

# STUDYING

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Skills & Tips

# UNDERSTAND

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- Studying is a **SKILL** to be developed not something you are born knowing how to do!
- Studying has little to do with your ability. It has much to do with your want-to!
- Studying *should not* be mainly about the grades. It *should* be centrally about the value of learning & becoming a life-long learner!
- *There are no grades in the real world!*

# STUDY SKILLS

## WHY THEY MATTER

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- Good study skills will put YOU in charge of your learning (becoming self-directed)
- Good study skills lessen stress when trying to prepare for a test
- Good study skills increase your ability to understand & learn materials
- Good study skills serve you for life!

# POINT #1

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When getting ready to study  
*organize your time*

# TIME MANAGEMENT:

## Think on your priorities:

- What I *have* to do **vs.** what I *want* to do
- What I *can* do **vs.** what I *should* do

## Determine how to use your time:

- What are you going to study and how long are you going to study it?
- What is easier for me vs. harder? Do the harder first!

## Chunk your study time:

- Do more short focused studying **vs.** cramming/long period studying



# Time Management helps you set GOALS

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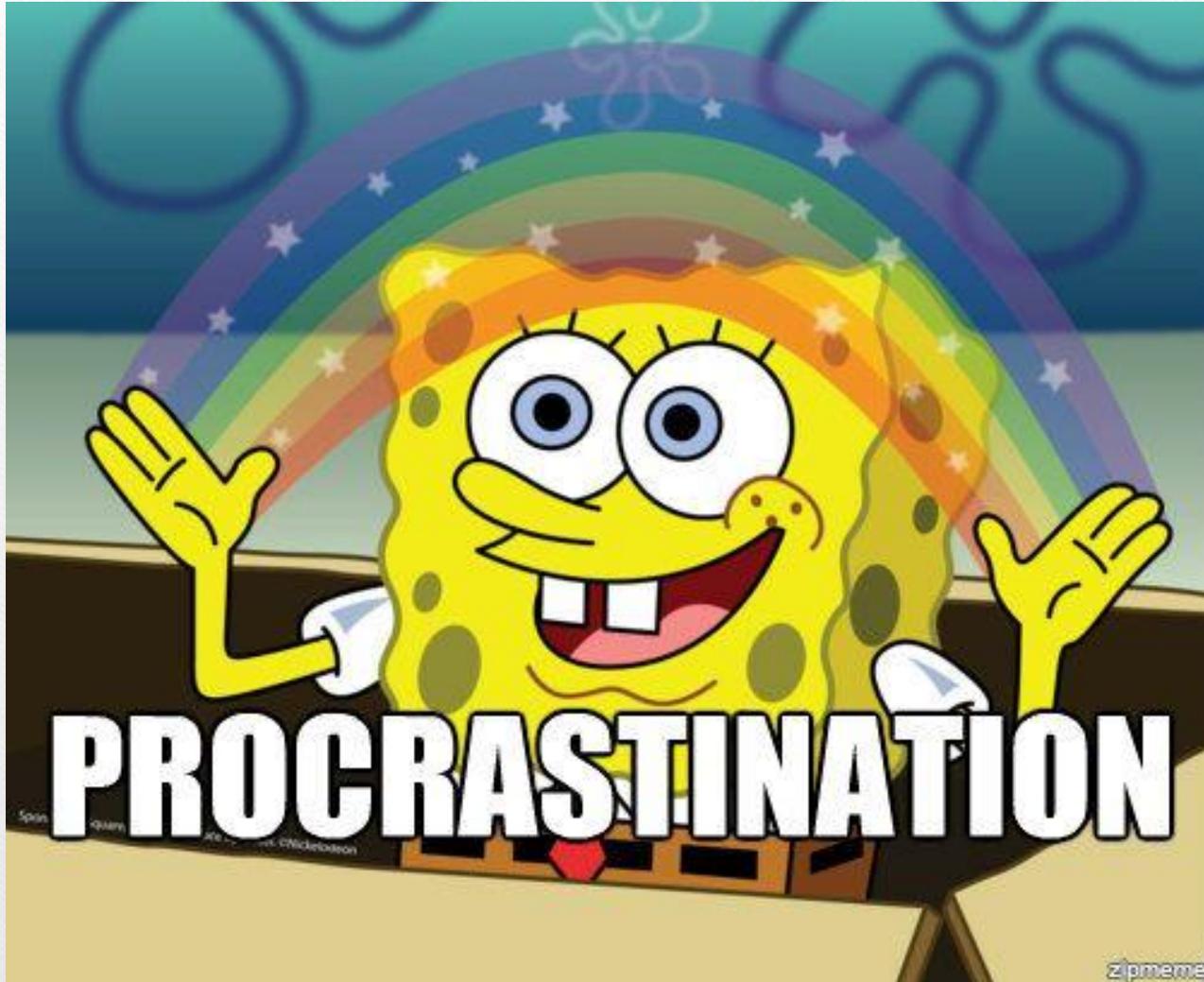
**GOALS** help direct your thinking  
to what you need to do and how  
you can achieve it

