

World History–Part 1

Teacher’s Guide

Course No. 2109310

**Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education**

2000

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Curriculum Improvement Project

IDEA, Part B, Special Project



LEON COUNTY SCHOOLS

Exceptional Student Education

<http://www.leon.k12.fl.us/public/pass/>

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *World History–Part 1 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *World History–Part 1 PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands*, *standards*, and *benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *World History–Part 1*, course number 2109310, is given in a matrix in appendix D.

The *World History–Part 1 PASS* is divided into 21 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.

- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *World History–Part 1*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists reference materials and software used to produce *World History–Part 1*.

World History–Part 1 is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.



Unit 1: The Study of History, Geography, and Culture

This unit emphasizes how the work of anthropologists, archaeologists, and geologists relates to the study of history. Different types of maps, map purposes, and the periods of history are also discussed. This unit also relates how the environment shapes cultures and how each geographic feature affects many aspects of a culture's lifestyle.

Unit Focus

- scientists who study history
- system used to number the passing of time
- geographic features that influence culture
- how environmental factors shape culture
- different types of maps and their purposes
- division of history into prehistory and recorded history
- three phases of history: ancient, medieval, and modern
- how the Age of Metal significantly changed the history of humans

Suggestions for Enrichment

1. Have students imagine and describe what life would be like without many of the conveniences we know. Ask how many believe they could survive without them.
2. Have students list as many things made of metal as they can. Explain that the Age of Metal changed the course of history and we are enjoying the benefits of it.
3. Have students develop a timeline that documents important events that happened during their lifetime.
4. Have students list characteristics of prehistory and recorded history.



5. Have students write a short story about life in one of the Stone Age periods.
6. Have students describe the physical features of the city (or area) in which they live. Have them discuss the leisure activities in the area.
7. Discuss the uniqueness of Florida weather. Ask how many students have lived in other places where the weather was very different. Ask how their activities were influenced by weather and climate.
8. Show students a world map and a globe. Have students select a place far from their state. Have them imagine what life would be like there. Show them the legend, then have them describe life in that area based upon their ability to interpret the legend.
9. Invite local geographers and cartographers to class to talk to students about maps and mapmaking.
10. Have students construct their own maps representing the part of the city in which they live.
11. Invite a local historian to talk about how Florida has changed over time.
12. Ask students to assume the role of archaeologists from another planet in the distant future, who find on Earth only one artifact, a small metal disc (a penny, though not identified as such). Have students make inferences about the vanished inhabitants.
13. Have students wrap a tennis ball with one-half sheet of 8½" x 11" paper. The paper should not have any wrinkles or overlap. Paper may be cut if necessary, then taped in place. Ask students to sketch the continents on the globe and add the North and South Poles, equator, Tropic of Cancer, and Tropic of Capricorn. Allow students to compare their globe to a commercial globe and make adjustments as necessary. When they have completed this, ask students to remove the paper and lay it flat on the desk. Discuss its positive and negative features and compare it to a flat map in an atlas. Relate this activity to early cartography and various flat map designs. Discuss advantages or disadvantages map designs may have posed to early explorers.



14. After discussing elements of the cultures of people around the world, have students brainstorm elements of their own culture. Have students decorate the outside of a shoe box with pictures that represent elements of his or her own surface culture (e.g., fashions or fads from magazine pictures, drawings, newspaper pictures, post cards). Have students place six to 10 items (no valuable items) inside the box that represent elements of his or her deep culture (e.g., flag, religious symbols). Have students present the culture boxes to the class and explain the significance of the decorated box and the items it contains.
15. Ask students to list characteristics of the culture of the United States (e.g., art, music, literature, modes of dress, routine living habits, food preferences, architecture, layout of fields and farms, education, government, law, religion, values, beliefs). Then create a list of teenage subcultures. Next, categorize the items and clarify the heading (e.g., beliefs, institutions, technology). Ask students to go back through the categories and label each characteristic with an M for material culture (e.g., tools, buildings, boats, wagons, decorative objects) and an NM for non-material culture (e.g., values, beliefs, knowledge, ideas). Discuss how people learn culture and have students list five things learned about culture from parents, in school, and from friends.
16. Ask students to list groups to which they belong (e.g., school, family, religious organization, political organization). Have students select any three groups and list the purpose, beliefs, and rules of each and whether membership is voluntary or involuntary.
17. Ask student to choose and research a subculture within the United States (e.g., Amish, Native American) or any other world culture. Have students prepare an abecedarius with illustrations A through Z of one aspect of that subculture's culture to emphasize in the book (e. g., art, music, architecture, clothing, food, language).
18. Discuss how advancements in technologies (e.g., telephone, automobile, typewriter, shoe lace) have changed the society in which we live and how one technological change encourages or causes a second one and then makes a further impact on society overall (e.g., impact of telephone: jobs, foster communication, fewer letters written).



19. Have students use newspaper comic-strip panels with blanked-out dialogue bubbles and create new dialogue pertaining to how cultures change over time due to interior and exterior forces (e.g., how he or she has changed, how the city within which he or she lives has changed, how the country has changed).
20. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behavior demonstrated in completing the selected activities. Ask students to revise their written explanations to describe how each activity develops or reinforces each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|--------------------|
| _____ 1. the time before written history | A. A.D. |
| _____ 2. people who study ancient peoples and their cultures by looking at artifacts, fossils, and remains | B. anthropologists |
| _____ 3. all the ways a group of people have of doing things or taking care of their needs | C. archaeologists |
| _____ 4. people who study Earth and its life as it is recorded in rocks | D. B.C. |
| _____ 5. the study of the past to learn what, how, and why things happened | E. culture |
| _____ 6. stands for "before Christ" | F. domesticate |
| _____ 7. people who moved from place to place in search of food and water | G. geologists |
| _____ 8. to adapt the behavior of an animal to the advantage of humans | H. history |
| _____ 9. stands for "anno Domini," which means in the year of our Lord | I. millennium |
| _____ 10. people who study the way humans live and how they interact with their neighbors | J. nomads |
| _____ 11. a period of time equal to 1,000 years | K. prehistoric |



Use the list below to complete the following statements. One or more terms will be used more than once.

4000 B.C.	culture	Old Stone Age
Age of Metal	medieval	plow
ancient	modern	prehistory
anthropologist	New Stone Age	recorded history

12. History is divided into two basic periods. These are _____ and _____ .
13. People lived as nomads during the _____ .
14. A(n) _____ studies the way humans lived and how they interacted with others.
15. The invention of the _____ radically changed the way people farmed.
16. People began to record history around _____ .
17. _____ refers to the way people do things and the way they look at the world.
18. Three periods of prehistoric time are _____ , _____ , and _____ .
19. The three periods of recorded history are _____ , _____ , and _____ .



Use the list below to write the correct term for each definition on the line provided.

century	decade	legend
climate	fertile	natural resources
continent	geography	region

- _____ 20. average weather conditions in a region over a period of years
- _____ 21. the study of the physical characteristics of Earth
- _____ 22. a geographical area on Earth which is unique or different from others
- _____ 23. rich; capable of producing abundant crops
- _____ 24. a key which explains the symbols used on a map
- _____ 25. materials found on Earth and used by humans
- _____ 26. one of the seven largest bodies of land on Earth
- _____ 27. a period of time equal to 10 years
- _____ 28. a period of time equal to 100 years



Use the list below to complete the following statements.

crops	transportation
methods of farming	types of clothing
pottery	types of housing

29. Three features of culture directly caused by climate are as follows:

_____, _____, and
_____.

30. Where clay was abundant, beautiful and useful

_____ was made.

31. Water for growing _____ was available from
rivers.

32. Rivers provided not only water for farming but also

_____.



Keys

Practice (p. 9)

1. 2,000,000 B.C.; 8000 B.C.
2. 8000 B.C.; 4000 B.C.
3. 4000 B.C.
4. Old Stone Age; Age of Metal

Practice (p. 13)

1. culture
2. transportation, farming
3. climate
4. inventions
5. rivers

Practice (p. 15)

Continents (any order)

1. North America
2. South America
3. Africa
4. Europe
5. Asia
6. Australia
7. Antarctica

Oceans

Answers may include, but are not limited to the following:

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean

Mountain Ranges

Answers may include, but are not limited to the following:

1. Rocky Mountains
2. Andes Mountains
3. Atlas Mountains
4. Alps
5. Himalayas
6. Pyrenees

Rivers

Answers may include, but are not limited to the following:

1. Mississippi River
2. Amazon River
3. Nile River

4. Congo River
5. Yangtze

Practice (p. 16)

1. Arctic
2. Alps
3. Urals
4. Andes
5. Europe
6. Atlas
7. Indian
8. Nile; Congo
9. Antarctica
10. Australia

Practice (pp. 17-18)

1. c
2. c
3. b
4. a
5. b
6. a
7. c

Practice (pp. 22-23)

1. domesticate
2. geologist
3. prehistoric
4. nomads
5. anthropologist
6. culture
7. community
8. archaeologist
9. history
10. settlement
11. specialize



Keys

Practice (pp. 24-25)

- I. Old Stone Age
 - A. Humans moved from place to place
 - B. Humans lived in caves
 - C. Humans hunted for food
 - D. Discoveries
 1. Fire
 2. Crude tools
- II. New Stone Age
 - A. People began to gain control over their environment
 1. Groups of people settled near lakes and rivers
 2. Domesticated animals provided
 - a. labor
 - b. food
 - B. Invention of the potter's wheel
- III. The Age of Metal
 - A. Invention of the plow for farming larger fields
 - B. Other important inventions
 1. Cloth
 2. Wheel
 - C. Discovery and use of metal
 - D. Community life
 1. Specific jobs
 - a. Metalsmith
 - b. Potter
 - c. Trader
 - d. Farmer
 - e. Hunter
 2. Results of cooperation
 - a. Improved living standards
 - b. Better protection from enemies

Practice (p. 26)

Answers will vary but may include the following:

1. Geologists study the history of Earth and its life; archaeologists study ancient peoples and their cultures by looking at artifacts, fossils, and remains.
2. People in the Old Stone Age were nomads. They used caves for shelter and used fire for cooking and staying warm.
3. Culture includes language, religion, and government.
4. People in the New Stone Age lived in one place. They domesticated animals and formed communities.

Practice (p. 29)

1. G
2. C
3. D
4. B
5. F
6. A
7. E

Practice (p. 30)

1. anthropologist
2. A.D.
3. specialize
4. B.C.
5. artifact
6. prehistoric
7. history
8. decade
9. century
10. millennium



Keys

Practice (p. 31)

1. F
2. E
3. A
4. D
5. B
6. C
7. G

Unit Assessment (pp. 5-8TG)

1. K
2. C
3. E
4. G
5. H
6. D
7. J
8. F
9. A
10. B
11. I
12. prehistory; recorded history
13. Old Stone Age
14. anthropologists
15. plow
16. 4000 B.C.
17. culture
18. Old Stone Age; New Stone Age; Age of Metal
19. ancient; medieval; modern
20. climate
21. geography
22. region
23. fertile
24. legend
25. natural resources
26. continent
27. decade
28. century
29. types of clothing
types of housing
methods of farming
30. pottery
31. crops
32. transportation



Unit 2: Early Civilizations in Ancient Egypt (3100 B.C.-1600 B.C.)

This unit emphasizes the history and contributions of ancient Egypt, one of the world's first great civilizations, and discusses other early civilizations.

