [https://youtu.be/u84di7LHS\\_M](https://youtu.be/u84di7LHS_M)
  - [https://youtu.be/CP8k\\_f3PFq8](https://youtu.be/CP8k_f3PFq8)
- American Revolution
  - <https://youtu.be/p8BwWBc571k>
  - <https://youtu.be/HIUiSBXQHCw>
- French Revolution
  - <https://youtu.be/VEZqarUnVpo>
  - <https://youtu.be/ITTvKwCylFY>
  - [https://youtu.be/IF4IPWU\\_qxY](https://youtu.be/IF4IPWU_qxY)
  - <http://bit.ly/FrenchRevVideos>
- Napoleon Bonaparte/Cong. of Vienna
  - <https://youtu.be/t05O-iVx2R8>
  - <https://youtu.be/hrR8H8roNI8>
  - <https://youtu.be/9l21Mbhnguk>
  - [https://youtu.be/Kw\\_aFcqizWU](https://youtu.be/Kw_aFcqizWU)
- Industrial Revolution
  - <https://youtu.be/7mxhObloHdg>
  - <https://youtu.be/zhL5DCizj5c>
  - [https://youtu.be/6QKIts2\\_yJ0](https://youtu.be/6QKIts2_yJ0)
- Economics
  - <https://youtu.be/gFJlivYEdAI>
  - <https://youtu.be/zBxW2WLO9d8>
  - <https://youtu.be/B3u4EFTwprM>
- World War I:
  - <https://youtu.be/Cd2ch4XV84s>
  - <https://youtu.be/tletwavDMgM>
  - <https://youtu.be/24i4ncHuf6A>
  - <http://bit.ly/TrenchWGame>
  - <https://youtu.be/j8HmPNgOC2Q>
  - <https://youtu.be/DHn1Egt6Xdg>
  - <https://youtu.be/k7v3cq1ZJjM>
  - <https://youtu.be/oEFo4o579G8>
  - <https://youtu.be/-3UjJ5kxiLI>

# Extra Help Materials

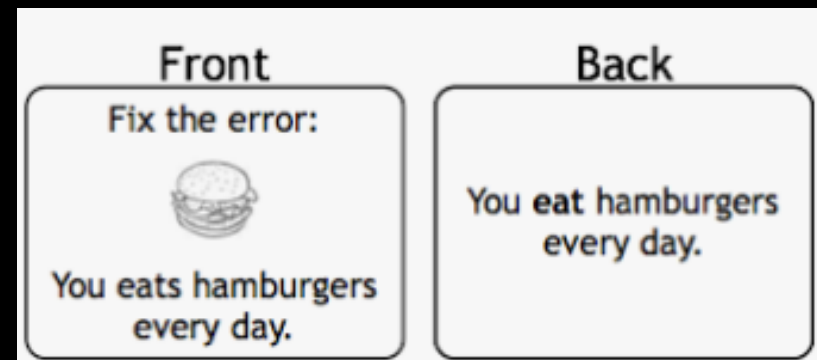
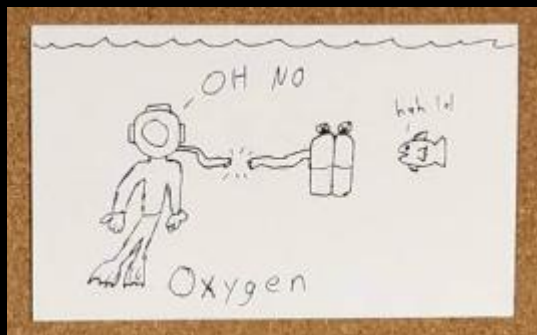
- This Quarter Materials
  - Review Game:
    - <https://join.quizizz.com> 696922
    - Review Game:
      - <https://quizlet.com/> 619aso
      - <https://quizlet.com/> 613ahi
- Historical Tools:
  - Primary and Secondary Sources
    - <https://youtu.be/xIdm6RguzRM>
  - Timeline
    - <https://youtu.be/842mEdbuTJs>
  - Continents and Oceans
    - <https://youtu.be/OCihWUruLRY>
- Early Humans
  - <https://youtu.be/bhzQFIZuNFY>
  - <https://youtu.be/Y1FaVW1nCuc>
- River Valley Civilizations
  - Fertile Crescent:
    - <https://youtu.be/RbKEASap4OE>
    - [https://youtu.be/sohXPx\\_XZ6Y](https://youtu.be/sohXPx_XZ6Y)
  - Egypt:
    - <https://youtu.be/960mk5JR5Bk>
    - <https://youtu.be/Z3Wvw6BivVI>
  - China:
    - <https://youtu.be/t4ADyduFCys>
    - <https://youtu.be/yIWORyToTo4>
  - Indus River:
    - <https://youtu.be/9peDRkO-TLc>
    - <https://youtu.be/n7ndRwqJYDM>
- Religions
  - Hinduism: <https://youtu.be/lmV2Wd8bOcc>
  - Buddhism: <https://youtu.be/uajX2cSTmll>
  - Judaism: <https://youtu.be/HyEaAcPGAHA>
  - Christianity: <https://youtu.be/Ut-UOhY0s8E>
  - Islam:
    - <http://bit.ly/IslamPopQ>
    - <https://youtu.be/TpcbfxtdoI8>
    - <https://youtu.be/IOF5Xsh7K5Y>
    - <https://youtu.be/zvy0Cb0iHa8>
- Greece
  - <https://youtu.be/5FVpL4ma8nQ>
  - <https://youtu.be/Q-mkVSasZIM>
  - <https://youtu.be/0F5qlu3nSDY>
  - <https://youtu.be/JgG9Go1Pdug>
  - <https://youtu.be/KbhUtZB5EqY>
- Rome
  - <http://bit.ly/RomanVocab122>
  - <http://bit.ly/RomanFallFactors>
  - <https://youtu.be/m5V-IK1cEtE>
  - <https://youtu.be/mFYHmln0qLg>
  - <https://youtu.be/3PszVWZNWVA>
  - <https://youtu.be/FI1yIlg4GKv8>
  - <https://youtu.be/rCzqxSpu9wM>
- Test Taking Strategies
  - <https://youtu.be/mPnt9AFaTdc>
  - [https://youtu.be/Q1y8c\\_MZYvE](https://youtu.be/Q1y8c_MZYvE)
  - <https://youtu.be/AIsdnhNDmyY>
  - <https://youtu.be/l-gQLqv9f4o>
- Middle Ages
  - <https://youtu.be/QV7CanyzhZg>
  - [https://youtu.be/Gqeyi\\_ZvFHo](https://youtu.be/Gqeyi_ZvFHo)
  - <https://youtu.be/cTTaVnZyG2g>
  - <https://youtu.be/Gd4lopIPObA>
  - <https://youtu.be/GVMvl05hCrI>
- Crusades
  - [https://youtu.be/Dv\\_Gussoya8](https://youtu.be/Dv_Gussoya8)
- Development of England/France:
  - <http://bit.ly/100YWG>
  - [https://youtu.be/F\\_5My8XH-n0](https://youtu.be/F_5My8XH-n0)
  - <https://youtu.be/ZdHdZ77WvWM>
  - <https://youtu.be/EsMenflFprw>
- Conflicts in the Middle Ages
  - <https://youtu.be/5Wre7IF9rKs>
  - [https://youtu.be/Ya\\_BL8nqkUK](https://youtu.be/Ya_BL8nqkUK)
  - [https://youtu.be/fu\\_ZU9P2fv8](https://youtu.be/fu_ZU9P2fv8)
  - <https://youtu.be/CgoBCyOixdQ>
- Black Death
  - <https://youtu.be/v8Gk1a-RMAM>
  - <https://youtu.be/kScxc9DPnY>
  - <https://youtu.be/sFUQCWghjWc>
  - <https://youtu.be/mVSHieg9Jac>
- Renaissance
  - [https://youtu.be/t-uMRU\\_6TaE](https://youtu.be/t-uMRU_6TaE)