# GOAL QUESTIONS

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- What do I need/want to know?
- How long am I going to study?
- What do I want to achieve today in my study time?
- How will I achieve this?
- What questions should I ask?
- What resources & information do I need?
- What things do I know will distract me from reaching my goal?

**KEEP FROM**

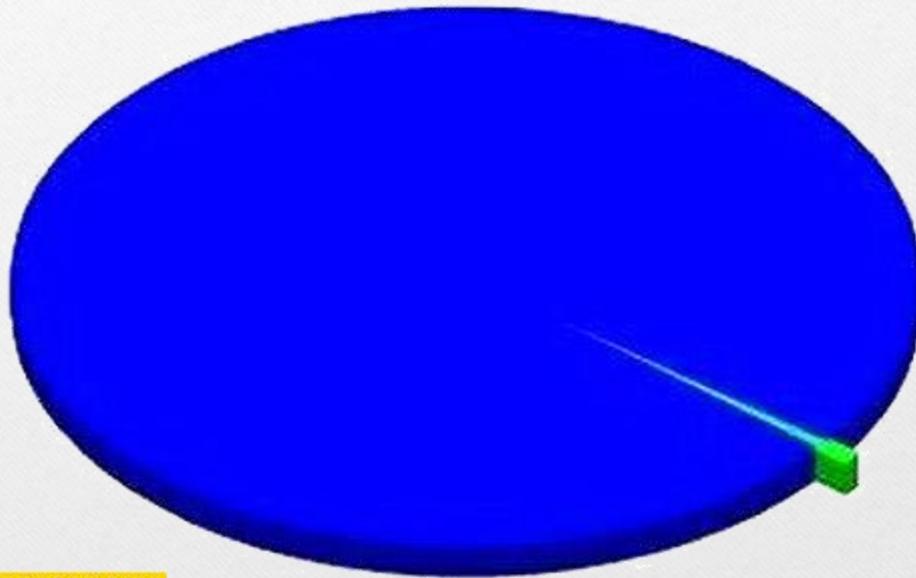


**PROCRASTINATION**



Waiting till the week  
of the test (or night  
before) only hurts  
you, your grade, &  
your learning.

# Things I Do When I Have to Study



-  Study
-  Tell People I Have to Study

# POINT #2

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*Organize* your *resources*  
& *place* of study

## ORGANIZING NEEDED RESOURCES & SUPPLIES:

- Organize your notes & textbooks from the beginning! This makes studying easier & saves time!
- If you are studying for a specific Unit test, then get ALL the notes & assignments that deal with that specific topic!
- USE HIGHLIGHTERS & pens to mark key information
- Maybe try flashcards



# YOUR PLACE OF STUDY

## TRY NOT TO:

- Study while watching T.V.
- Study while completely comfortable or sleepy
- Study while connected to social media devices



## TRY TO:

- Study in a more quiet place
- Study in a less familiar or less comfortable place
- Study maybe listening to music softly

# POINT #3

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Use **various studying & memory techniques** to better grasp what you study

<http://www.gurl.com/2014/12/02/how-to-study-infographs-tips-tricks-get-good-grades/>

a



## **READING & REWRITING NOTES**

Take the time to read fully over your class notes to understand them. Then maybe rewrite them & build questions about them.

b



## TIME CHUNKING

Set aside specific time every day or other day for say 15/20 minutes to review and write

# RESEARCH FACT

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STUDENTS WHO REVIEW  
CLASS NOTES ON A DAILY  
BASIS RETAIN UP TO 60%  
MORE OF THE MATERIAL  
THAN THOSE WHO DO NOT  
OR MERELY STUDY ONCE!