Unit Focus

- influence of geography on development in the ancient world
- characteristics and contributions of civilizations in ancient Egypt and other early civilizations

Suggestions for Enrichment

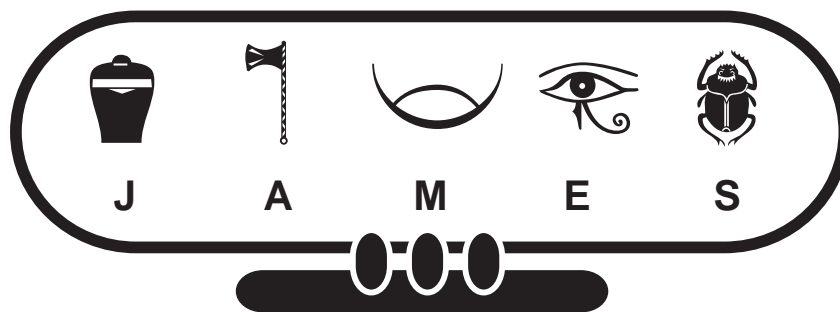
1. Have students imagine and then discuss what life must have been like for their parents and grandparents as teenagers.
2. Ask each student to bring an inexpensive item for a trade activity. Have students go through a simple trading activity requiring them to trade at least once. Afterward have them discuss the experience and what they learned. (Barter can be briefly discussed.)
3. Have students create their own classroom civilization. They should consider such things as the geography of the area and government (e.g., rules of conduct, occupations, housing).
4. Have students create a bar graph representing the heights of the three Great Pyramids of Giza: Menkure, Khafre, and Khufu.
5. Have students research the population and size of Egypt and compare with those of the United States.
6. Give students a world map and ask them to label Egypt and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.



7. Ask students to select one of the following topics to research.
 - everyday life in ancient Egypt (e.g., professions: scribe, artisan; government; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)
 - everyday life in modern Egypt (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)
8. Have students research and write about a famous person important to Egypt (e.g., Zoser, Imhotep, Hatshepsut, Cheops, Nefertiti, Ramses, Tutankhamen, Amenhotep, Alexander the Great, Cleopatra, Gamal Abdel Nasser, Anwar Sadat). Have students include a summary of the person's life and his or her famous contributions.
9. Invite a guest speaker who has lived in Egypt to talk to about Egyptian culture and customs and share a few conversational words or phrases in Arabic, the prevailing language of Egypt.
10. Show the class a travel video on Egypt.
11. Have students research one of the following topics about Egypt: the Sahara Desert, the Aswan Dam, the Suez Canal, the Islamic religion, or the pyramids of Egypt.
12. Have students read and share Egyptian stories and folktales.
13. Have students listen to music from the Middle East. (Although Egypt is in Africa, its culture is more closely associated with the Arab nations of the Middle East.)
14. Have students research Egyptian inventions, ancient and modern pastimes, and sports.





















15. Divide the class into groups and assign regions in Egypt to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the Egyptian pound, abbreviated £ E). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
16. Have students develop an Egyptian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
17. Have students research the Egyptian hieroglyphic alphabet and use hieroglyphs to write their names. Have students draw a decorative, oval cartouche border around their names. The chart on the following page contains a fictitious hieroglyphic alphabet made from Egyptian characters, concepts, or objects. Have the students use the characters to write their names or create their own alphabet. An example is given below.



A cartouche is an ornamental frame that is often oval or oblong in shape and encloses a pharaoh's name. The cartouche may be illustrated across the paper from left to right, or you may work from the top of the paper down.



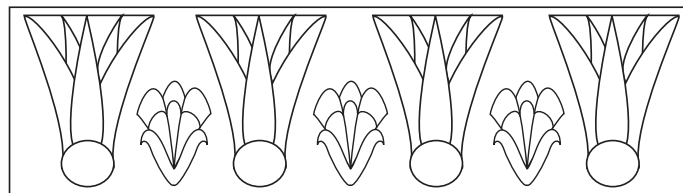
A  ax	B  bull	C  chariot	D  dagger
E  eye	F  frog	G  gazelle	H  herdsman
I  ideal	J  jar	K  keep	L  lion
M  moon	N  need	O  owl	P  panther
Q  quarter moon	R  rain	S  scarab	T  time
U  underworld	V  viper	W  water	X  oryx
Y  yesterday	Z  lizard		



18. Have students create Egyptian-style profile portraits with the eyes looking straight out.



19. Have students create papyrus and lotus designs using simplified drawings of flowers in repeat patterns. Ask students to begin by developing several stylized flower drawings on practice paper. Have them cut out two to trace as repeated patterns on 6" x 12" paper. Then have students outline border designs with a black marker and color in part of the designs with colored markers or pencils.



20. Have students write a first-person story about daily life in ancient Egypt.



21. Have students explore Egyptian culture, the day-to-day life of ancient Egyptians, and the two-dimensional style of Egyptian art, and then create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.
22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

achievements	empire	pyramids
architecture	government	scribes
barter	hieroglyphics	untouchables
civilization	papyrus	urban
embalming	pharaoh	

1. The _____ were the lowest members of the Indian caste system.
2. The Egyptian _____ had a highly developed culture.
3. Egyptians used the _____ plant to make paper.
4. Egypt was ruled by a _____, which is the name for an Egyptian King.
5. The _____ of the African culture included artwork and metalwork.
6. The Egyptians built _____ to bury their pharaohs.
7. The ancient Egyptian writing system is called _____.
8. The _____ were those who kept records.



9. Egyptians preserved bodies by _____ them.
10. Early civilizations used a _____ system for trade.
11. The Egyptians ruled a large _____ .
12. An example of Egyptian _____ is the pyramid.
13. There were many different forms of _____ in the early civilizations.
14. Some early civilizations developed an _____ way of life.

Circle the letter of the correct answer.

15. The two civilizations which did **not** develop along river valleys are _____ .
 - a. Japan and Egypt
 - b. Amerindian and Egypt
 - c. Amerindian and Japan
 - d. Mesopotamia and Brooklyn
16. The governments of the early civilizations can be described as _____ .
 - a. very weak
 - b. very powerful
 - c. democratic
 - d. there were no governments



17. Most of the people who lived during the early civilizations were _____ .
- a. millionaires
 - b. chariot dealers
 - c. very poor
 - d. merchants
18. The Amerindian Civilization developed in _____ .
- a. Europe and Asia
 - b. India and China
 - c. North America and Africa
 - d. South America and North America
19. The Fertile Crescent is located near _____ .
- a. the Mississippi and Missouri rivers
 - b. the Atlantic and Pacific Oceans
 - c. the Nile River and Red Sea
 - d. the Tigris and Euphrates rivers



Keys

Practice (pp. 44-45)

1. 3100 B.C.
2. pharaohs
3. priests; landlords; government officials; military leaders
4. flood
5. social
6. poor
7. bartering
8. Ra; Isis
9. pyramids
10. architecture; mathematics; calendar
11. Japan; Amerindian
12. deserts; mountains; oceans

Practice (pp. 46-47)

1. Early Civilizations
2. Location; Government; Social Structure; Religion; Economy; Achievements
3. Egyptian; Mesopotamia; Indus Valley; Yellow River Valley or Huang He River Valley; Japan; African; Amerindian
4. Caste system
5. Nile River Valley
6. farming
7. metalwork; artwork
8. all-powerful ruler called pharaoh
9. Shintoism

Practice (p. 51)

1. F
2. I
3. D
4. K
5. L
6. J
7. E
8. A
9. H
10. C
11. M
12. N
13. B
14. G

Unit Assessment (pp. 19-21TG)

1. untouchables
2. civilization
3. papyrus
4. pharaoh
5. achievements
6. pyramids
7. hieroglyphics
8. scribes
9. embalming
10. barter
11. empire
12. architecture
13. government
14. urban
15. c
16. b
17. c
18. d
19. d



Unit 3: Early Civilizations in the Fertile Crescent (3500 B.C.-539 B.C.)

This unit emphasizes the history and contributions of the ancient civilizations in the Fertile Crescent.

Unit Focus

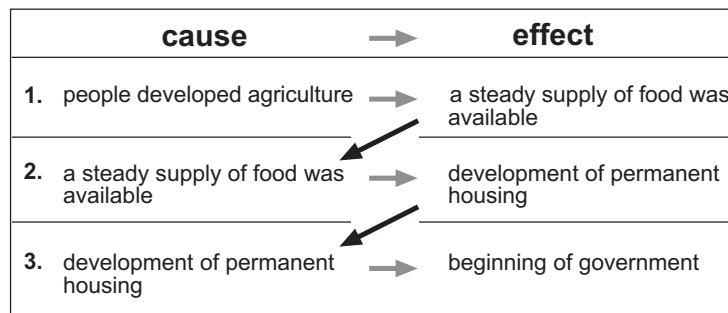
- characteristics and contributions of early civilizations in Mesopotamia and the Mediterranean basin
- geographic and political factors that helped bring about the rise and fall of civilizations in Mesopotamia and the Mediterranean basin

Suggestions for Enrichment

1. Have students develop a chart entitled “Contributions of Early Civilizations of the Fertile Crescent.” Include in the chart all of the civilizations studied in this unit. (See chart in Unit 3, page 89, of the student book as an example.)
2. Ask students to compare our modern legal system with that of the Code of Hammurabi.
3. Have students use the Internet or other sources to view and read all of the laws in the Code of Hammurabi. Discuss and compare punishment under the law with Hammurabi’s code and our laws of today. Have students explain which set of laws is more fair and why.
4. Ask students to compare the Code of Hammurabi with our Bill of Rights.
5. Have the class create a timeline on banner paper to be hung on the classroom wall. Using different colors, students can add each civilization they study to the timeline.



6. Ask students to research and construct a timeline showing the various empires of this period (e.g., Arcadian, Babylonian, Hittite, Assyrian, Persian).
7. Ask students to compare the *Star Wars*' empires with the empires they are studying.
8. Divide students into groups. Have each group choose an ancient civilization from the Fertile Crescent and make an oral presentation to the class using their textbooks and reference sources from the library. Posters or other visual aids may be used.
9. Have students develop a graphic organizer for a three-step cause-and-effect chain as shown below.



(Other examples: domestication of animals; construction of irrigation ditches; development of religion). Have students pair up and compare their chains.

10. Have students choose two cultures and compare these aspects: types of dwelling they built, types of food they ate, their religion, their mobility, and their family patterns. Then have them make at least one generalization about both cultures and explain the information they used to form the conclusion. Finally, identify an aspect from one of the cultures and identify another culture or situation to which it applies.



11. Ask students to locate magazine pictures to represent events in their life and attach them to an 18" string. Allow time to discuss how someone else (a friend, parents, a teacher) might have told a story differently. Discuss how choosing a particular focus on historical events influences what we read as history. Discuss how different people from different countries may report on a similar event.
12. Have students list comparisons between the cultures described in the unit.
13. Make two columns on the board labeled *historical fact* and *historical interpretation*. Ask students to give examples of both from the unit. For example: Sumerian cities were conquered by nomads (fact). As the nomad population increased and their needs became greater, they pushed closer to the city-states (interpretation). Discuss the historian's role in reporting historical events and the need for interpreting such events.
14. Discuss similarities in Sumerian religion to activities in students' daily lives.
15. Have students research the epic of Gilgamesh and read sections aloud. Discuss how Sumerians used these tales to entertain. Have students compare this with reading about comic book heroes.
16. Have students research and list tools developed and/or invented by the Sumerians. Discuss the Bronze Age and what impact this age had on further developments. Brainstorm important inventions and tools used today that were developed by the Sumerians. Ask students to further research tools invented by the people of Mesopotamia.
17. Have students write about what they think the life of a Sumerian their own age would be like. Discuss these activities and ask students to compare the activities to their own typical day.
18. Have students choose one of the civilizations discussed in the unit and describe what daily life would have been like for someone their age.



