

# Happy Asian Pacific American Month!

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

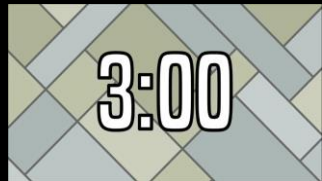
2. **If you were absent, find your work in the absent bin.**

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

3. Sit in the outside seats. Siéntese en los asientos exteriores.

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

5. Take out your DO Now Sheet Saca tu hoja de DO Now



6. **In Tuesday, responde la pregunta.**

En martes, responde la pregunta

**What are the steps of your multiple choice test taking strategy? (Write it all out)**

**¿Cuáles son los pasos de su estrategia de toma de prueba de opción múltiple? (Escríbelo todo)**

# Things you should know...

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 24th.

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

Final Exams begin in 18 school days!

¡Los exámenes finales comienzan en 18 días escolares!

Last day of school is in 23 school days!

¡El último día de clases es en 23 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:

Mr. Smith, Mr. Reyes, Mr. Uche, and Miss Grimsley



# Test Prep

## DAB ON EM

1. The Munich Conference was held to address the problem of a German threat to which nation?
  - a. Poland.
  - b. Hungary.
  - c. Austria.
  - d. Czechoslovakia.

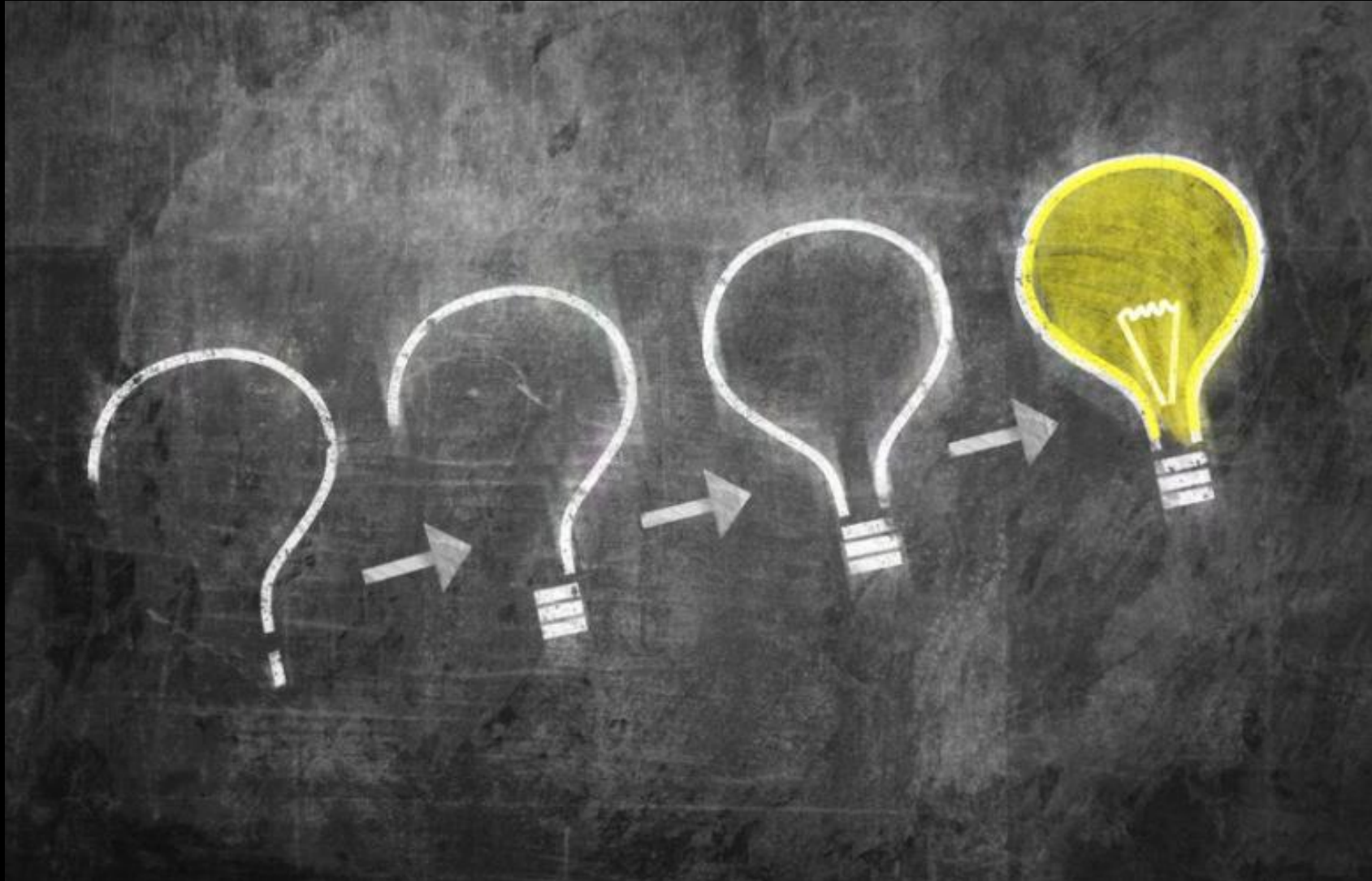


Test Prep

DAB ON EM

2. The appeasement policy followed by Western European leaders in the late 1930s was based primarily on the belief that war could be avoided by...
- a. satisfying Hitler's desire for territorial expansion.
  - b. encouraging communist expansion into Nazi Germany.
  - c. limiting the development of Germany's armed forces.
  - d. appealing to the League of Nations for international cooperation.

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



# 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.

# 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?

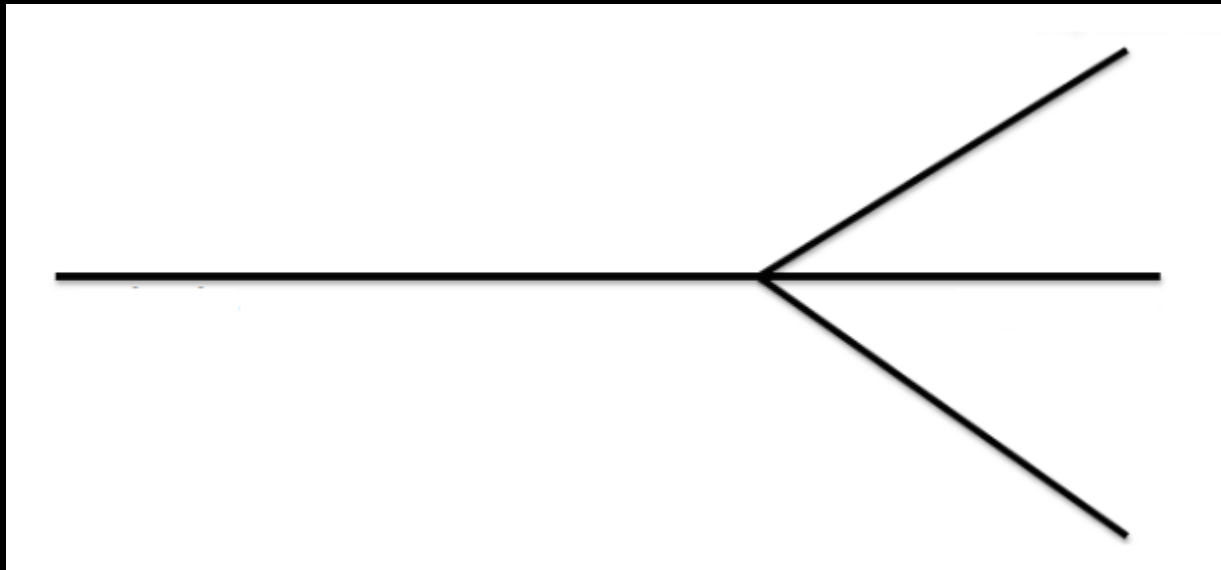
**Appeasement was the right decision**

**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:



# 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.

5:00

# Body Paragraphs

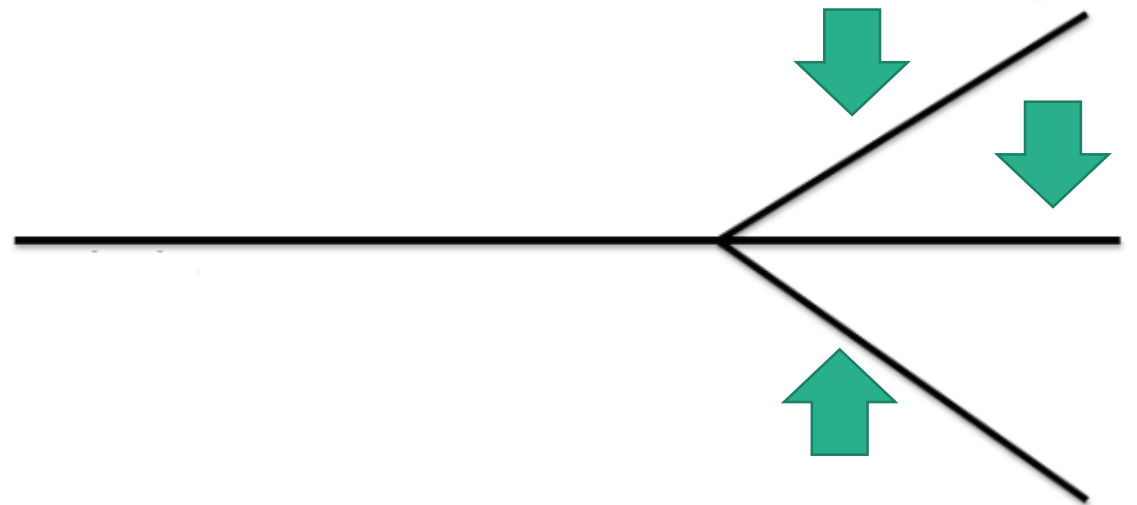
Start your body paragraphs with a transition sentence.  
Comience sus párrafos del cuerpo con una frase de transición.  
This sentence reintroduces your claim to your readers.  
Esta oración introduce su reclamo a sus lectores.

