**Monday**

Directions: Complete pages 1-5 of the Review Packet. What you do not finish in class, needs to be finished for homework. When done, review purple sheets for units 1, and 2. Quiz one another about the terms on the sheet.

**World History Review Packet**

Word Bank

Hunter-Gatherers

 Neolithic Age

 Archaeologists

 Cave

 Agriculture

 Homosapiens

 Permanent

 Paleolithic Age

Africa

Domesticating

 Advanced tools

**Prehistory**

1. Group of early humans that emerged around 200,000 years ago.

2. Continent on which early humans emerged

3. Term that characterizes early groups of nomads

4. The Old Stone Age =

5. Old Stone Age people used oral languages and \_\_\_\_\_\_\_\_\_\_ art to record history.

6. Nomadic groups changed into settled societies in the

7. These settled societies used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for farming.

8. Term for taming and breeding animals

9. Term for planting and harvesting crops.

10. Scientists that study artifacts and fossils.

**River Valley Civilizations**

Directions: Label each of the River Valley Civilizations. Include the name of the civilization and the river it is based around and 1 accomplishment of the civilization.



**Ancient Greece**

Different forms of Greek government:

a. Name for the rule of kings

b. Rule by a few noble families

c. Rule by a single leader, usually military

d. Government by the people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Age of Hellenistic Culture** 1. Who is Alexander the Great?



 2. What civilization did he conquer before his death ?

 5. What was Hellenistic culture and how did it spread?

**Ancient Rome**

SOCIAL STRUCTURE in the REPUBLIC

 1. Class of Roman citizens considered noble

**Word Bank**

Greece

Military service

Taxes

Plebeians

Representative Democracy

Patricians and Plebeians

Slaves

Twelve Tables

Patricians

Consuls

Senate

 2. The majority of the population in Rome\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. Class of people with no rights; sold and bought

CITIZENSHIP

 4. Groups allowed automatic citizenship

 5. Duties of being a citizen

FEATURES of DEMOCRACY

 6. Another term for a Republic

 7. Group of men elected to represent the people

 8. Name for the two executive leaders of the republic \_\_\_\_\_\_\_\_\_\_\_\_

 9. Recorded Roman laws

**REASONS for the DECLINE OF “WESTERN EMPIRE” (in Rome)**

 1. Economy the cost of defending the empire

 devaluation of money

 2. Military the Legion weakened with more foreigners in the army

 3. Moral decay less emphasis on the family

 people lost faith in the superiority of Rome

 4. Politics civil wars and poor caesars

 5. Invasions barbarian tribes invaded the borders of the empire

Write a 1 paragraph summary using the information above to describe the reasons why Rome fell.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**World Religions**

Directions: Complete the chart below.



1. Which of the above religions are monotheistic?
2. Which of the above religions are polytheistic?
3. Which religion is primarily practiced in India?

**Tuesday**

Directions: Complete Pages 7-9 of the Review Packet. Then, as a class, view the video on my website (https://mrsbordelonsclass.weebly.com) entitled “Global Warming Video” which can under Unit 13: Modern Era. Complete the worksheet on page 10. When finished, review purple sheets 3 and 4 with a partner.

**Middle Ages**

**Directions: Complete the chart of the feudal system.**



Review Questions

1. What was the role of the Catholic Church during the Middle Ages?
2. What is the Black Death?
3. How does the Black Death affect the Feudal System?
4. What was the goal of the crusades?
5. What do the Europeans who participate in the crusades bring with them when they return home?

**Renaissance and Reformation**

Directions: Use any resources; including notes and the textbook the answer the following practice questions.



1. The emphasis on what the individual accomplishment rather than religion is known as:

a. Perspective

b. Renaissance

c. Humanism

d. Utopia

2. \_\_\_\_\_ was the first Protestant faith.

a. Calvinism

b. Zoroastrianism

c. Christian humanism

d. Lutheranism

3. An effect of the Protestant Reformation was:

a. Luther was made a wealthy man.

b. The power of the Catholic Church was weakened.

c. France became the leader in Europe.

d. Russia invaded Germany.