19. Make, buy, or copy clay tablets with pictograph or cuneiform writing on them. In three stages three to five minutes apart, provide resources that will allow students working in groups to translate more and more of the tablets. Ask groups to report on the translations and read the tablet. Provide each group with a written handout with full cuneiform-to-English translations and have students write and draw cuneiform and English translations. Have students brainstorm advantages of having a written language.
20. Have students discuss what life would be like without a car, written language, or a government based on laws.
21. Have students use the Internet to gather information about an ancient civilization. Ask students to produce a newspaper that reflects the cultural, political, economic, and religious views of the people living in those societies at that time. Discuss different sections of the paper, such as the front page, business, travel, arts and leisure, real estate, editorial, and advertisement sections. Discuss how narrative, descriptive, and persuasive writing is used for specific articles and sections. Have students visit the Web pages of popular daily newspapers such as *USA Today*, *The New York Times*, and *The Washington Post* to examine layout and articles by professional writers. Have students include at least one feature article, a letter to the editor, a classified ad, and an advertisement. Ask students to include articles on sports, travel, arts and leisure, and business. Encourage use of illustrations, pictures, table, and charts.
22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-----------------|
| _____ 1. a skilled worker such as a weaver or a baker, who makes goods by hand | A. artisan |
| _____ 2. separation from your homeland | B. covenant |
| _____ 3. payments that conquered peoples were forced to pay to their conquerors | C. cuneiform |
| _____ 4. belief in only one God | D. diaspora |
| _____ 5. code of right or wrong conduct | E. ethics |
| _____ 6. a system of writing with wedged-shaped symbols invented by the Sumerians | F. exile |
| _____ 7. believing in many gods | G. famine |
| _____ 8. the scattering of the Hebrew people from their homeland | H. liberated |
| _____ 9. good, honest, and truthful | I. monotheism |
| _____ 10. a promise or an agreement | J. moral |
| _____ 11. people in ancient times who kept records | K. polytheistic |
| _____ 12. a religious leader who is believed to be able to interpret God's will | L. prophet |
| _____ 13. a great lack of food | M. scribes |
| _____ 14. to be freed or released | N. tribute |



Circle the letter of the correct answer.

15. The Sumerian civilization began in a valley between the _____ .
- a. Persian Gulf and the Mediterranean Sea
 - b. Tigris and Euphrates rivers
 - c. Red Sea and Persian Gulf
 - d. lands of Egypt and Phoenicia
16. The Sumerians built ziggurats that were _____ .
- a. libraries
 - b. irrigation canals
 - c. palaces
 - d. religious temples
17. The most important Phoenician contribution to our civilization was _____ .
- a. seaworthy ships
 - b. the alphabet
 - c. purple dye
 - d. belief in one God
18. The first people to believe in one God were the _____ .
- a. Phoenicians
 - b. Chaldeans
 - c. Hebrews
 - d. Babylonians
19. The Hebrew leader that forced the Egyptians to free the Hebrews from slavery in Egypt was _____ .
- a. Moses
 - b. David
 - c. Saul
 - d. Solomon



20. _____ was a great Babylonian king who had the laws of his civilization put into writing and carved into stone.
- a. Assurbanipal
 - b. Nebuchadnezzar
 - c. Cyrus
 - d. Hammurabi
21. The _____ unified their empire by building the Royal Road, establishing an efficient government, and a standard currency.
- a. Assyrians
 - b. Babylonians
 - c. Persians
 - d. Chaldeans
22. A great library with the knowledge and achievements of many civilizations of the ancient world was a contribution of the _____ .
- a. Assyrians
 - b. Babylonians
 - c. Phoenicians
 - d. Hebrews

Answer the following using complete sentences.

23. Compare and contrast the Code of Hammurabi and the Ten Commandments. _____



24. How was the Assyrian way of building an empire different from that of the Persians? _____

Which do you think was the more effective? Explain your answer.

25. Which of the ancient civilizations of the Fertile Crescent have influenced the course of history the most? Explain your answer.



Keys

Practice (p. 62)

1. G
2. C
3. B
4. F
5. D
6. M
7. K
8. H
9. J
10. A
11. E
12. I
13. L

Practice (p. 63)

1. The Fertile Crescent is an area of land from the Persian Gulf to the Mediterranean Sea.
2. The floodwaters left behind silt, a thick layer of mud, in which grain could be planted and later harvested.
3. In many large city-states with various social classes: priests and kings at the top; wealthy merchants next; farmers, artisans, and craftsman next, in the majority; and slaves at the lowest level.
4. The main achievements were a system of writing with wedge-shaped symbols called cuneiform; pyramid-shaped buildings called ziggurats; dikes and an irrigation system; a number system based on 60; and a lunar calendar with 12 months.

Practice (p. 67)

1. Hammurabi created the first system of laws called the Code of Hammurabi.
2. Answers will vary.
3. The main achievements of the Babylonians were the first system

of laws called the Code of Hammurabi, which became the foundation for other legal systems, and the study of astrology which led to the development of astronomy.

4. The Babylonians adopted cuneiform, the system of writing with wedge-shaped symbols; they were farmers and traders; they had a similar social structure of upper, middle, and lower classes; they adopted polytheistic ideas and worshipped many gods; and they did not believe in an afterlife.

Practice (p. 74)

1. liberated
2. Torah
3. moral
4. covenant
5. ethics
6. prophet
7. monotheism
8. Diaspora
9. exile

Practice (pp. 75-76)

1. The Hebrews believed in one God.
2. The Hebrew laws encouraged fairness and justice and strict rules for behavior.
3. Moses freed the Hebrew people from slavery in the 1200s B.C.
4. The prophets, such as Elijah, Isaiah, Deborah, and Micah, were messengers of God who preached to the Hebrew people about obedience to God's laws and the dangers of breaking them. Prophets such as Jeremiah helped the Hebrews preserve their faith by reminding them not to forget their duties to God and to one another.



Keys

5. People resented high taxes and spending one month out of every three working on the temple, so after Solomon's death the kingdom divided into two separate kingdoms.
6. When the Chaldeans captured Jerusalem, many Hebrews were enslaved and taken to the capital city of Babylon. Prophets helped the Hebrew people keep their culture and religious identity during this long captivity.
7. The contributions of the Hebrews were the concept of one God; the narrative art of the Hebrew Bible; the Ten Commandments; ideas of social justice and human dignity; and one of the first occurrences of a seven-day week.

Practice (pp. 82-83)

1. The Phoenicians earned a living as shipbuilders, navigators, seafaring merchants, and traders.
2. The Phoenicians traded lumber, glass, and purple dye from their land for wine, weapons, valuable metals, ivory, and slaves from other lands.
3. The Phoenicians contributed the phonetic alphabet of 22 letters.
4. The Assyrians terrorized people they conquered, using cruelty and violence.
5. Assyrian rulers used terror in ruling their empire.
6. The Assyrians were great builders and copied and edited many of the literary works of Babylonia.

7. The Hanging Gardens of Babylon, one of the Seven Wonders of the ancient world, were lush rooftop gardens, visible from any point in Babylon and watered through a complex system of pumps.
8. Chaldean astronomers recorded accurate observations of the stars and made maps of the positions of the planets and the phases of the moon.

Practice (pp. 87-88)

1. The Persians treated the people they conquered fairly; the people could keep their own languages, customs, and religion.
2. King Cyrus made Persia a mighty empire by conquering other empires.
3. Kings appointed satraps, or governors, to govern each province and keep an eye on all their officials.
4. The inspectors were the eyes and ears of the king.
5. The Persians' religious beliefs followed the teaching of a Persian prophet name Zoraster, who worshipped the one god Ahura Mazda. Ahura Mazda, the Wise Lord, stood for truth, goodness, and light. There was also an Evil Spirit who represented darkness. Zoraster taught that people had the choice of doing good or evil in a world trapped between the forces of good and evil. In the end, all souls would be judged according to the choice they had made and either be rewarded with entering paradise or punished by being sent to a dismal underworld.



Keys

6. Persians continued the Assyrians' practice of subdividing their empire into provinces to rule it efficiently. They also continued the practice of connecting all parts of their empire with a system of roads. The Persians set up a common set of weights and measures to improve trade. They used coins, like the Lydians, and manufactured and used metal coins in trade. Their tolerance and good government helped to preserve ideas from earlier civilizations for the future.

Practice (pp. 91-92)

1. stylus
2. scribes
3. Fertile Crescent
4. Mesopotamia
5. cuneiform
6. epic
7. silt
8. city-state
9. famine
10. ziggurat
11. polytheistic
12. cultural diffusion
13. artisan

Practice (p. 93)

1. D
2. J
3. K
4. G
5. B
6. L
7. A
8. C
9. H
10. F
11. E
12. I

Unit Assessment (pp. 29-32TG)

1. A
2. F
3. N
4. I
5. E
6. C
7. K
8. D
9. J
10. B
11. M
12. L
13. G
14. H
15. b
16. d
17. b
18. c
19. a
20. d
21. c
22. a
23. Answers will vary.
24. Answers will vary.
25. Answers will vary.





Unit 4: Early Civilizations in India and China (2500 B.C.-184 B.C.)

This unit emphasizes the history and the contributions of the civilizations of ancient India and China.

Unit Focus

- characteristics and contributions of advanced civilizations in India and China
- geographic and political factors that helped bring about the rise and fall of ruling families in India and China
- religion and philosophy that influenced the development of both the Indian and Chinese culture

Suggestions for Enrichment

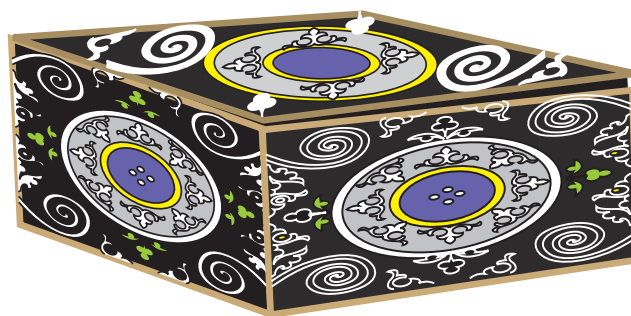
1. Have students research the population and size of India and compare with the United States.
2. Give students a world map and ask them to label India and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
3. Ask students to select one of following topics to research.
 - everyday life in ancient India (e.g., professions, government, dwellings, family life)
 - everyday life in modern India (e.g., village life compared with city life; economy: types of jobs; lifestyles: family, education, health, housing, holidays)



4. Have students research and write about a famous Indian person or a person who spent time in India (e.g., Siddhartha Gautama, Kalidasa, Chandragupta Maurya, Babur, Saint Francis Xavier, Akbar, Shah Jahan, Mahatma Gandhi, Rudyard Kipling, Jawaharlal Nehru, Mother Teresa, Indira Gandhi). Have students include a summary of the person's life and famous contributions.
5. Invite a guest speaker who has lived in India to talk about the Indian culture and customs and share a few conversational words or phrases in Hindi, the official language of India.
6. Show the class a travel video on India.
7. Have students research one of the following topics about India: Indian dress, Hinduism, the Taj Mahal, monsoons, or the caste system.
8. Have students read and share Indian stories and folktales.
9. Have students listen to traditional Indian music, especially that music played with the sitar, one of India's most ancient instruments, made popular with Western audiences of the 1960s by Ravi Shankar.
10. Have students research Indian inventions, ancient and modern pastimes, and sports.
11. Ask students to list examples of archeological finds from Mohenjo-Daro and describe what each find indicates about the culture. Finds could indicate the existence of city planning, writing, trade, technology, etc.
12. Ask students to draw a triangle representing the shape of India. Have them read pages 99-100 in their textbook and label the geographic features described in this section. Discuss the impact of these physical features on the development of Indian civilization.