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

Indique su argumento contrario. 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

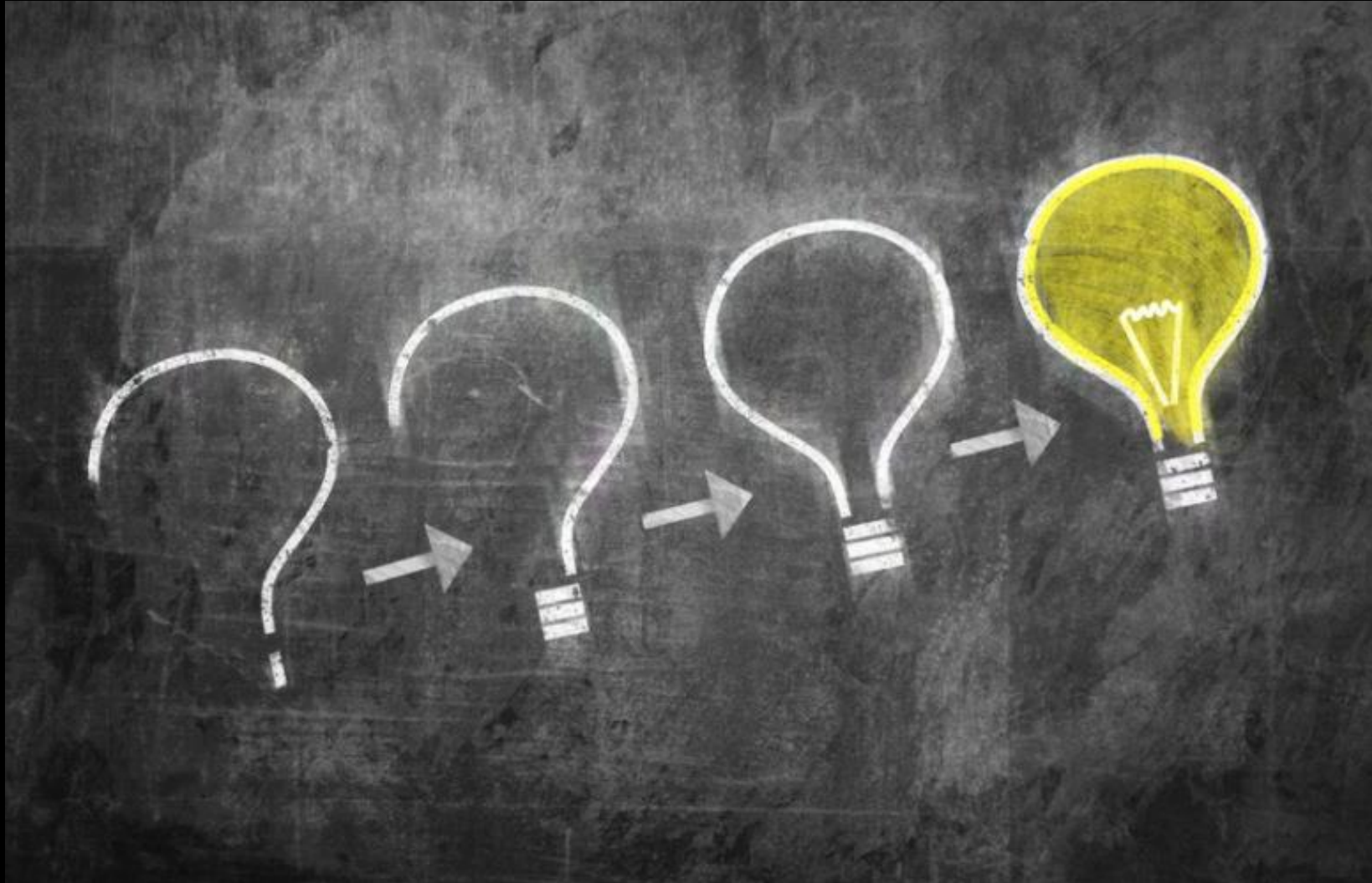
- ✓ Although... A pesar de que...
- ✓ Some people might say that... Algunas personas podrían decir que ...
- ✓ Some will state or argue... Algunos dirán o discutirán ...
- ✓ Those on the opposing side may say that... Aquellos en el lado opuesto pueden decir que...
- ✓ While it is true that... Si bien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

### Examples:

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.