# Flashcards

Effective flashcards have combine pictures and words to describe each vocabulary word while writing the definition on the back.

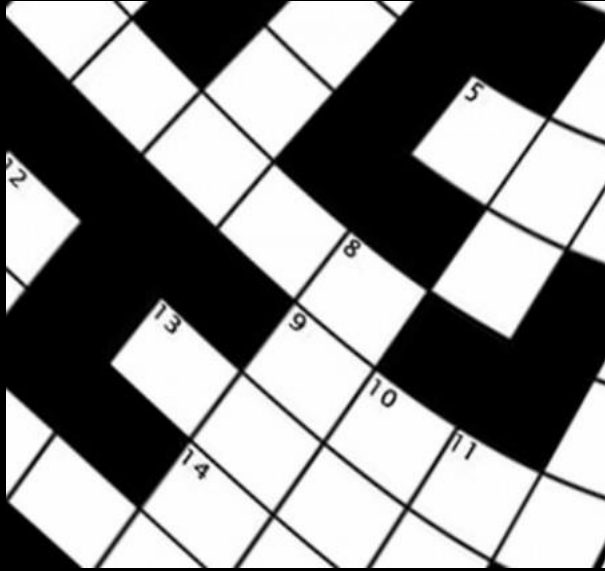
1. Draw your view of the vocabulary word on one side
2. Write the definition on the other side of the same card.
3. One vocabulary word per card
4. Answer yourself verbally and use the cards both ways.

<https://youtu.be/mzCEJVtEDOU>

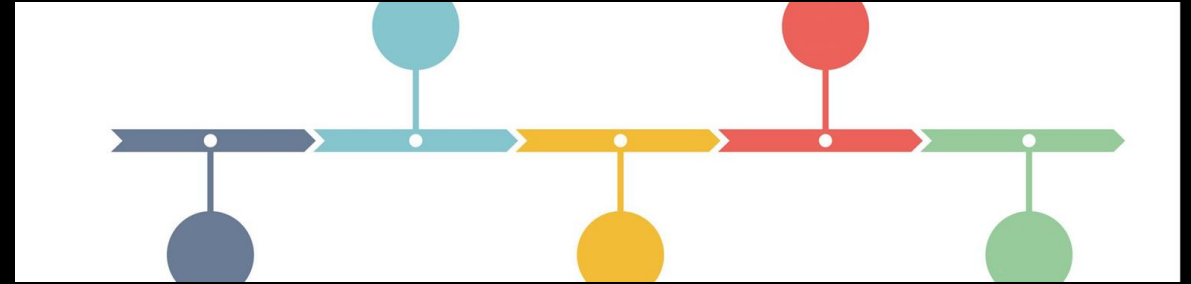




# Study Strategies!



- Go to <https://crosswordlabs.com/>
- Go through your packet of notes
- Create a TWENTY clue crossword
- Use vocabulary and proper nouns
- Save and email to a peer for a great review!



- Write the main historical events of the day on individual flash cards.
- Place the date on one side and the event on the other.
- Mix up the cards with the event facing you
- Put the cards in chronological order without looking at the dates