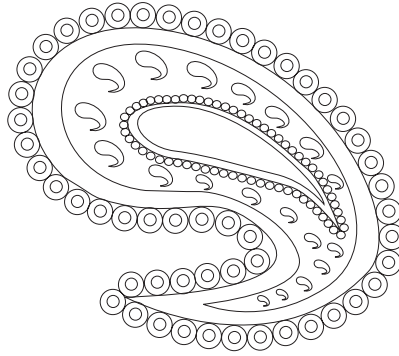


13. Divide the class into groups and assign regions in India to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the rupee). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
14. Have students develop an Indian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
15. Invite an Indian or Indian-American artist to show the class some Indian crafts (e.g., batik, wood carvings, embroidery, woodcut prints, rugs, marble inlays, jewelry, brass work, lacquer boxes, paisley prints).
16. Have students create painted lacquer boxes from cardboard pencil boxes or any small boxes available. Have them draw patterns on practice paper, then paint the pencil box with black paint. When this is dry, have students paint patterns on the black paint. When that dries, ask them to outline some patterns with a gold marker. Have students apply a coat of aerosol varnish to the surface of the box. This should be done outside where there is good ventilation.





17. Have students look at paisley, a design motif used extensively by Indian textile designers. Paisley designs are derived from shapes elaborately decorated with leaf, floral, and geometric designs. Have students create an original paisley pattern.



18. Have students write a first-person story about daily life in ancient India.
19. Have students research the population and size of China and compare with those of the United States.
20. Give students a world map and ask them to label China and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
21. Ask students to select one of the following topics to research.
 - everyday life of ancient China (e.g., professions, government, dwelling, family life)
 - everyday life of modern China (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)
22. Have students research and write about a famous person or group of people from China (e.g., Confucius, Shi Huangdi, LiPo, Tu Fu, Kublai Khan, Jiang Kai-shek, Mao Zedong, Zhou Enlai, Pu Yi, Manchus, Nationalists, Communists).



23. Invite guest speakers who have lived in China to talk to students about Chinese culture and customs and share a few conversational words or phrases; demonstrate the use of the abacus and have students solve mathematical problems; demonstrate Chinese writing, and write a few students names; and/or demonstrate the use of chopsticks and have students practice by passing jelly beans to each other using the chopsticks.
24. Show the class a travel video on China.
25. Have students research one of the following topics: Confucianism, Yuan and Zhou dynasties, the Tang dynasty (the Golden Age), Marco Polo, the Great Wall of China, Tiananmen Square, the Imperial Palace, or acupuncture.
26. Have students read and share Chinese stories and folktales.
27. Have students listen to traditional Chinese music and Chinese operas.
28. Have students research Chinese inventions, ancient and modern pastimes, and sports.
29. Divide students into groups. Have each group research a technology developed in ancient China and present collages describing past and present uses of this technology in an oral presentation.
30. Have students develop a chart to help them understand important cultural developments in the Shang dynasty. See the sample chart below.

Shang Culture			
Society	Religion	Writing	Technology, Art, and Science



31. Have students use textbooks and other references to make a bulletin board display that compares the basic philosophies of Confucius, Laozi, and Hanfeizi. Based on their research, have the group choose one philosophy and argue that its philosophy is best able to solve the problems of the modern world. Have the class conduct a debate, with each group sending a spokesperson to the podium.
32. Divide the class into groups and assign regions in China to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the Yuan). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
33. Have students develop an Chinese cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
34. Invite a Chinese artist to give a talk or demonstration on his or her art form (e.g., free brush, painting on silk, porcelain, calligraphy, hua yang or paper-cuts).
35. Have students create hua yang, or Chinese paper-cuts. Ask students to fold a 9" x 12" piece of black construction paper in half and cut out the basic shape of an animal or object in nature. The students should keep the paper folded. Have them cut out some shapes from the outer edges. (Optional: Use a hole punch to create designs within the basic shape.) Have students unfold the paper and glue it to a piece of 9" x 12" white drawing paper.
36. Have students write a first-person story about daily life in ancient China
37. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|---|-----------------|
| _____ | 1. fine windblown yellow soil | A. benevolent |
| _____ | 2. desiring to do good to others; kindhearted | B. bureaucracy |
| _____ | 3. deeply religious | C. caste |
| _____ | 4. to decode or interpret | D. convert |
| _____ | 5. respect for one's parents | E. decipher |
| _____ | 6. a system of managing government through departments run by appointed officials | F. devout |
| _____ | 7. an unchangeable social group into which a person is born | G. filial piety |
| _____ | 8. to adopt a different system or belief | H. loess |



Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-----------------|
| _____ 9. large area of land smaller than a continent | A. dynasty |
| _____ 10. seasonal wind that is dry in one season and brings heavy rainfall in the other | B. feudalism |
| _____ 11. ruling family | C. monsoon |
| _____ 12. bone used by Shang dynasty priests to predict the future | D. oracle bone |
| _____ 13. any system of ideas based on values of an individual or culture concerning the source and nature of human knowledge | E. philosophy |
| _____ 14. classical language of the Hindu peoples of India | F. Sanskrit |
| _____ 15. a system in which people owe their loyalty to the wealthy landowners | G. subcontinent |

Circle the letter of the correct answer

16. The people of India were cut off from other civilizations due to _____ .
- a. the caste system
 - b. religious differences
 - c. the geography of India
 - d. their warlike behavior
17. The first Indian civilization developed in _____ .
- a. the Indus River Valley
 - b. the Hindu Kush Mountains
 - c. the Himalaya Mountains
 - d. the Ganges River Valley



18. About 1500 B.C., India was invaded and conquered by the _____ .
- Persians
 - Aryans
 - Dravidians
 - Assyrians
19. The Vedas were _____ .
- priests
 - religious writings
 - swords
 - Aryan gods
20. The _____ were the highest position in the Aryan caste system.
- Shudras
 - Vaisyas
 - Kshatriyas
 - Brahmins
21. The lowest class in Aryan society was _____ .
- Brahmins
 - Vaisyas
 - Kshatriyas
 - Shudras
22. Unlike Chandragupta, Asoka became a _____
- soldier and conqueror
 - a follower of Hinduism
 - a man of peace
 - a member of the Mauryan dynasty
23. Early civilization in China developed in the valley of the _____ River.
- Yangzi
 - Indus
 - Yellow or Huang He
 - Ganges



24. The Chinese view of government in which dynasties received their power from the gods was called _____ .
- filial piety
 - feudalism
 - the Vedas
 - the Mandate of Heaven
25. The Zhou set up a feudal system in order to _____ .
- increase farm production
 - weaken the nobility
 - get help in governing their empire
 - end warfare in the provinces of China
26. Confucius encouraged loyalty to the _____ .
- nation
 - leader
 - family
 - community
27. The philosopher Laozi taught that individuals could achieve happiness by _____ .
- relying on the government
 - accepting their lot in life
 - pursuing wealth and giving it to the poor
 - preaching against the evils of society
28. Legalism taught that _____ .
- man is basically good
 - order could be achieved through strict laws and harsh punishments
 - man must follow the “way of nature”
 - filial piety would bring harmony to China



Answer the following using complete sentences.

29. What were some of the achievements of early Chinese civilization?

30. How did the Aryans build a new civilization in India? _____



31. What measures did Chandragupta take to unite his empire?

32. How did Asoka's policy of toleration help him unite his empire?



Keys

Practice (p. 106)

1. Khyber Pass
2. Indus River
3. Harappa
4. Plateau of Tibet
5. Himalaya Mountains
6. Ganges River
7. Arabian Sea
8. Bay of Bengal

Practice (pp. 107-108)

1. Answers will include the following: many mountain ranges isolated population groups; two great rivers water the fertile region; the Indus Plain attracted invaders; monsoons could damage crops and lead to famine
2. The civilization disappeared about 1500 B.C. leaving only clay tablets with picture symbols which have not been deciphered.
3. Evidence from archeologists shows that the Indus Valley people developed and used a uniform system of weights and measurements. Their pottery was shaped, decorated, glazed, and baked. Copper and bronze were used to make ornaments, fishhooks, and spears. Wooden furniture was decorated with bone, shell, and ivory.
4. The Aryans invaded the Indus Valley, enslaving the Dravidians who lived there. The culture of the Aryans and the Dravidians gradually blended and a new civilization began.
5. The people were divided into classes by occupation and family. They worshipped nature gods and goddesses. They believed that their gods would give them good health, victory in war, and wealth.

Over time, the Aryan religion gradually changed to Hinduism.

6. Chandragupta's rule was harsh. He had a powerful army. Asoka rejected war and violence. He vowed to rule by moral example and a code of conduct that emphasized truth, justice, and religious tolerance.

Practice (p. 109)

1. B
2. C
3. I
4. G
5. K
6. F
7. H
8. D
9. J
10. E
11. A

Practice (pp. 119-120)

1. Many floods caused massive destruction.
2. They believed that praying to one's ancestors would influence the gods. Sacrifices and food offerings were used.
3. The Mandate of Heaven meant that the power to rule came from the gods. It was used by dynasties to gain power.
4. Answers will include the following: developed a system of writing, produced beautiful pottery, learned to weave silk cloth, made the first bound books, used iron to make tools and weapons, and developed irrigation and flood control systems.
5. Confucius taught respect for one's family and ancestors. He taught that honesty, politeness, generosity,



Keys

and loyalty were very important virtues. Laozi believed that a universal force guided all things, that people should live as simply as possible in harmony with nature. He believed that the government should leave people alone.

6. Answers will vary.

Practice (p. 122)

- 5 East China Sea
6 South China Sea
2 Wei River
4 Yangzi River (Chang Jiang)
1 Huang River (Yellow River)
3 Yellow Sea

Practice (p. 125)

1. Mohenjo Daro and Harappa
2. Aryan sacred writings
3. a person's occupation and the class of his or her parents
4. creator of India's first great empire
5. their bronzework
6. Answers will vary.

Practice (p. 126)

1. G
2. H
3. I
4. F
5. A
6. C
7. D
8. B
9. E

Unit Assessment (pp. 43-48TG)

1. H
2. A
3. F

4. E
5. G
6. B
7. C
8. D
9. G
10. C
11. A
12. D
13. E
14. F
15. B
16. c
17. a
18. b
19. b
20. d
21. d
22. c
23. c
24. d
25. c
26. c
27. b
28. b
29. The Chinese under the Shang dynasty developed a system of writing. They also produced beautiful pottery and silk cloth. Shang artists were famous for their bronzework. During the Zhou dynasty the Chinese made the first bound books.
30. The Aryans settled in the fertile plains of Northern India. They formed independent states ruled by rajahs or chiefs. These independent states eventually became small kingdoms of self-governing farming villages. Aryan culture developed important customs and traditions that were passed down through their sacred scriptures known as the Vedas. They had a rigid class structure known the caste system. People were grouped socially by occupation and family.