C



# STUDY BUDDY

Discuss & share  
you notes with  
friends and/or try  
teaching friends  
what you are  
studying!

d



**FLASHCARDS:** Using a card to give you a clue that makes your brain attempt to *actively recall* information

e

**MNEMONICS:** Use acronyms, rhymes, or stories that can be used to memorize information

**ROYGBIV**



Huron  
Ontario  
Michigan  
Erie  
Superior



How to Divide!



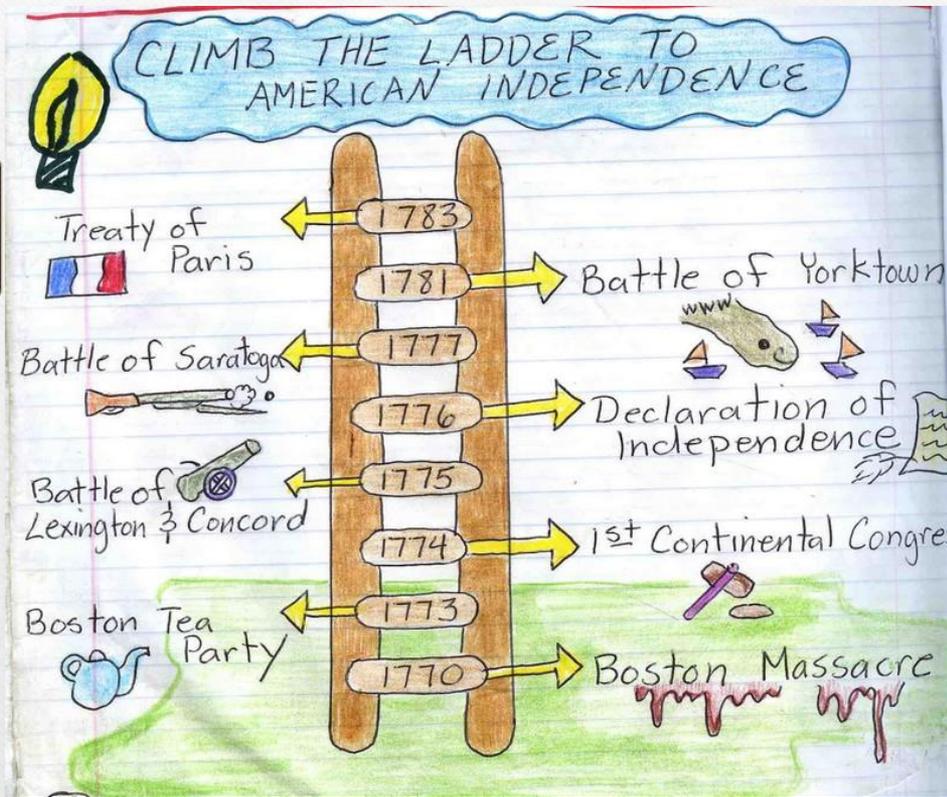
<u>D</u> oes	÷ (divide)
<u>M</u> cDonald's	x (multiply)
<u>S</u> erve	- (subtract)
<u>C</u> heese	(compare)
<u>B</u> urgers?	↓ (bring down)

In 1492 Columbus sailed the ocean blue

f

# MENTAL PICTURES, GRAPHIC ORGANIZERS & OUTLINES

Use visuals to organize what you study



## DIFFERENT TYPES OF GOVERNMENT

I BET SOME PEOPLE SAY THE MONARCHY IS AN OLIGARCHY

• **MONARCHY** — COUNTRY RULED BY A KING OR QUEEN (ROYAL FAMILY)  
EX: MEDIEVAL SPAIN, SAUDI ARABIA



• **OLIGARCHY** — COUNTRY RULED BY A FEW WEALTHY FAMILIES — ONLY INTERESTED IN STAYING RICH AND KEEPING IN POWER  
EX: ANCIENT GREECE, SOME 3<sup>rd</sup> WORLD COUNTRIES TODAY.