Question? Preguntas?



# 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.

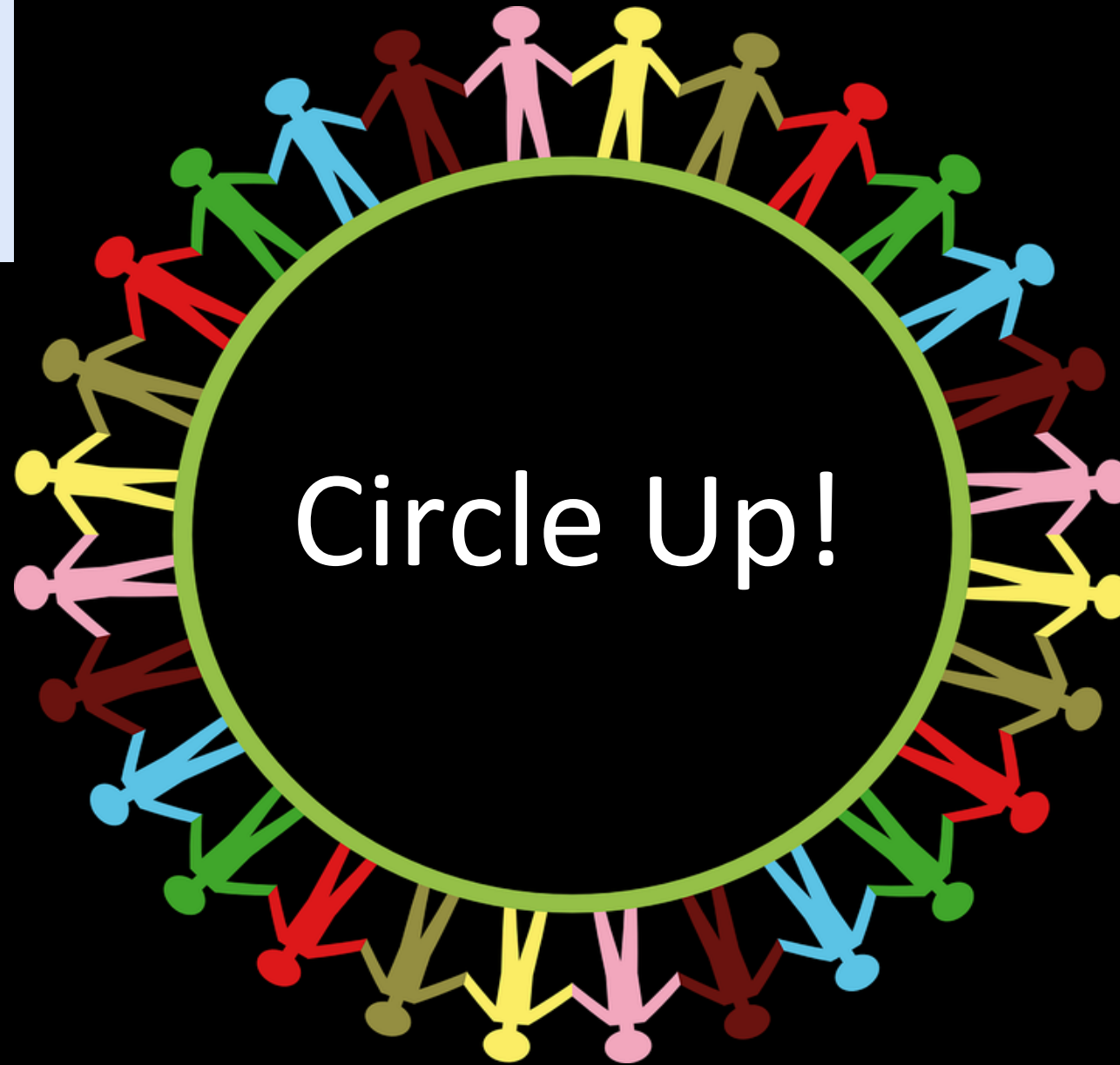
Conclusion:

Counter Argument mention

Summary or restate your argument using different words.



0:30



# Circle Up!

What is your first and last name? ¿Cuál es su nombre y apellido?

If you won a million dollars. What is the first thing you would do?

Si ganaste un millón de dólares. ¿Qué es lo primero que harías?

Why did you choose this?

¿Por qué elegiste esto?

Have you set yourself up to earn a million dollars by studying now?

¿Te has preparado para ganar un millón de dólares estudiando ahora?

# Circle Up!

How well would you do on your NCFE if it was tomorrow?

1 is poorly 5 is very well

¿Qué tan bien haría en su NCFE si fuera mañana?