Keys

31. Chandragupta's family, the Mauryas, created India's first great empire. He established a centralized government with a well-organized bureaucracy. Government officials collected taxes and supervised the building of roads and harbors. His rule was harsh. He used a network of spies to control his empire.
32. Asoka became a convert to the Buddhist faith. Buddhism teaches nonviolence. He followed a code of conduct that emphasized truth, justice, and religious toleration. His leadership brought peace and prosperity to India.



Unit 5: Ancient Greece (600 B.C.-323 B.C.)

This unit emphasizes the history and contributions of the ancient Greeks and how the Greeks have influenced modern culture.

Unit Focus

- characteristics of Greek culture
- achievements of Alexander the Great
- characteristics of Athens and Sparta
- contributions of ancient Greek civilization

Suggestions for Enrichment

1. Ask students to discuss the Olympic Games. Have them identify codes of conduct and value systems important to athletes.
2. Have students research and create a graphic organizer to compare the original Olympic games with the modern Olympics.
3. Have students use the Internet or other sources to research the Olympic games around 480 B.C. and the different goals and behavior of people from Sparta, Athens, Corinth, Argos, and Megara.
4. Have students use the Internet and other sources to research the history of the Olympic games and to answer the following questions: In what country did the Olympics originate? What do the five interlocking rings symbolize on the Olympic flag? Explain the choice of colors for each ring. When and where were the first summer and winter Olympics held? What country won the most metals in the last Winter and Summer Olympics? How many gold, silver, and bronze metals did they win? Study the results of the last five Summer Olympics games. Based on the number of medals won, predict who will win the most medals in the coming Summer or Winter Olympics. In which events will they win medals?



5. The original Greek Olympics were held to honor the gods. Have students research Greek gods and choose one Greek god, design a symbol to represent that god, and explain the symbol's significance. (List of significant Greek gods: Zeus, Hera, Poseidon, Hades, Ares, Hephaestus, Hermes, Apollo, Artemis, Dionysus, Athena, and Aphrodite.)
6. Hold mock ancient Greek Olympics. Choose five groups to represent Sparta, Athens, Corinth, Argos, and Megara. Have groups create a flag for their team. Conduct the following Olympic games listed below.
 - tongue twister—one team member says one tongue twister (chosen at random) three times; the best team wins
 - velcro sticky ball (javelin throwing)—all team members compete to throw a paper javelin; the best total team score wins
 - music appreciation (humming)—one or more team members hum a tune; the best team wins
 - boxing (items in a box)—one team member is shown the contents of a box for 20 seconds and has one minute to write everything remembered; best score wins
 - ball in a basket—all team members compete to toss a ball in a basket; the best score wins
 - art recognition—one team member draws an item at random from a box, teammates guess item; the best time wins
 - knucklebones (Jacks)—the first team member plays a round of Jacks by onesies, the next person twosies, the next threesies, etc. If you miss you're out. The best team score wins. Award first-, second-, and third-place winners.
7. Have students discuss what they think is the most important purpose of government. Have them explain by citing examples of that purpose.
8. Have the class describe their student government. How is it organized? How do those in charge gain leadership?



9. Have students brainstorm a list of what democracy in the United States entails. Discuss why students think Athenian democracy could or could not work in the United States. Review the American democracy list and ask how students might change the list.
10. Have students research how geography and climate influenced ancient Greece in the following areas: farming, trade, and the development of individual city-states.
11. Have students examine a map of Greece for important geographic features. Ask students to describe at least five geographic features, and compare them (e.g., climate, water bodies, type and description of land mass, land fertility) to geographical features found on a map of Egypt.
12. Ask students to research and compare life in Athens with life in Sparta using the following graphic organizer.

Compare Life in Athens with Life in Sparta		
	Athens	Sparta
physical education		
cultural education		
military obligations of citizens		
form of government		
government control of daily life		

13. Have students draw a Venn diagram, label the circles Sparta and Athens, respectively, and label the overlapping section Similarities. Ask students to search background information on Athens and Sparta and fill in the Venn diagram.
14. Have students research the differences in Sparta and Athens concerning these topics: education, boys, girls, and weddings.



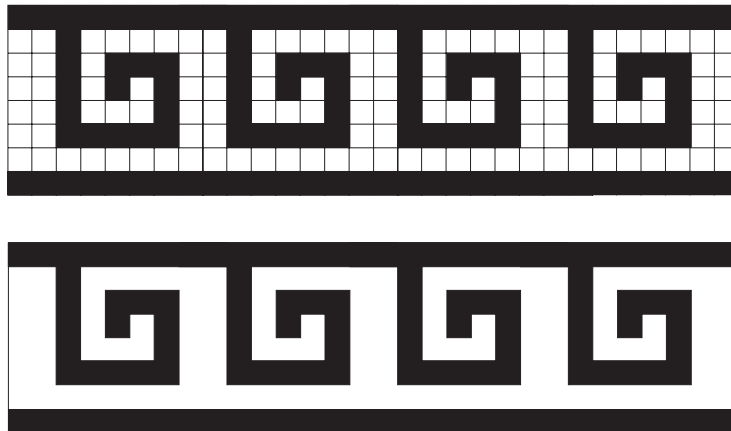
15. Have students use the Internet and other sources to describe Greek men, women, babies, girls, boys, slaves, toys, pets, houses, food, clothing, hairstyles (barber shops), dance, stories, and contributions to the world.
16. Have students act in the role of an ancient Greek or Roman god and decide what and how to handle a current issue.
17. Have students select a Greek god or goddess and, using the encyclopedia (or other source), write a newspaper story on the god or goddess complete with illustrations.
18. Have students create newspapers reflecting a historical period (e.g., a news flash from the pharaoh or from Alexander the Great).
19. Have students research the population and size of Greece and compare with those of the United States.
20. Give students a world map and ask them to label Greece and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
21. Ask students to select one of the following topics to research.
 - everyday life in ancient Greece (e.g., professions: merchants, artisans, farmers, servants; government: democracy; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)
 - everyday life in modern Greece (e.g., economy: type of jobs; lifestyles: family, education, health, housing, holidays)
22. Have students research and write about a famous person from Greece (e.g., Aesop, Homer, Pythagoras, Sophocles, Phidias, Pericles, Herodotus, Socrates, Hippocrates, Democritus, Plato, Aristotle). Have students include a summary of the person's life and famous contributions.



23. Invite a guest speaker who has lived in Greece to talk to students about Greek culture and customs and share a few conversational words or phrases.
24. Have students role-play a day in the life of an Athenian or of a Spartan.
25. Show the class a travel video on Greece.
26. Have students research one of the following topics about Greece: currency, ancient Greek Gods, Classical Age of Greece, democracy of ancient Athens, Greek architecture, and art of Greece.
27. Have students read and share Greek fables, folktales, or epics.
28. Have students listen to Greek folk music.
29. Have students research Greek inventions, ancient and modern pastimes, and sports (e.g., Olympic games).
30. Divide the class into groups and assign regions in Greece to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the drachma, abbreviated dr). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
31. Have students develop a Greek cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.



32. Have students create Mediterranean border designs. Ask students to develop a basic geometric pattern on quarter-inch graph paper, then carefully measure and lightly sketch that design on a sheet of 6" x 12" drawing paper. Ask students to then outline and fill in part of the designs with black markers. Display borders around the room like wallpaper borders.



33. Have students write a first-person story about daily life in ancient Greece.
34. Have students write a five-paragraph essay on the causes and results of the Persian Wars:
- an introductory paragraph about the causes of the war
 - a paragraph each on the battles of Marathon, Thermopylae, and Salamis, including who was involved; where was it fought; when was it fought; what happened; who won; and strategic details on how it was won
 - a concluding paragraph on the battle of Plataea, including who was fighting and who won

Ask students to reflect on the essay and think about how the Persians could have won the war. Discuss what details of the battle would be different. Discuss how Greek might have been affected.



35. Ask students to fill out the following chart by researching what the Minoans achieved and the Mycenaeans adopted in the areas of art, trade, building, and language. Have them put an X next to achievements that were lost during the Dark Ages.

Minoan and Mycenaean Achievements

Area	Minoan	Mycenaean
art		
trade		
building		
language		

36. Have students explore Greek culture, the day-to-day life of ancient Greeks and create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.
37. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|--------------------|
| _____ 1. a person of noble birth; a member of a superior class | A. Acropolis |
| _____ 2. a system of principles by which a nation or any group is governed | B. aristocrat |
| _____ 3. a body of land that has water on all but one side | C. barbarian |
| _____ 4. alone; off by itself | D. constitution |
| _____ 5. a government ruled by the people or their representatives | E. cultural fusion |
| _____ 6. to bring goods into one country from another country | F. democracy |
| _____ 7. pride in or devotion to one's government | G. foreign |
| _____ 8. the process of uniting through a common culture by spreading the features of a civilization | H. import |
| _____ 9. the hill that was the religious center of the city-state of Athens | I. isolated |
| _____ 10. economic well-being | J. patriotism |
| _____ 11. one whose culture is believed to be inferior | K. peninsula |
| _____ 12. of or relating to a country other than your own | L. prosperity |



Circle the letter of the correct answer.

13. The most important thing a Spartan could be was _____ .
 - a. courageous
 - b. easygoing
 - c. extremely free
 - d. afraid

14. The goal of Alexander the Great was to _____ .
 - a. make the world safe for democracy
 - b. spread Christianity
 - c. spread Greek culture around the known world
 - d. capture slaves

15. Greeks believed that the home of the gods was _____ .
 - a. Mount Rushmore
 - b. Mount Zeus
 - c. Mount Athens
 - d. Mount Olympus

16. The period of the Greek Empire is called the _____ .
 - a. Hellenistic Age
 - b. Age of Alexander
 - c. Medieval Age
 - d. Age of the Gods

17. One great Greek contribution came in the area of history. The person known as the Father of History is _____ .
 - a. Plato
 - b. Pluto
 - c. Herodotus
 - d. Sophocles

18. The geography of Greece is primarily _____ .
 - a. plains
 - b. plateau
 - c. desert
 - d. mountainous



19. Greeks make their living _____ .
- a. hunting and fishing
 - b. farming and manufacturing
 - c. fishing and manufacturing
 - d. fishing and farming
20. Probably the greatest contribution of the Greeks to modern man has been _____ .
- a. the names of gods
 - b. democracy
 - c. farming tools
 - d. fishing techniques

Answer the following using complete sentences.

21. What are two reasons the unification of Greece was difficult during ancient times? _____



22. What is meant by cultural fusion? _____

23. What are two contributions of the ancient Greeks in the areas of literature and medicine? _____



Keys

Practice (p. 134)

1. F
2. B
3. I
4. G
5. A
6. C
7. J
8. K
9. D
10. H
11. L
12. E

Practice (p. 135)

1. Answers will vary but may include the following: peninsula; small islands; mountainous; and little fertile soil.
2. Because the country's land was not very fertile and was surrounded by water, the Greeks used the sea for food and trade.
3. See chart below.

	ATHENS	SPARTA
government	aristocratic at first, democracy later	military
economy	exported wine, olive oil, pottery, large deposits of silver	farming
role of women	not permitted to take part in government	trained in gymnastics and physical endurance; held some legal and social rights

Practice (p. 138)

1. a way to unite people from different regions under a common culture
2. education; by establishing schools of Greece in foreign lands, young people would think and act like Greeks

3. to spread Greek culture to the known world
4. It was broken up into three kingdoms, each ruled by one of his generals.