• **ARISTOCRACY** — THE RULING CLASS OR FINEST PEOPLE  
ARISTOTLE THOUGHT THAT A COUNTRY RULED BY THE "BEST" WAS A GOOD MODEL. FAVORABLE AND WEALTHY.

• **THEOCRACY** — COUNTRY RULED BY THE PRIESTHOOD.  
EX: ANCIENT EGYPT — PHARAOHS  
VATICAN CITY — THE POPE.



• **DEMOCRACY** — GOVERNMENT BY THE PEOPLE  
DIRECT DEMOCRACY — ALL PEOPLE HAVE A VOTE  
REPRESENTATIVE DEMOCRACY — SEE REPUBLIC.

• **REPUBLIC** — GOVERNMENT RULED BY REPRESENTATIVES OF THE PUBLIC. SELECTED POLITICIANS.

• **FEDERAL REPUBLIC**  
A LARGE REPUBLIC MADE OF MANY SMALL REPUBLICS (A FEDERATION OF STATES)  
EX: UNITED STATES

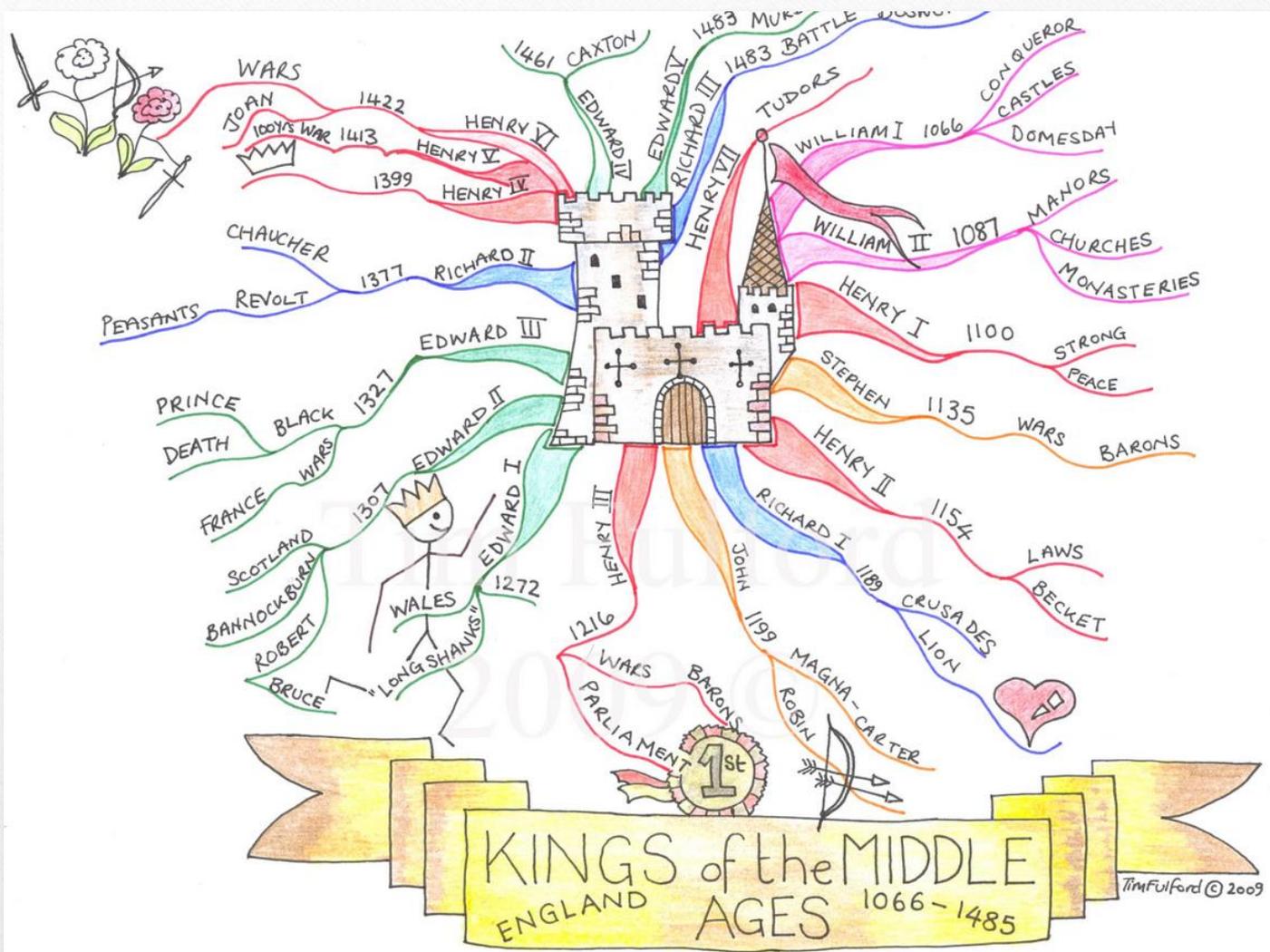
• **SOCIALIST REPUBLIC**  
A REPUBLIC WHERE THE CENTRAL GOVT. HAS MUCH CONTROL OVER PROFITS AND PRODUCTION.  
EX: CHINA, VIETNAM