1 es mal 5 es muy bueno

How are you feeling?

¿Como te sientes?





# Today's Notes [ID]

1. Take out a sheet of paper
2. Write your heading
3. Title: The Holocaust

EQ: How did the conflict between Jewish culture and German nationalism influence global society?

1. Toma una hoja de papel.
2. Escribe tu encabezado
3. Título: El Holocausto

EQ: ¿Cómo influyó el conflicto entre la cultura judía y el nacionalismo alemán en la sociedad global?



First and Last Name

5.7.19

World History

Block #

The Holocaust

EQ: How did the conflict between Jewish culture and German nationalism influence global society?



# ID Cards

Read who you are.



# Video Notes

UNITED STATES  
HOLOCAUST  
MEMORIAL  
MUSEUM

Take note of the types of propaganda as well as the intention behind the propaganda.  
Tome nota de los tipos de propaganda, así como la intención detrás de la propaganda.

# Holocaust

- Hitler proposed:
  - Germans were the “Master Race” and everyone else is inferior
- This racist message led to the **Holocaust / Holocausto**
  - **Systematic mass slaughter of Jews and other groups judged inferior by the Nazis**  
Masacre masiva sistemática de judíos y otros grupos juzgados por los nazis.





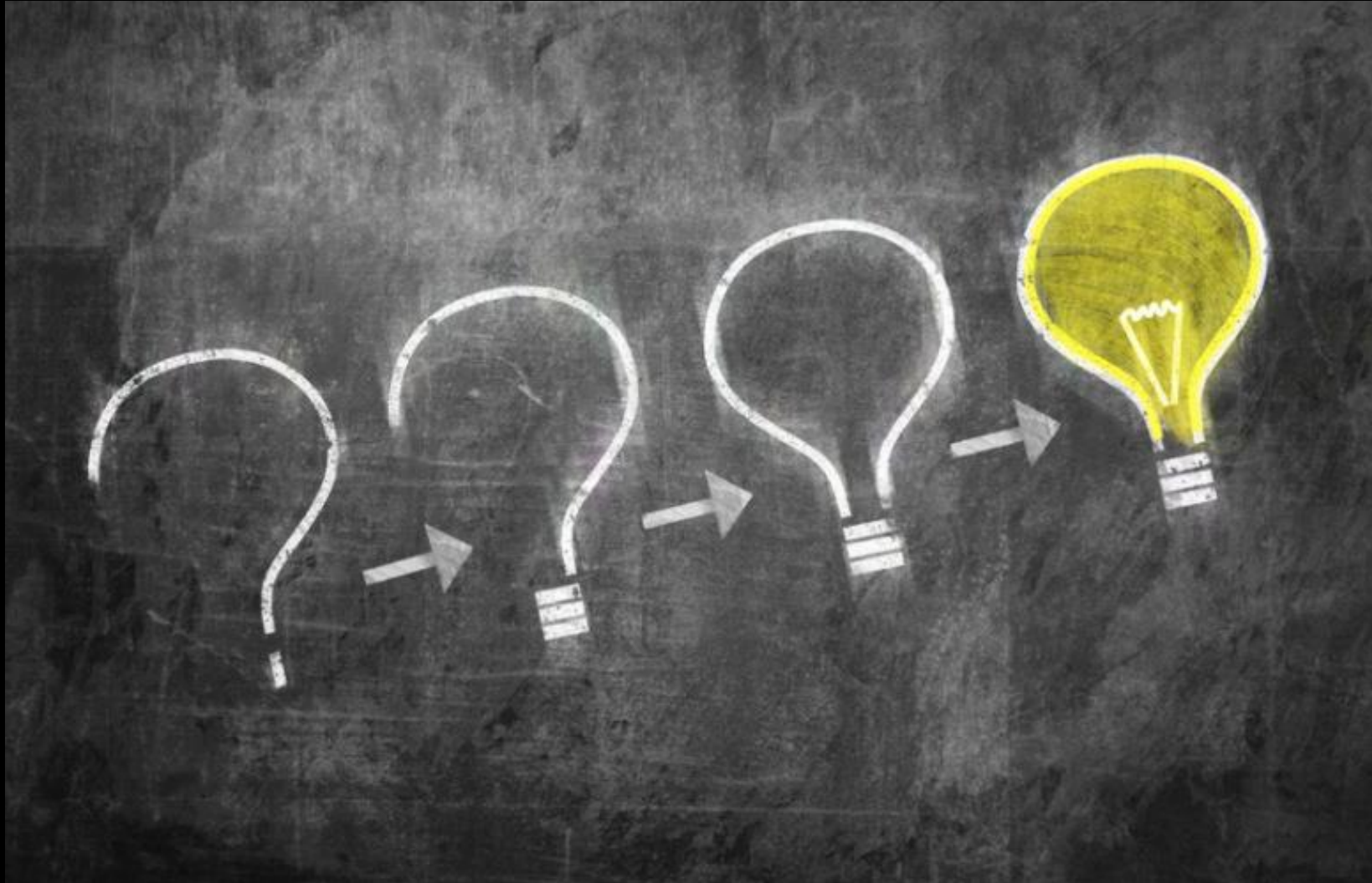


# Holocaust Beginnings

- Nazis began targeting the Jews in 1935  
Los nazis comenzaron a atacar a los judíos en 1935.
  - Passed laws called **Nuremberg Laws** that **stripped Jews of their rights.**
  - Las leyes aprobadas llamaron leyes de Nuremberg que despojaron a los judíos de sus derechos.
- On **November 9, 1938** the  
El 9 de noviembre de 1938 el
  - **Kristallnacht** or "**Night of Broken Glass**"  
Kristallnacht o "**Noche de vidrios rotos**"
  - **Hundreds of business and synagogues were trashed**  
Cientos de negocios y sinagogas fueron destruidos



Question? Preguntas?



# Pulse Check



1. What kinds of propaganda was used to target the Jewish people?  
¿Qué tipo de propaganda se utilizó para atacar al pueblo judío?
2. What is Kristallnacht?  
¿Qué es la Kristallnacht?
3. What are the Nuremburg Laws?  