Practice (p. 142)

1. democracy
2. They had human qualities and were responsible for all that happened on Earth.
3. first to dissect the human body; first to express the idea that Earth moves around the sun; first to distinguish between motor and sensory nerves
4. Answers will vary but may include the following: the Acropolis and King Agamemnon's tomb.
5. C
6. A
7. D
8. B

Practice (pp. 145-146)

1. city-state
2. democracy
3. Golden Age
4. aristocrat
5. peninsula
6. constitution
7. prosperity
8. isolated
9. flourish
10. foreign
11. patriotism
12. barbarian
13. Acropolis
14. cultural fusion
15. import
16. export



Keys

Unit Assessment (pp. 61-64TG)

1. B
2. D
3. K
4. I
5. F
6. H
7. J
8. E
9. A
10. L
11. C
12. G
13. a
14. c
15. d
16. a
17. c
18. d
19. d
20. b
21. Answers will vary but may include the following: geography prevented it; different types of government were already in place; and Greeks were very independent.
22. bringing various groups under one common culture
23. Answers will vary but may include the following: Greek tragedies which portray idea that the gods control events in human's lives; literature about social protest and the fate of man; first to dissect human bodies; first to make detailed drawing of the brain; and first to distinguish between motor and sensory nerves.



Unit 6: Ancient Rome (750 B.C.-A.D. 452)

This unit emphasizes the history and contributions of the ancient Romans and how the Romans influenced modern culture.

Unit Focus

- events and circumstances which led to the rise of Rome as an empire
- reasons for the decline of Rome as an empire
- contributions of ancient Roman civilization

Suggestions for Enrichment

1. Have students locate Italy on a map or globe. Ask them to describe its location and features. Invite them to speculate on life there in the past and present.
2. Ask students to discuss the purpose of religion in a culture and how religion influences behaviors.
3. Have students prepare a comic strip about life in ancient Rome.
4. Have students create a diagram comparing modern United States government with the government of ancient Rome.
5. Have students brainstorm features of their community that were probably influenced by ancient Rome.
6. Ask students to suggest ways that ancient Greece and Rome have influenced their own lives, the lives of their fellow citizens, and the world as a whole. Have students research and write an essay on how ancient Greece or Rome continues to influence modern American culture (e. g., ancient architectural styles that can be seen in modern buildings; elements of the ancient languages that can be seen in modern English).



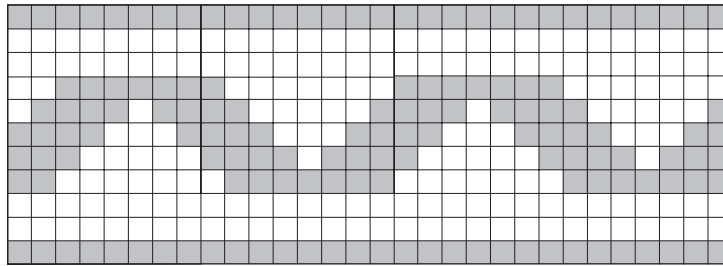
7. Have students list the ways the Greek and Roman cultures were different and create a talk-show game to test classmates.
8. Ask students to research and develop a vertical timeline on either ancient Greece or ancient Rome.
9. Ask students to choose a historical person from the unit and write interview questions for that person. Have students exchange papers and then answer the questions from that historical person's point of view.
10. Have students research the population and size of Italy and compare it with those of the United States.
11. Give students a world map and ask them to label Italy and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
12. Ask students to select one of following topics to research.
 - everyday life in modern Italy (e.g., village life compared with city life; economy: types of jobs; lifestyles: family, education, health, housing, holidays)
 - everyday life in ancient Rome (e.g., professions, government, dwellings, family life)
13. Have students research and write about a famous Italian person (e.g., Julius Caesar, Marco Polo, Dante, Filippo Brunelleschi, Christopher Columbus, Amerigo Vespucci, Michelangelo, Galileo, Giuseppe Verdi, Benito Mussolini, Giacomo Puccini). Have students include a summary of the person's life and famous contributions.
14. Invite a guest speaker who has lived in Italy to talk to the students about Italian culture and customs and share a few conversational words or phrases.



15. Show the class a travel video on Italy.
16. Have students research one of the following topics: the Roman Empire, the Renaissance, Pompeii, St. Peter's Church, the Sistine Chapel, the Colosseum, the Pantheon, the Leaning Tower of Pisa, or the Roman Catholic Church.
17. Have students read and share Italian fables and folktales.
18. Have students listen to an Italian opera.
19. Have students research Italian inventions, ancient and modern pastimes, and sports.
20. Divide the class into groups and assign regions in Italy to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the lira; plural, lire). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
21. Have students develop an Italian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
22. Invite an art historian to give a talk on the art and architecture of Italy.
23. Have students research Italian artists and architects (e.g., artists: Leonardo da Vinci, Raphael, Michelangelo, Botticelli, Giotto, Titian, and Donatello; architects: Brunelleschi and Bernini).



24. Have students create mosaic border patterns. Ask students to develop a geometric pattern on quarter-inch graph paper cut to 4 ½" x 11" and outline the pattern in black marker. (Since real mosaic pieces are slightly irregular, do not have students use rulers.) Then have students darken some of the graph squares with black marker. (Optional: Ask students to select areas of the design and color them in with colored pencils.) Display mosaics around the room like wallpaper borders.



25. Have students write a first-person story about daily life in ancient Rome.
26. Ask students to assume the role of elected consuls in Rome and solve three major problems facing the Roman Republic listed below.
- Rome needs tax money to run the Republic.
 - Elected officials are using their positions to get rich.
 - Rome does not have a police force.

Have students research, brainstorm, and write down ideas for possible solutions to each problem. Discuss solutions in groups as a class.

27. Have students investigate the reasons for the fall of Rome and come to conclusions as to why Rome fell. Have students respond to the following: Could the fate of Rome be averted, and if so, how would the world be different today? Next, ask students to compare the United States to the Roman Empire.



28. Ask students to write a summary of the similarities of problems that led to the fall of Rome to problems in our present society. Ask students to assume (for argument's sake) that the United States is declining in a manner similar to Rome and detail how the United States could stop the slide and return to its prior greatness.
29. Have students compare and contrast the views of historians on reasons for the decline and fall of the Roman Empire to how Romans explained their problems at the time.
30. Have students write a news report describing one of the events from the unit.
31. Have students explore Roman culture and the day-to-day life of ancient Romans and create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.
32. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|---|----------------|
| _____ 1. | to get someone to join a group, usually an army | A. allegiance |
| _____ 2. | Roman government officer whose job it was to draw up, explain, and carry out the laws | B. authority |
| _____ 3. | to treat a person or group harshly and unjustly | C. consul |
| _____ 4. | loyalty | D. legislative |
| _____ 5. | a person who chooses to suffer or die rather than give up something he or she believes in | E. martyr |
| _____ 6. | lawmaking body having the power to make or pass laws | F. moral |
| _____ 7. | good, honest, and truthful | G. persecute |
| _____ 8. | the power to make decisions and give orders | H. recruit |

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 9. Greece is shaped like a boot in the water.
- _____ 10. Rome was an independent city-state in Italy.
- _____ 11. The most powerful branch of the government in the Roman Republic was the Senate.
- _____ 12. Consuls in the Roman Republic were appointed by the king.



- _____ 13. The plebeians were the wealthy landowners.
- _____ 14. Hannibal came from Greece to conquer Carthage.
- _____ 15. The Roman Empire developed after the fall of the Roman Republic.
- _____ 16. Christians were persecuted for their religious beliefs.
- _____ 17. The Edict of Milan established a representative form of government.
- _____ 18. Hannibal moved the capital of the Roman Empire to Athens.
- _____ 19. The Romans are responsible for the establishment of a representative form of government.

Circle the letter of the correct answer.

20. The Christians of Rome did **not** believe in_____ .
- a. one god
 - b. the divine right of kings
 - c. love of fellow human beings
 - d. equality in the eyes of God
21. _____ led to the decline of the Roman Republic.
- a. Recruiting of soldiers by generals
 - b. A growing class of poor
 - c. Importation of slaves
 - d. All of the above



22. The _____ was **not** a branch of government in the Roman Republic.
- a. the Consul
 - b. the Senate
 - c. the Supreme Court
 - d. the Assembly
23. The patricians were _____ .
- a. a religious group
 - b. wealthy land owners
 - c. middle class traders and businessmen
 - d. a rock group
24. The Edict of Milan established _____ in the Roman Empire.
- a. moral decay
 - b. lower taxes
 - c. not enough barbarians
 - d. a policy of acceptance of all religious groups

Answer the following using complete sentences.

25. Why did Carthage and Rome become bitter rivals? _____



26. Explain how the Roman Republic was either strengthened or weakened by the use of slaves. _____

27. Explain how the Roman Republic was either strengthened or weakened by the Twelve Tables. _____



28. Explain how the Roman Republic was either strengthened or weakened by Julius Caesar. _____

29. Explain how the Roman Republic was either strengthened or weakened by the Gracchus brothers. _____



30. List and explain the causes of the gradual decline and fall of the Roman Empire. _____
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-



Keys

Practice (p. 154)

1. I
2. J
3. E
4. A
5. F
6. B
7. G
8. D
9. H
10. C

Practice (p. 155)

1. like a boot in the water
2. Rome
3. Senate; Assemblies; consuls
4. Senate
5. legislative power
6. elected after holding lesser offices
7. patricians; plebeians; slaves
8. moved out of Rome and showed the patricians that they couldn't get along without their services

Practice (p. 159)

1. through wars of conquest
2. Hannibal
3. Answers will vary but should include any three of the following: new wealth changed attitudes; the importation of and rising number of slaves; loss of jobs; decline of small farms; increasing number of poor people; civil war; recruiting by generals changed the soldiers' allegiance from the Republic to the general in command.
4. Imported slaves took jobs formerly held by the common people.
5. A general with a powerful army could take over the government.

Practice (p. 166)

1. D
2. B
3. A
4. E
5. C

Practice (p. 167)

1. Roman Empire
2. Pompey, Crassus, and Julius Caesar
3. Augustus Caesar
4. improved the government; stopped the wars; helped the jobless
5. Pax Romana
6. love of fellow human beings; equality in the eyes of God
7. acceptance of all religious groups in the Roman Empire; rise of Christianity as the official religion of the Roman Empire

Practice (p. 168)

1. yes
2. east
3. the Mediterranean Sea
4. Tiber
5. Carthage; Alexandria
6. east
7. France
8. Alps
9. Pyrenees
10. Atlantic Ocean

Practice (p. 172)

1. Constantinople
2. Answers will vary but may include the following: uncertain loyalty of mercenary armies; decline in middle class values; invasion of the barbarians
3. engineering, law, and administration



Keys

Practice (pp. 176-177)

1. The structure of the three branches of the United States government—legislative, executive, and judicial—is similar to the Roman consuls, Assemblies, and Senate.
2. Latin is the basis of many modern languages: Spanish, French, Portuguese, and Romanian.
3. the Colosseum; aqueduct; baths in England; roads
4. Roman laws and justice; the Roman civilization lasted a long time and had far-reaching effects on mankind.
5. Answers will vary but may include the following: Principles of Roman laws, justice, and structure of government are part of our modern system today. Rome left a cultural heritage that has influenced western civilization ever since.
6. Roman civilization lasted a long time and its effects were far reaching.