IS THAT REALLY A COUNTRY?

IS THE CHANGE REALLY MADE SLOWLY? I THOUGHT COMMUNISTS WERE AGAINST DEMOCRACY



**CREATIVE THINKING QUESTION:**  
WHICH IS BETTER — A DEMOCRACY OR ARISTOCRACY?  
I SAY DEMOCRACY BECAUSE I THINK OF THE SKY WHICH REMINDS ME OF FREEDOM.  
D.L. SAYS ARISTOCRACY BECAUSE THE RICHEST FAMILIES USED TO BE CALLED "BLUE BLOODS."



Tim Fulford © 2009

g

## ACTIVE READING

This is reading with purpose & focus. It also saves you time when studying!



# SQ3R

- **SURVEY** – Get a sense of the whole picture. Look at titles, pictures, graphs, & terms.
- **QUESTION** – Ask questions as you read the text: Who? What? When? Where? How? Determine why you are reading by making up questions.
- **READ** – Read the text in a focused way. Think about answers to your questions as you read.
- **RECITE** – Test your memory. Think about what you read. Try and answer your questions. Jot down notes. Speak back to yourself what you have read.
- **REVIEW** – Re-read your questions & text in more detail. Quiz yourself. Use your own words to answer.



# The French Revolution Begins

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
<b>ECONOMICS</b> Economic and social inequalities in the Old Regime helped cause the French Revolution.	Throughout history, economic and social inequalities have at times led peoples to revolt.	<ul style="list-style-type: none"> <li>Old Regime</li> <li>estate</li> <li>Louis XVI</li> <li>Marie Antoinette</li> <li>Estates-General</li> <li>National Assembly</li> <li>Tennis Court Oath</li> <li>Great Fear</li> </ul>

**What was the Old Order in France made up of?**

## The Old Order

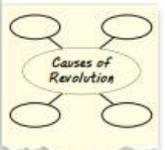
In the 1770s, the political system of France—the **Old Regime**—remained in place. Under the Old Regime, the people of France were divided into three large social classes, or **estates**.

**The Privileged Estates** Two of the estates had privileges, including access to high offices and exemptions from paying taxes, that were not granted to the members of the third. The Roman Catholic Church, whose clergy formed the First Estate, owned **10 percent** of the land in France. It provided education and relief services to the poor and contributed about **2 percent** of its income to the government. The Second Estate was made up of rich nobles. Although they accounted for just **2 percent** of the population, the nobles owned 20 percent of the land and paid almost no taxes. The majority of the clergy and the nobility scorned Enlightenment ideas as radical notions that threatened their status and power.

**The Third Estate** About **97 percent** of the people belonged to the Third Estate. The three groups that made up this estate differed greatly in their economic conditions. The first group—the bourgeoisie (BUR-zhwah-ZEE), or middle class—were bankers, factory owners, merchants, professionals, and skilled artisans. Often, they were well educated and believed strongly in the Enlightenment ideals of liberty and equality. Although some of the bourgeoisie were as rich as nobles, they paid high taxes and, like the rest of the Third Estate, lacked privileges. Many felt that their wealth entitled them to a greater degree of social status and political power.