¿Cuáles son las leyes de Nuremberg?

# Discussion



1. How do you think the Jewish people felt during this time?  
¿Cómo crees que se sintió el pueblo judío durante este tiempo?
2. Can you make connections to what happened to the Jews and what is happening now?  
¿Puedes hacer conexiones con lo que les sucedió a los judíos y con lo que está sucediendo ahora?

# ID Cards

Read what happened to you from 1933-1939



## Pt. 2: Video Notes

UNITED STATES  
HOLOCAUST  
MEMORIAL  
MUSEUM

Take note of Hitler's plan as well as the reasoning behind his actions.

Write down the emotions you would have felt.

Tome nota del plan de Hitler y del razonamiento detrás de sus acciones. Escribe las emociones que habrías sentido.

# Holocaust Beginnings



- Hitler's Plan for Jews

- 1<sup>st</sup> idea: Wanted Jews to emigrate
- 2<sup>nd</sup> idea: Move Jews to ghettos or segregated Jewish areas
  - Nazi's hoped they would starve to death or die from disease
- 3<sup>rd</sup> idea: Final Solution



- El plan de Hitler para los judíos.

- 1<sup>a</sup> idea: querían emigrar judíos
- 2<sup>a</sup> idea: mover a los judíos a guetos o áreas judías segregadas
  - Los nazis esperaban que murieran de hambre o murieran de enfermedades.
- 3<sup>a</sup> idea: solución final

# Final Solution

- The Final solution meant genocide or systematic killing of an entire people  
La solución final significó el genocidio o el asesinato sistemático de un pueblo entero.
- Roma, Poles, Russians, homosexuals, mentally ill, disabled, terminally ill, black, and Jewish people all fell victim during the Holocaust  
Roma, polacos, rusos, homosexuales, enfermos mentales, discapacitados, enfermos terminales, negros y judíos, todos fueron víctimas durante el Holocausto







# End of the Holocaust

Jews Killed Under Nazi Rule*			
	Original Jewish Population	Jews Killed	Percent Surviving
Poland	3,300,000	2,800,000	15%
Soviet Union (area occupied by Germans)	2,100,000	1,500,000	29%
Hungary	404,000	200,000	49%
Romania	850,000	425,000	50%
Germany/Austria	270,000	210,000	22%