Practice (pp. 180-181)

1. triumvirate
2. republic
3. martyr
4. moral
5. Assembly of Centuries
6. Senate (Roman)
7. persecute
8. legislative
9. allegiance
10. consul
11. plebeians
12. patricians
13. authority
14. recruit
15. veto

Unit Assessment (pp. 73-78TG)

1. H
2. C

3. G
4. A
5. E
6. D
7. F
8. B
9. False
10. True
11. True
12. False
13. False
14. False
15. True
16. True
17. False
18. False
19. True
20. b
21. d
22. c
23. b
24. d
25. Each competed for control of the Mediterranean Sea.
26. Weakened the Republic; the increased use of slaves led to the common people losing jobs to slaves. There was high unemployment, homelessness, and increasing numbers of the poor flocked to the city of Rome. Angry mobs threatened to revolt.
27. Strengthened the Republic; the Twelve Tables were a law code applied to everyone equally.
28. Weakened the Republic; although Julius Caesar made many reforms to improve Rome, he was a dictator who seized control of Rome by defeating his rivals. He was not elected to serve the Republic. The Republic came to an end with his dictatorship.
29. Strengthened the Republic; the Gracchus brothers tried to seek peaceful reforms. They tried to give farmland to landless Romans.
30. Answers will vary.



Unit 7: The Byzantine Empire and the Rise of Islam (450-1453)

This unit emphasizes the events which caused the split in the Roman Catholic Church and the characteristics of the Islamic religion.

Unit Focus

- significance of the location of the Byzantine Empire
- contributions of Justinian
- contributions of the Byzantine Empire
- characteristics of the Islamic religion
- contributions of the Islamic civilization

Suggestions for Enrichment

1. Give the students a world map and have them locate Istanbul. Discuss its features. Ask them to think of a city, town, or country that has changed its name.
2. Have students react to fasting as a religious practice. Discuss the words “discipline” and “conviction.” Ask students to explain their feelings about each.
3. Have students investigate the life of Muhammed, the Advent of Islam, and the Byzantine Empire.
4. Have students create a chart which compares and contrasts Islam, Judaism, and Christianity. Resources such as the Internet, the public library, and the school library may be used.
5. Have students write a first-person story about daily life during the Byzantine Empire.
6. Invite a guest speaker (perhaps a student) who practices Islam to share information with students about his or her religion and culture.



7. Have students write rubaiyahs or quatrains (poem with four lines) with an a-a-b-a structure, like Omar Khayyam's poems about nature, the sweetness of life, or the swift passage of time.
8. Have students research what aspects of the earlier religions were included in Islam.
9. Ask students to compare the teachings of the Jewish Ten Commandments with the rules established for Islamic life by the Muslim's Quran.
10. Ask students to research and report on a particular aspect of Muslim civilization during this time period (e.g., social classes, economy, art, literature, science).
11. Have students create soap sculptures replicating details of Muslim architecture.
12. Have students research advances made in mathematics and astronomy by al-Khwarizmi and/or in medicine by al-Razi.
13. Discuss or debate the advantages and disadvantages of separating church and state.
14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

access	discontent
autocratic	fast
codify	prophet

1. Justinian was a(n) _____ ruler.
2. Justinian's greatest accomplishment was to _____ the laws of the Roman Empire.
3. During the month of Ramadan, the people of the Islamic faith _____ from sunrise to sunset.
4. High taxes caused _____ among the people of the Byzantine Empire.
5. Constantinople has _____ to the sea.
6. In Islam, Muhammed is the _____ of Allah.

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 7. The Byzantine Empire is also called the Eastern Roman Empire.
- _____ 8. Constantinople was located far from the sea.
- _____ 9. Justinian was the greatest leader of the Byzantine Empire.
- _____ 10. Justinian's greatest achievement was writing the Quran.



- _____ 11. Constantinople was a very poor city.
- _____ 12. The Greeks captured the city of Constantinople.
- _____ 13. One very important event of the Byzantine period was the splitting of the Roman Catholic Church.
- _____ 14. The Islamic God is named Jesus Christ.
- _____ 15. Allah was the prophet of Muhammed.
- _____ 16. The holy city of Islam is Mecca.
- _____ 17. Mecca is in Saudi Arabia.
- _____ 18. The Quran contains the laws of Islam.
- _____ 19. Today, Constantinople is called Istanbul.
- _____ 20. The Byzantine Empire blended elements of Roman, Christian, Greek, and Middle Eastern culture.



Keys

Practice (pp. 195-196)

1. Byzantine or Eastern Roman Empire; Islamic Empire; Western Europe
2. It had access to the seas and was able to control trade routes.
3. Justinian; codified the laws of the Byzantine Empire.
4. a crossroads between east and west; rich mines of copper, silver, and gold; fertile farmland; trade relationship with India, Asia, and Europe; Istanbul
5. religious art and architecture; historical books
6. Allah
7. that he was the prophet of Allah
8. Mecca
9. Saudi Arabia
10. in the Quran (Koran)
11. Answers will vary but may include the following: the Quran and the *Arabian Nights*; arabesque; mosques like the Dome of the Rock; map of Earth; accurately determined latitude and longitude; books on medicine and prescriptions; used animal gut for stitches; treatment for cataracts.

Practice (p. 198)

1. B
2. D
3. F
4. E
5. C
6. A

Unit Assessment (pp. 83-84TG)

1. autocratic
2. codify
3. fast
4. discontent
5. access
6. prophet
7. True
8. False
9. True
10. False
11. False
12. False
13. True
14. False
15. False
16. True
17. True
18. True
19. True
20. True



Unit 8: Middle Ages in Europe (476-1400s)

This unit emphasizes major factors in the fall of the Roman Empire and the influence this had on Europe. The unit also discusses the beginning of feudalism and how the Church affected the lives of individuals of this period.

Unit Focus

- groups and individuals directly involved with Rome's collapse
- cultures of these groups and their influences on the fall of the Roman Empire
- reasons for the decline of Rome
- changes in Europe due to the fall of the Roman Empire
- origins of feudalism
- reasons why the Church played such a significant part during this period
- how the Church influenced thinking and behavior during the feudal period

Suggestions for Enrichment

1. Discuss why birds fly south during the winter. Explain that people *migrate*, or move, for various reasons.
2. Have students make a list of items from another present-day culture, such as food, and guess their origin. Next, have them think about what life would be like without them. Discuss the meaning of cultural fusion.
3. Have students write a letter to Charlemagne from the viewpoint of subject of his empire. Students should express the concerns they have about the future of his empire.

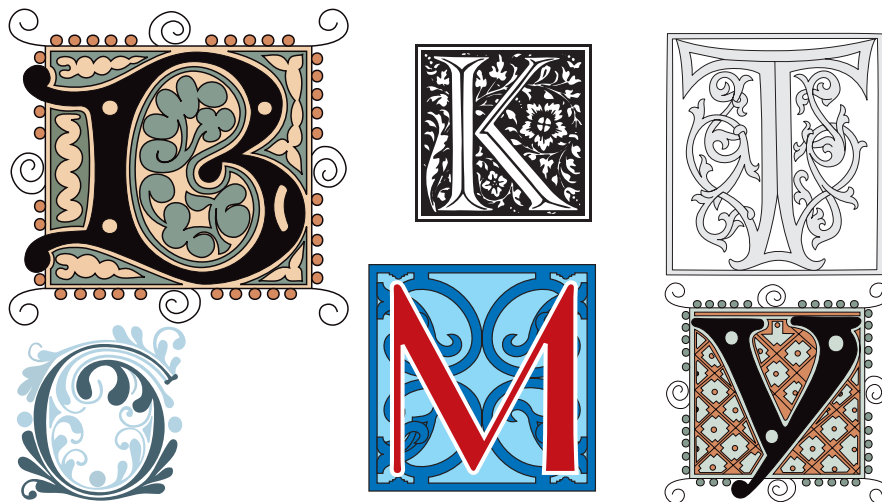


4. Ask students to define specialization in their own words. Then, discuss with them specialization in their own community. Next, tell them that specialization on a farm helped the people who lived there to survive without help from the outside.
5. Have students make travel brochures for tourists in the Middle Ages. (What would they see? Do? Where would they stay?)
6. Have students write a poem describing the different social levels of people living on the manor.
7. Have students examine the Middle Ages in Europe as an outcome of the Roman Empire. Then ask students to research and compare this outcome to feudal Japanese society.
8. Have students use storytelling to present aspects of medieval society. Ask students to research and write a story, make props, and present their stories to the class.
9. Have students create a newspaper on “women worth knowing about” (i.e., for National Women’s History Month).
10. Explain the game of chess and its origin and purpose. Relate the individual chess pieces to the social class and responsibilities they represent, with the: king, queen, knight, and rook representing nobility; the bishop representing the Church; and the pawn representing the peasant class. Relate how the moves, rules, restrictions, and importance of each piece are very structured, much like the social system of feudalism. Allow students to play a game of chess in teams of two or three students, since many may be playing for the first time.





11. Ask students to select one of the following topics to research.
 - everyday life in England during the Middle Ages (e.g., professions: noble, knight, priest, servant, farmer, author; government; dwelling: castles, villages; family living: family, food, education, clothing, entertainment)
 - everyday life in modern England (e.g., village life compare with city life; government, economy: types of jobs: lifestyles: family, education, health, housing, holidays)
12. Have students research one of the following topics about England: the Middle Ages, the Crusades, feudalism, life on a manor, the Magna Carta, or English architecture.
13. Have students create illuminated letters (bold letters of the alphabet enhanced by decorative drawing), a popular art form during the Middle Ages when books were handwritten. Ask students to lightly draw the initial of their first or last name in the center of a 9" x 12" sheet of drawing paper. Then sketch leaves, vine, dragons, or mythical figures around the letter. Have students outline the letter and drawing with a thin black marker, then shade with a black marker and fill in illuminations with colored pencils.



14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

Charlemagne	feudalism	protection
Charles Martel	Franks	Roman Catholic Church
Clovis	invaded	three
converted	Pepin the Short	Treaty of Verdun
England	population	

1. Various barbarian tribes _____ Western Europe.
2. By the end of the fifth century, Rome had a _____ of less than 50,000.
3. The _____ tried to maintain order throughout the Empire.
4. Many tribal leaders _____ to Christianity.
5. The Germanic tribes known as Angles and Saxons ruled _____ .
6. The Germanic tribes called _____ ruled France.
7. The leader of the Franks named _____ became a Christian.
8. In A.D. 732 _____ defeated the Muslim invaders in France and saved the Roman Catholic Church in Europe.



9. During his reign as king of the Franks _____ defeated the Lombards.
10. Given _____ from being harmed by the Franks, the Pope was able to begin ruling a territory in Italy.
11. The emperor known as _____ tried to throw the Muslims out of Spain, but failed to do so.
12. Shortly after Charlemagne's death, the age of _____ began in Europe.
13. An agreement known as the _____ divided Charlemagne's empire into _____ parts.

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 14. A castle and surrounding farmland was called a Crusade.
- _____ 15. The Church taught people that if they obeyed its religious teachings, worked hard, remained peaceful, and accepted their role in life, they would go to heaven.
- _____ 16. Although serfs had more freedom during the later Middle Ages in Western Europe, most poor people remained poor.
- _____ 17. Those who disobeyed the Church were excommunicated.
- _____ 18. The Crusades were a military success.
- _____ 19. The Crusades helped make the Church the most important part of Western civilization.
- _____ 20. The Crusades weakened trade and communication.



Use the list below to write the correct term for each definition on the line provided.

- | | |
|--|------------------|
| _____ 21. unable to read or write | A. bourgeoisie |
| _____ 22. having to do with money and the way goods are produced, shared, and used | B. communication |
| _____ 23. a sharing of ideas and information | C. decline |
| _____ 24. a man who has taken religious vows | D. economic |
| _____ 25. to grow weaker | E. guild |
| _____ 26. the middle class | F. illiterate |
| _____ 27. a group of people in the same trade who join together | G. monk |
| _____ 28. a safe place | H. sanctuary |
| _____ 29. to join together | I. turmoil |
| _____ 30. great confusion and disorder | J. unite |

Use the list below to complete the following statements.

