**Strategy/Explanation of Study Guide**

This study guide is designed to make going from page to page as easy as possible, and make the flow of the website as simple as possible, and make the most sense possible. It starts with the technical aspects of the product that Mr. Stuewe needs, such as the reflection, the calendar, and this explanation. This allows for other students to be able to pass over it quickly as it most likely won’t help them study any better.

Following that is the timeline of hub dates for nationalism and imperialism. The goal of the timeline is to get a picture in the students’ heads of how certain events influenced the progression of nationalist and imperialist Europe without the student even having to look deeply into the subject. This provides the students with an idea of how the unit will flow.

After the timeline is the list of essential questions. This list allows the student to channel their thoughts on what nationalism and imperialism are. This also allows them to see how the two connect and how nationalism led to imperialism and imperialism to nationalism. Below the list of questions is a list of important vocabulary. This vocabulary gives a multitude of important terms from the era as well as important events that took place. This pulls even more important events from the hub dates.

Then, the students are provided with multiple videos. This can give more basic background information on the unit and even go in depth on how many major powers were heavily affected by the nationalistic views of the people. This year in class we have primarily stuck to three video sources – Tom Richey, Kahn Academy, and John Green. The site contains at least one video from each source. It also contains a list of helpful websites that Mr. Stuewe and man y others have recommended for studying.

Following this is a number of pictures that fit into the topic of nationalism and imperialism. They might not be considered study tools really, but I know that very often visuals can help. I know that pictures can help me; just putting a visual to a date or to an event can help me remember it. For many students that are visual students, it is like putting a face to a name. The visual is very often how they remember the event that goes with it. For example, attaching a picture of Bloody Sunday might help someone to remember that it was a massacre in Russia of peaceful protesters.

Next are a number of practice tests and quizzes from many websites. These practice tests are ones that I have used to study for unit tests and for the AP test. The list includes quizzes from Pojer and College Cengage. The quizzes are listed after all of the information so that the student can learn all that they can about nationalism and imperialism, then go back to what they found most helpful to review what they missed.

After the practice quizzes is a list of my resources. This comes at the end so that no one has to come across them in the middle of studying. However they are still easy to find.