The workers of France's cities formed the second, and poorest, group within the Third Estate. These urban workers included tradespeople, apprentices, laborers, and domestic servants. Paid low wages and frequently out of work, they often

**TAKING NOTES**  
Analyzing Causes Use a web diagram to identify the causes of the French Revolution.



### The Three Estates

**A First Estate**

- made up of clergy of Roman Catholic Church
- scorned Enlightenment ideas

**B Second Estate**

- made up of rich nobles
- held highest offices in government
- disagreed about Enlightenment ideas

**C Third Estate**

- included bourgeoisie, urban lower class, and peasant farmers
- had no power to influence government
- embraced Enlightenment ideas
- resented the wealthy First and Second Estates.

**Population of France, 1787**

**Percent of Income Paid in Taxes**

**SKILLBUILDER: Interpreting Charts and Political Cartoons**

- 1. Drawing Conclusions** How do the chart and the graphs help explain the political cartoon?
- 2. Making Inferences** Why might the First and Second Estates be opposed to change?

went hungry. If the cost of bread rose, mobs of these workers might attack grain carts and bread shops to steal what they needed.

Peasants formed the largest group within the Third Estate—more than **80 percent** of France's **26 million** people. Peasants paid about half their income in dues to nobles, tithes to the church, and taxes to the king's agents. They even paid taxes on such basic staples as salt. Peasants and the urban poor resented the privileges of the nobles for their privileges and special treatment. The heavily taxed and over-taxed Third Estate was eager for change.

## The Forces of Change

In addition to the growing resentment among the lower classes, contributed to the revolutionary mood in France. New ideas about government were spreading among the Third Estate. Members of the Third Estate were inspired by the success of the American Revolution. They began questioning long-standing notions about the structure of society. Quoting Rousseau and Voltaire, they began to demand equality, liberty, and democracy. The Comte D'Antraigues, a friend of Rousseau, best summed up their ideas on what government should be:

**PRIMARY SOURCE**  
The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the . . . People is everything. Everything should be subordinated to it. . . It is in the People that all national power resides and for the People that all states exist.  
**COMTE D'ANTRAIQUES**, quoted in *Citizens: A Chronicle of the French Revolution*

**Economic Troubles** By the 1780s, France's once prosperous economy was in decline. Economic troubles, particularly among the merchants, factory owners, and

**What forces brought about change toward revolution?**

**MAIN IDEA**  
**Evaluating**  
 Do you think that Sherman's destructive march to the sea was necessary? Why or why not?

"so sick of war that generations would pass away before they would again appeal to it." By mid-November he had burned most of Atlanta. After reaching the ocean, Sherman's forces—followed by 25,000 former slaves—turned south to "wipe out Lee."

**THE ELECTION OF 1864** Despite the war, politics in the North returned to normal. As the 1864 presidential election approached, Lincoln's re-election was a foregone conclusion. A faction within his party, the Democrats, and from a faction within his party, the Northern Democrats, were dismayed at the war's length and its high cost.

Lincoln was pessimistic about his chances. "I am going to die in August," and unless some great change takes place, badly. Some great change did take place. News of General Sherman's march to the sea and helped Lincoln win reelection.

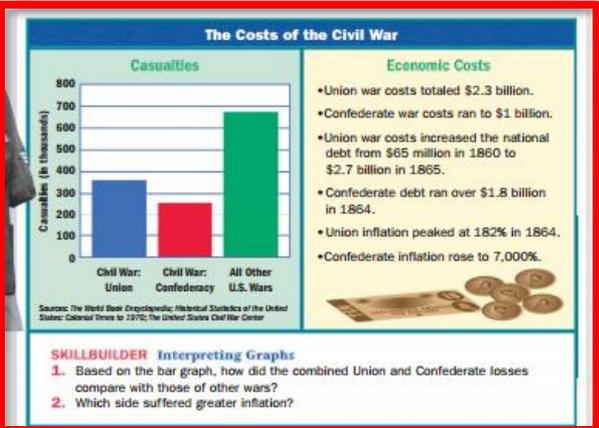
**THE SURRENDER AT APPOMATTOX** On April 3, 1865, Union troops conquered Richmond, the Confederate capital. Southerners evacuated the city the day before, setting it afire to keep the Northerners from occupying it. On April 9, 1865, in a Virginia town called Appomattox, Lee and Grant met at a private farmhouse. Lee's soldiers and sent them home with their possessions and three days' worth of rations. Officers were permitted to keep their side arms. Within a month all remaining Confederate resistance collapsed. After four long years, the Civil War was over.