 4. The outcome of the Catholic Reformation’s Council of Trent:

a. redefined Catholic Church doctrine to state that faith alone was needed to achieve salvation.

b. began a Holy War in Central Europe.

c. excommunicated Luther and sentenced him to death.

d. addressed corruption, and argued for the role of the Catholic Church in salvation.

5. Which of the following was **NOT** a cause of the Protestant Reformation?

a. Humanist values

b. 95 Theses

c. Printing press

d. End of indulgences

**Age of Exploration**

Directions: Define the following terms

Columbian exchange-

Middle Passage-

Conquistadores-

Directions: Watch the Video on my Website (<https://mrsbordelonsclass.weebly.com>) entitled “Global Warming”. The Video is located under the Unit 13: Modern Era. This should be set up at the front of the room. Describe how each of the solutions to global warming would work.

**Engineering the Future**

|  |  |
| --- | --- |
| ***Proposed Solution*** | ***Description of this will work and how it will resolve climate concerns.***  |
| **Experiment 1:****Bright Clouds**  |  |
| **Experiment 2:****Space Sunshield**  |  |
| **Experiment 3:Reforestation**  |  |
| **Experiment 4:****Carbon Scrubbers**  |  |
| **Experiment 5: Plankton Blooms**  |  |
| **Experiment 6: Orbital Power Plant**  |  |

**Wednesday**

Directions: Complete pages 12-16 of the review packet. When finished, review purple sheets 5- 10 with a partner.

**Age of Absolutism**

**Define**

Divine Right-

Absolutism-

Enlightened Despot-



Describe why Louis XIV is considered an ideal example of an Absolute Monarch. Use 2 pieces of evidence to support your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scientific Revolution and Enlightenment**

|  |  |
| --- | --- |
| **1543** | Copernicus argues in *De Revolutionibus* that planets move around the sunHow do the events on the timeline to the left change the position of the Catholic Church in Europe?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **1577** | Tycho Brahe proves that comets are astral bodies |
| **1609** | Johannes Kepler discovers that planets move in elliptical orbits |
| **1610** | Galileo observes moons of Jupiter |
| **1633** | Roman Inquisition forces Galileo to recant |
| **1637** | Descartes publishes work on analytic geometry |
| **1654** | Christiaan Huygens invents the pendulum clock |
| **1687** | Newton publishes *Principia Mathematica* |
| **1748** | Montesquieu publishes*L’Esprit des lois* |
| **1759** | Voltaire publishes*Candide* |
| **1762** | Rousseau publishes *Contract social* |
| **1776** | American Revolution begins |
| **1789** | French Revolution |

**The Scientific Revolution and the Enlightenment**

The Scientific Revolution and the Enlightenment came about as direct, although not immediate, results of the Renaissance and Reformation. During the Renaissance, many ancient Greek and Latin texts came to light and were seriously studied for the first time in centuries. Scholars learned of ancient discoveries in mathematics, astronomy, and philosophy that had been suppressed or dismissed by the Church. The Renaissance also encouraged individual scholars to question the Church’s teachings. The perfection of the printing press made the widespread dissemination of old and new knowledge possible. Finally, the Reformation loosened the stranglehold on thought that Christianity had maintained for centuries.

During the Scientific Revolution, direct observations of nature gave people a new way of understanding the world. The Church saw the Scientific Revolution as a threat for two reasons: it changed what people thought and, more important, *how*they thought. The increase in human knowledge of the workings of the universe that occurred during the Scientific Revolution was the product of experimentation—of scientists making observations, taking notes, studying their data, and developing theories and conclusions based on what they perceived with their five senses. The Church was naturally hostile to a process that threatened its own supremacy over what people thought. Church officials did not want to change the centuries-old system in which their own scholars and teachers interpreted the world in accordance with their faith, and insisted that the people accept this interpretation rather than thinking about the matter for themselves.