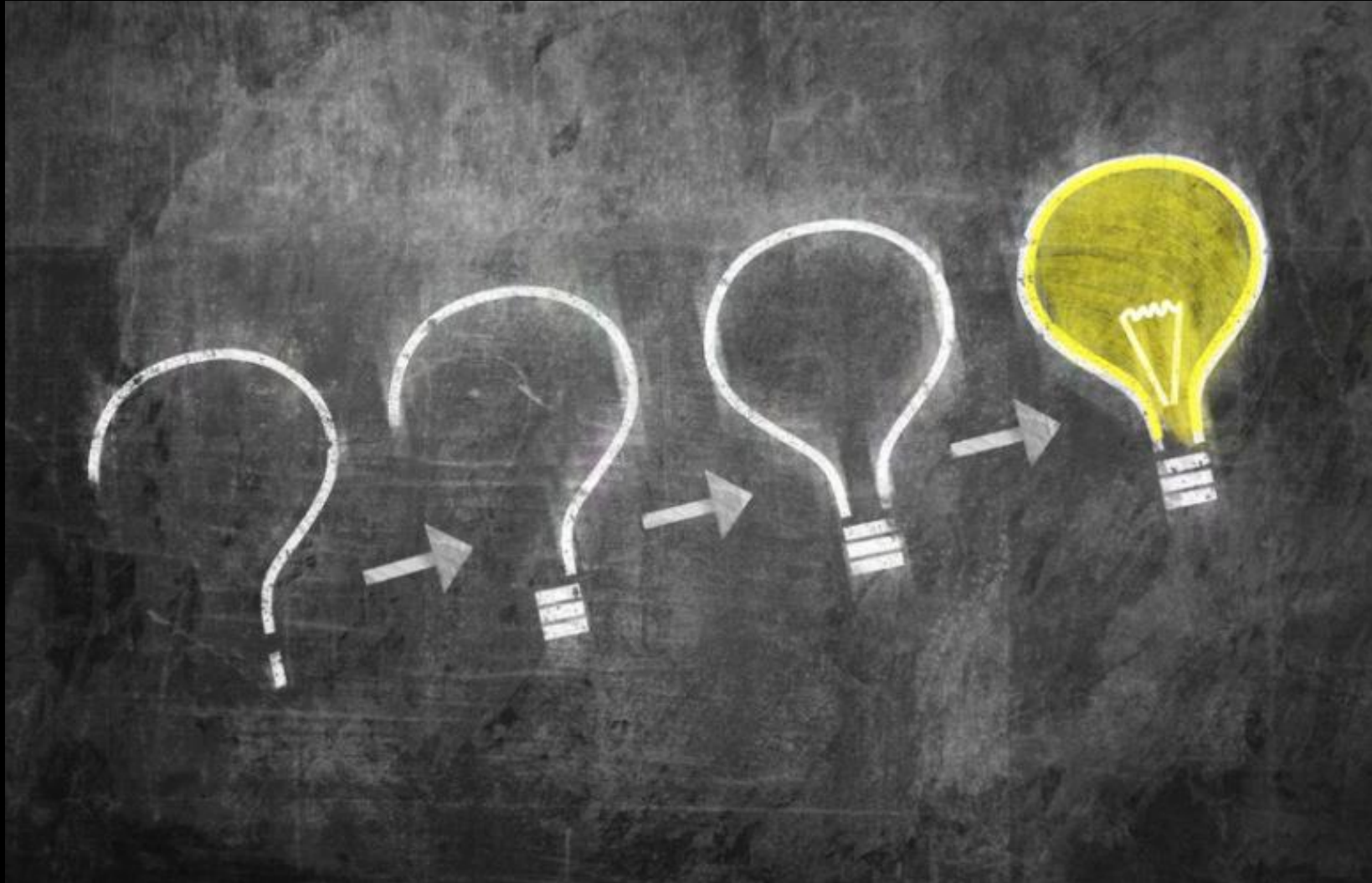
\*Estimates  
Source: Hannah Vogt, *The Burden of Guilt*

- Around 11 million Jews and others died during the Holocaust  
Alrededor de 11 millones de judíos y otros murieron durante el Holocausto.
- They were not liberated until the end of the war with Germany

## ID Cards

Read what happened to you in the 1940s

Question? Preguntas?



# Pulse Check

1. What is Hitler's plan for the Jewish people and others who he thought were unworthy?

¿Cuál es el plan de Hitler para el pueblo judío y otros que él creía que no eran dignos?

2. What is a ghetto?  
¿Qué es un gueto?

3. What is genocide?  
¿Qué es el genocidio?

4. Who also was a victim of the Holocaust?  
¿Quién también fue víctima del Holocausto?



## Circle Discussion

1. What are your thoughts on the Holocaust?  
¿Qué piensas del Holocausto?
2. Why do you think the Germans and other people participated in the Holocaust?  
¿Por qué crees que los alemanes y otras personas participaron en el Holocausto?
3. Why should we remember events like the Holocaust?  
¿Por qué deberíamos recordar eventos como el Holocausto?
  4. Could the Holocaust happen again?
  5. ¿Podría el Holocausto volver a ocurrir?

# ID Cards

Did you survive?



# 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 genocide?

2. How did the Holocaust effect the world?

1. ¿Qué es el genocidio?

2. ¿Cómo afectó el Holocausto al mundo?