Thomas Lovell's *Surrender at Appomattox* is a modern rendering of Lee's surrender to Grant. This is Lovell's version of the scene—no photographs of the event exist.



Though many Union and Confederate soldiers were lucky to escape the war with their lives, thousands of amputees faced an uncertain future.

**How did the Civil War change the United States?**



**The War Changes the Nation**

The Civil War caused tremendous political, economic, technological, and social change in the United States. It also exacted a high price in terms of human life. Approximately 360,000 Union soldiers and 260,000 Confederates died, nearly as many American deaths as in all other American wars combined.

**POLITICAL AND ECONOMIC CHANGES**

The Civil War greatly increased the federal government's power and autonomy. During the war, the federal government passed laws, including income tax and conscription laws, that gave it much more control over individual citizens. And after the war, no state ever threatened secession again. Economically, the Civil War dramatically widened the gap between North and South. During the war, the economy of the Northern states boomed. The Southern economy, on the other hand, was devastated. The war not only marked the end of slavery as a labor system but also wrecked most of the region's industry and farmland. The economic gulf between the regions would not diminish until the 20th century.

**Background**  
 Many tycoons of the late 19th century launched their careers during the war. War profiteering helped men like John D. Rockefeller become rich.

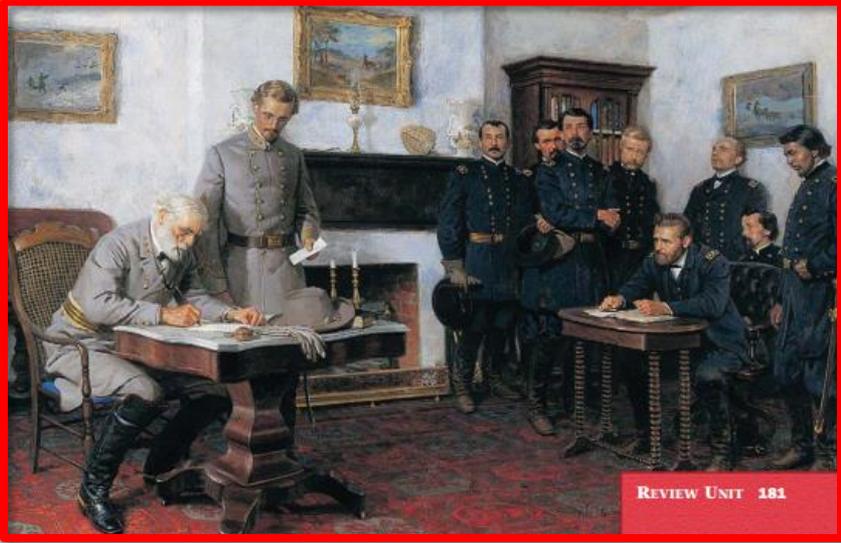
**A REVOLUTION IN WARFARE**

Because of developments in technology, the Civil War has been called the first modern war, or the first modern war. The two deadliest technological improvements were the rifle and the minié ball, a soft lead bullet that was more destructive than earlier bullets. Two other weapons that became more lethal were hand grenades and land mines. Another technological improvement was the ironclad ship, which could splinter wooden ships by ramming them, withstand cannon fire, and resist burning. On March 9, 1862, the North's ironclad *Monitor* changed fire with the South's ironclad *Merrimack*.

**MAIN IDEA**  
**Analyzing Effects**  
 How did technology affect the Civil War?

**The War Changes Lives**

The war not only revolutionized warfare but also changed people's lives. Perhaps the biggest change came from the **THIRTEENTH AMENDMENT**. The Emancipation Proclamation freed only those slaves who lived in states that were under Union control, and not yet under Union control. The government had to decide what to do about the border states, where slavery still existed. The president decided that the only solution was a constitutional amendment abolishing slavery.