The great thinkers—called *philosophes*—of the Enlightenment applied this same scientific process of critical thinking to social and political problems. They believed in the perfectibility of humanity and society; their goal was a peaceful, prosperous world in which ignorance, greed, and tyranny had no place. For nearly a century, the *philosophes*wrote, argued, debated, and taught that all people were born free and equal, and that individuals should be able to make their way in the world as reasonable beings with a right to decide how and where they wished to live. In the end, they brought about, at least in part, the new world they had imagined; their teachings led directly to major revolutions in British North America and in France.

1. **What was the goal of enlightenment philosophes, according to the reading above?**
2. **What enlightenment ideas goes with each philosopher?**
	1. **Locke**
	2. **Rousseau**
	3. **Montesquieu**

**American Revolution**

* Why did the American’s protest the stamp act?
* What document was created to establish the United States as an independent nation?
* How is the American Revolution related to others that would occur at a later date?

**French Revolution**

**How did each of the following contribute to the beginning of the French Revolution?**

|  |  |
| --- | --- |
| **The Three Estates** | **Enlightenment Ideas** |
| **Economic Crisis** | **Weak Leadership** |

**Write a well-organized paragraph responding to the following question. You must use the words in the wordbank in your paragraph.**

**In your opinion, was the French Revolution a success?**

Estates General, Declaration of Rights of Man, Reign of Terror, Robespierre, Guillotine, Napoleon Bonaparte

**Industrialization and Imperialism**

**World War I, World War II, Cold War Graphic Organizer**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Industrial Revolution**

1. Where did the Industrial Revolution begin and why did it begin there?
2. Describe pros and cons of the industrial revolution.

|  |  |
| --- | --- |
| **Pro** | **Con** |
| 1.
2.
3.
4.
5.
 | 1.
2.
3.
4.
5.
 |

**The industrial revolution led to new economic systems. Below, complete the venn diagram for communism and capitalism. You must have at least 4 differences from both communism and capitalism and 2 similarities.**

Capitalism

Communism

****

**World War I**

**For each of the following, explain:**

1. **What is it?**
2. **How did it contribute to tensions among European Nations?**

|  |  |
| --- | --- |
| **Nationalism** |  |
| **Imperialism** |  |
| **Militarism** |  |
| **Alliances**  |  |

1. What was the immediate cause of WWI?
2. Describe how each of the following was unique to WWI?
3. Weaponry
4. Trench Warfare
5. What are three different terms of the Treaty of Versailles? Do you think the treaty was too harsh on Germany? Explain why or why not.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thursday**

Directions: Watch “America the Story of US: Millennium”. Mrs. Brownley will have the video prepared for the class (Room 3722). Next, complete pages 18-19 of the Review Packet.

**Civilian Deaths**

The Holocaust

* The Jewish People
* Discrimination
* Restriction
* Concentration Camps
* Final Solution
* The Manhattan Project
* Hiroshima
* Nagisaki

V-J Day

**Causes of World War II**

*
*

*

**Information about World War II**

Allies:

Axis:

Hitler:

Key Battles

* Stalingrad
* D-Day
* Battle of the Bulge
* Iwo Jima and Okinawa

V-E Day

**End of the Cold War**

How is the Hungarian Revolt significant in respect to the end of the Cold War?

Who introduces the concepts of Perestroika and Glasnost? Why?

Define:

-Perestroika

- Glasnost

How Does the Cold War End?

**Events which led to the Creation Development of the Cold War**

* Russian Revolution 1917
* Potsdam Conference
* Yalta Conference
* Iron Curtain Speech

**Cold War Incidents**

* Berlin Blockade and Airlift
* U2 Incident

* Creation of Berlin Wall
* Bay of Pigs
* Cuban Missile Crisis

**Friday**

**Directions: Play Kahoot, then review remaining purple sheets with a partner and ensure that your entire study packet is completed. Bring you packet to your final exam.**

**2 Kahoot Reviews are located on my Website (**[**https://mrsbordelonsclass.weebley.com**](https://mrsbordelonsclass.weebley.com)**) under the Unit entitled Modern Era. This should be opened on the computer at the front of the classroom. A student can log into the computer and click on the button entitled Kahoot Review #1. Students will then sign up for their Kahoot Review using their phones (they may work in partners) Once Finished, Complete Kahoot Review #2 following the same instructions.**