Place to the left of percent passing! Lugar a la izquierda del porcentaje que p

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

## Homework

### Homework

1. Finish DBQ Essay
2. Missing Assignments
3. Study for Quiz

### 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>

- World War II Causes

- <https://youtu.be/aUcYU95kCAI>
- <https://youtu.be/iuikQXAYVAk>
- <https://youtu.be/H-2q-QMUIgY>
- [https://youtu.be/B\\_PifbNOMew](https://youtu.be/B_PifbNOMew)

## World War II Events

- <https://youtu.be/wvDFsxjaPaE>
- <https://youtu.be/NF4LQaWJRDg>
- <https://youtu.be/3YuVIFNqQBE>
- <https://youtu.be/Q78COTwT7nE>

## Holocaust

- <http://bit.ly/USHolocaustM>
- [https://youtu.be/Ag7\\_VvruVNk](https://youtu.be/Ag7_VvruVNk)

# 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/gFJlivYEdAl>
  - <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>

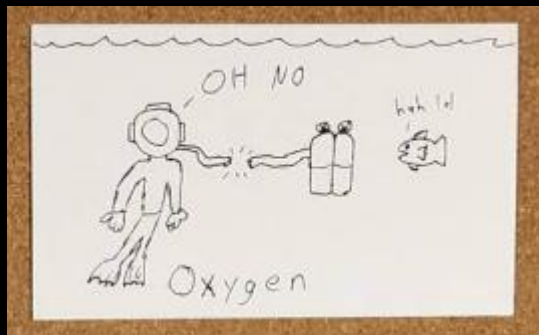
# Extra Help Materials

- 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

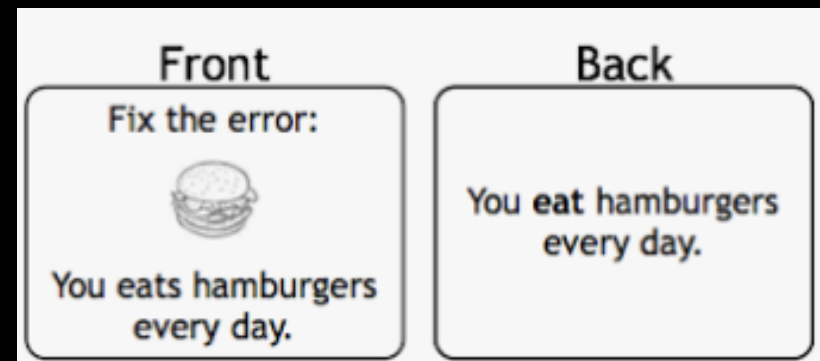


<https://youtu.be/mzCEJVtEDOU>

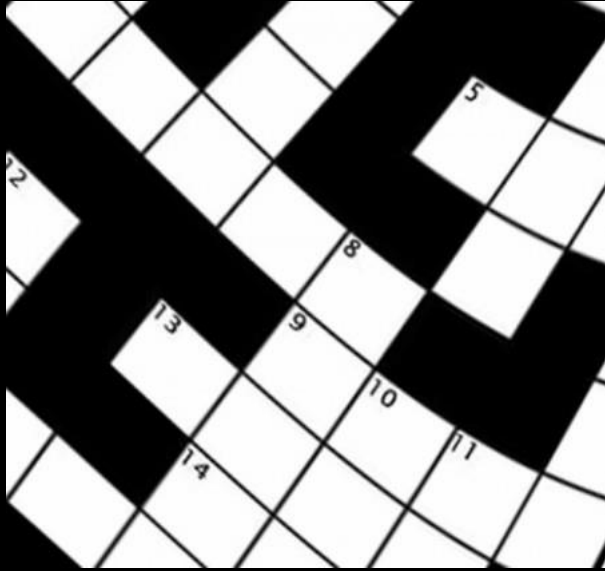


Effective flashcards have combine pictures and words to describe each vocabulary word while writing the definition on the back.

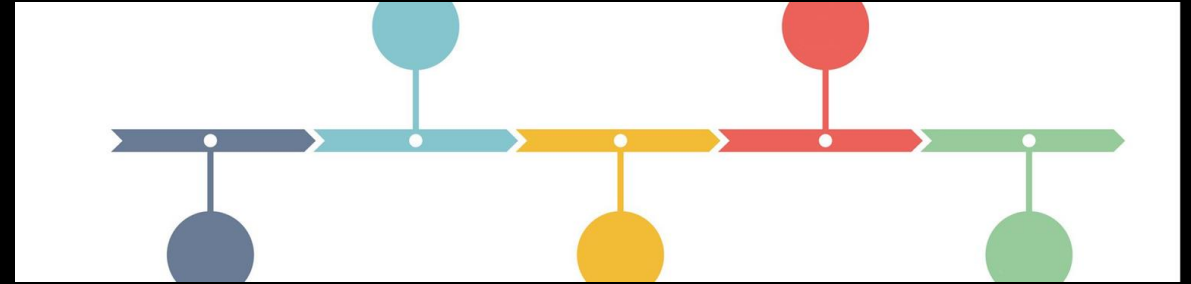
1. Draw your view of the vocabulary word on one side
2. Write the definition on the other side of the same card.
3. One vocabulary word per card
4. Answer yourself verbally and use the cards both ways.



# 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