REVIEW UNIT 181

**How did the war change peoples lives?**

# FOCUS & MOTIVATION TIPS

*How do I stay focused & motivated to study?*

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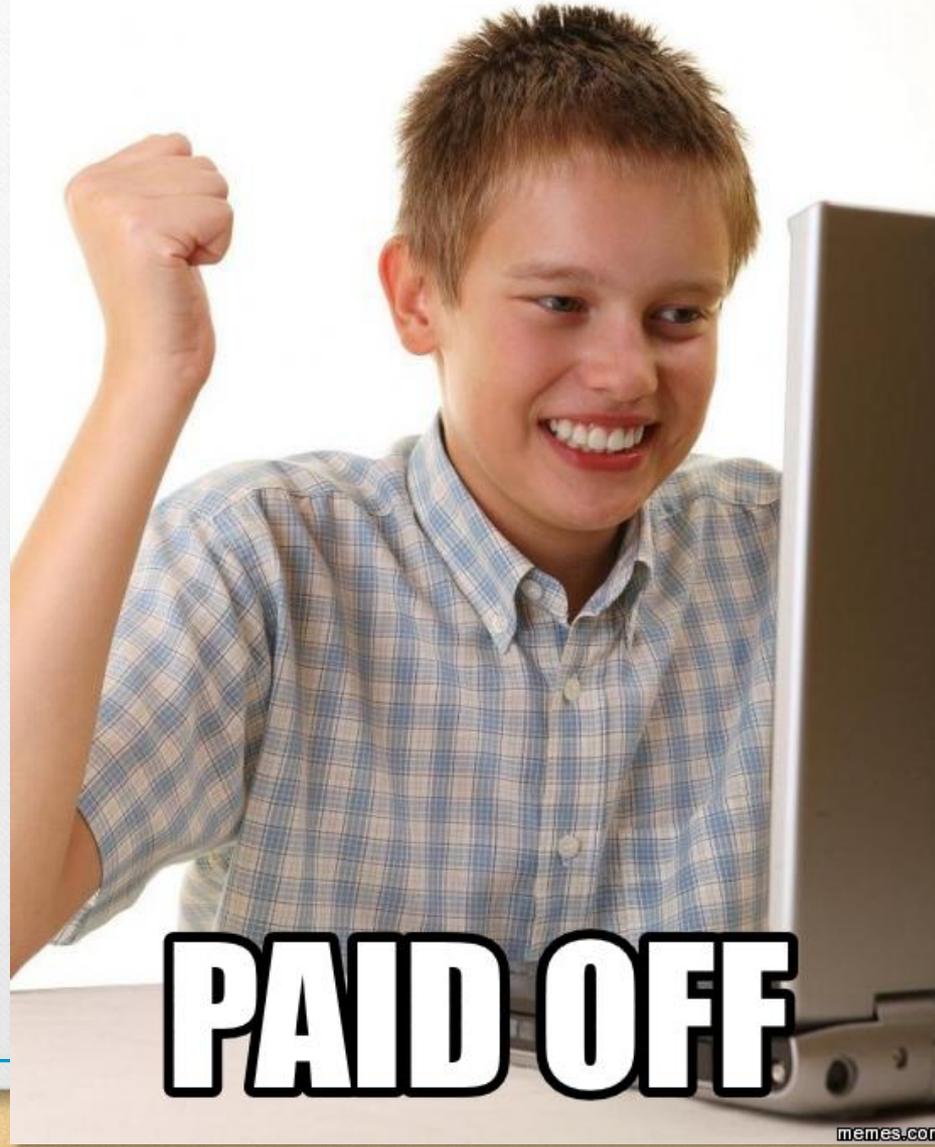
- Do more smaller productive chunks of study time
- Do harder stuff first and work towards the easy.
- Don't be completely comfortable – *you will get sleepy!*
- Take breaks. (stretch, walk, eat, drink...ect.)
- Get plenty of sleep.
- Try eating healthy foods & exercising
- Reward yourself for studying! (movie, game, activity)

**IF YOU DO NOT STUDY**

**YOU SHALL NOT PASS**

quickmeme.com

**WOW! THAT STUDYING,  
HOMEWORK, AND GOING TO CLASS  
ACTUALLY**



**PAID OFF**