Church	lords	serfs
Crusades	protection	vassals
disease		

31. The population declined in the first part of the Middle Ages because of the spread of _____ and constant warfare.
32. Castles were built for _____ .



33. The _____ worked the land in exchange for protection.
34. The _____ were professional soldiers who swore allegiance to the lords.
35. The _____ owned the manors and swore allegiance to the king.
36. The _____ provided the only education during the Middle Ages.
37. The _____ were a call by the Church to fight to recapture Jerusalem.



Keys

Practice (p. 209)

1. 5
2. 8
3. 6
4. 1
5. 3
6. 4
7. 7
8. 2

Practice (p. 210)

1. Pepin the Short
2. Charlemagne
3. Pope Leo III
4. Clovis
5. Charles Martel

Practice (p. 211)

1. East Frankish Kingdom - 2
2. Mediterranean Sea- 5
3. Central Kingdom - 3
4. North Sea - 1
5. West Frankish Kingdom - 4

Practice (p. 212)

1. F
2. D
3. C
4. B
5. E
6. G
7. A

Practice (pp. 216-217)

1. Civilization was in decline.
2. continuous fighting among the tribes; disease
3. for protection
4. high walls; moats
5. worked the land; gave a share of produce to the lord

6. protection inside the castle in case of attack
7. knights
8. the manor
9. the lord
10. the lords

Practice (p. 219)

1. the Roman Catholic Church
2. formed study groups; copied records
3. a sanctuary from turmoil
4. obey religious teachings; work hard; remain peaceful; accept their role in life; go to heaven
5. They were excommunicated or cut off from the Church.

Practice (pp. 221-222)

1. moat
2. sanctuary
3. lord
4. manor
5. economic
6. guild
7. professional
8. monk
9. fief
10. feudal system
11. decline

Practice (p. 223)

1. increase in population; rise of cities and towns; trade guilds appeared; a new class of merchants; increased communication; improved trade; increased authority of kings and the pope
2. They could move from place to place.
3. political power
4. offered improved education
5. Universities were formed.



Keys

Practice (p. 227)

1. marked with the cross
2. a call by the Church to take up arms to fight a religious war to defend the Christians in Jerusalem
3. to recapture Jerusalem from the Seljuk Turks
4. Any three of the following: improved trade; strengthened the power of kings; weakened the feudal system, especially serfdom; encouraged learning; enriched culture, and spread knowledge; helped make the Church the most important part of Western European civilization; showed the world that even though the people of Europe might disagree over politics, they agree on their support of the Church and Christianity.

Practice (p. 228)

1. late
2. early
3. late
4. early
5. early
6. late
7. late
8. late
9. early
10. early

Practice (p. 231)

1. Answers will vary but may include any three of the following: teacher; professional; politician, soldier.
2. Answers will vary but may include any three of the following: society was more stable as invasions stopped; there was less danger from attacks; knights adopted the

code of chivalry; farming methods improved; life was easier in towns and cities than on the farms.

Practice (p. 235)

1. social
2. communication
3. excommunicate
4. illiterate
5. vassal
6. unsanitary
7. unite
8. turmoil
9. serf
10. political
11. bourgeoisie

Unit Assessment (pp. 91-94TG)

1. invaded
2. population
3. Roman Catholic Church
4. converted
5. England
6. Franks
7. Clovis
8. Charles Martel
9. Pepin the Short
10. protection
11. Charlemagne
12. feudalism
13. Treaty of Verdun; three
14. False
15. True
16. True
17. True
18. False
19. True
20. False
21. F
22. D
23. B
24. G
25. C
26. A



Keys

- 27. E
- 28. H
- 29. J
- 30. I
- 31. disease
- 32. protection
- 33. serfs
- 34. vassals
- 35. lords
- 36. Church
- 37. Crusades



Unit 9: Empires in India, China, and Japan (220s B.C.-A.D. 1800s)

This unit emphasizes the history and contributions of the Asian civilizations of India, China, and Japan.

Unit Focus

- rise of Indian culture
- contributions of the Indian civilization
- history of Japan
- Japanese culture and beliefs
- characteristics and contributions of Chinese dynasties

Suggestions for Enrichment

1. Have students research the political history of one of the countries in this unit and write a report on changes that have occurred throughout the centuries.
2. Have students research ancient board games of one of the countries in this unit. If rules for the game have been lost, have students make up new ones.
3. Draw a picture or write a poem or short story about India, China, or Japan.
4. Have the students write a first-person story about daily life in ancient India.
5. Give each student a fortune cookie. Have the students read their fortunes and interpret them.
6. Have students research key events in Genghiz Khan's life and reign. Ask them to describe the Khan's personality and his approach to conquest.



7. Ask students to research and describe the Mongols and their way of life, and the land on which they lived.
8. Ask students to research and explain Genghiz Khan's names. What do his names mean? How did he get them? What was his birth name?
9. Have students describe a typical Mongol fighting caravan, and name and describe at least four types of weapons the Mongols used to fight.
10. Ask students to research and describe how Mongol men supported their families and what roles Mongol women played.
11. Ask students to explain the importance of the horse to the Mongols.
12. Ask students to describe Genghiz Khan from the viewpoint of a Mongol and from a Chinese person of that time, and then give their opinion of him and why.
13. Have students write a story about riding with Genghiz Khan's army as a lieutenant. Ask students to describe the scene as they ride into battle in Northern China, 1212, during the Song Dynasty, which is soon to become the Yuan or Mongol Dynasty. Give students this information: The Mongols wore silk undershirts into battle. The shirt would enter along with an arrow into a wound. Tugging at the shirt would remove the arrow, thus reducing the seriousness of the wound. The story must contain this fact, be historically accurate, and use the information researched about the Mongols and China.
14. Read a short passage from the book *Shogun*. Have students react to it.
15. Have students research the population and size of Japan and compare with those of the United States.
16. Give students a world map and ask them to label Japan and its major land and water forms, bordering water bodies, its capital, major cities, and countries near the Japanese islands. Have students label the United States and determine the distance between the countries.



17. Ask students to select one of the following topics to research.
 - everyday life in modern Japan (e.g., government; economy: types of jobs; lifestyles: family, work weeks, health, housing, holidays, educational system: school year, dress code, subjects, exams, and grades, school lunches, after-school activities, sports)
 - everyday life in ancient Japan (e.g., professions, government, dwellings, family life)
18. Have students research and write about a famous Japanese person (e. g., Jimmu Tenno, Murasaki Shikibu, Matsuo Basho, Yosa Buson, Katsushika Hokusai, Mutsuhito, Hideki Tojo, Yasunari Kawabata, Hirohito, Eisaku Sato, Soichiro Honda, Akihito).
19. Invite a guest speaker who has lived in Japan to talk to students about Japanese culture and customs, share a few conversational words or phrases, and demonstrate Japanese writing by writing a few students' names.
20. Show the class a travel video on Japan.
21. Have students research one of the following topics about Japan: traditional Japanese dress, architecture, the samurai warrior, ikebana, bonsai, transportation, volcanoes, shoguns, or weather in Japan.
22. Have students read and share Japanese stories and folktales.
23. Have students listen to traditional Japanese music.
24. Have students research Japanese inventions, ancient and modern pastimes, and sports.
25. Divide the class into groups and assign regions in Japan to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the yen). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.



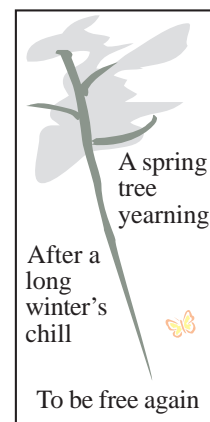
26. Have students develop a Japanese cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
27. Invite a Japanese or Japanese-American artist to lecture and/or demonstrate various types of Japanese art (e.g., origami, woodcuts, ceramics, porcelain, kites, lacquerware, Sumi-e, calligraphy, fish banners, fans, bonsai, ikebana, or flower arranging).
28. Have students research the haiku, a form of Japanese poetry that was very popular between 1600 and 1800. Ask students to find haikus by Matsuo Basho, Yosa Buson, Kobayashi Issa, and Masuoaka Shiki. Have students compare their work with modern Japanese poets.
29. Have students write a haiku using topics from nature, such as flowers, butterflies, birds, fish, cats, mountain, or seasons. The haiku should contain three unrhymed lines:

line one contains five syllables

line two has seven syllables

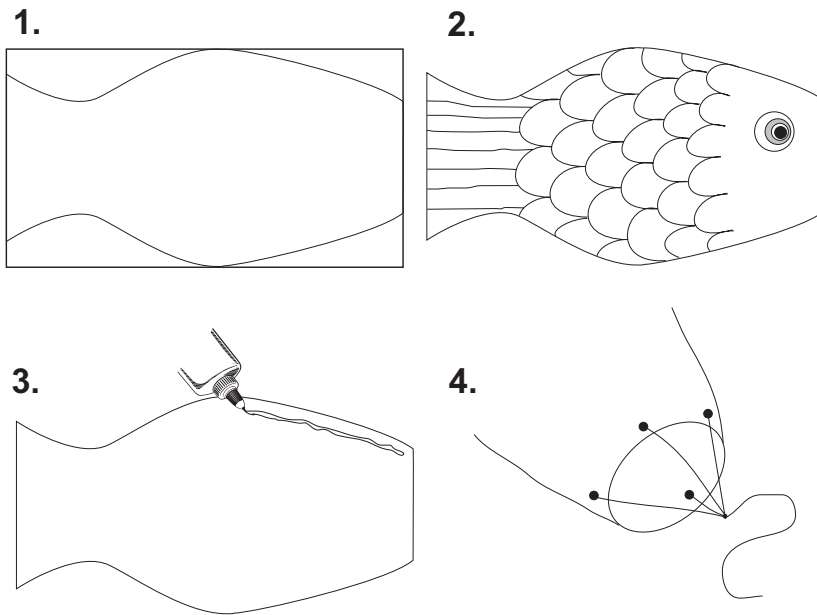
line three has five syllables

Sumi-e usually accompanies haiku poetry, showing the poem's idea or an impression of its idea or subject. Have students use watercolor markers or ink and brushes to create appropriate Sumi-e paintings around the poem with the basic shape of the subject created, rather than any attempt to show detail.

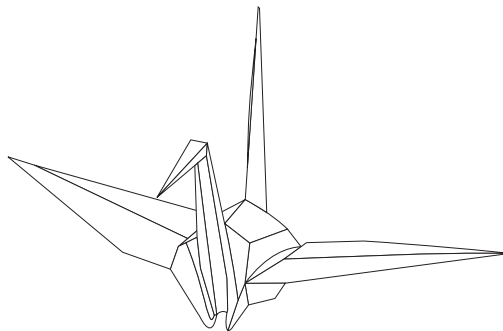




30. Have students create a Japanese fish banner. Ask students to draw the outline of a fish on a sheet of 12" x 18" paper. Have students use the first fish shape to cut a second fish shape just like it. Next, have them outline the two fish shapes with black marker. Then have them color in the two fish with two or three colors in the same family color. Have students put glue along the edges of one fish shape and glue that shape to the other. After the glue dries, have students pierce four equidistant holes around the mouth portion of the two-sided fish and tie a string to each hole. Then tie each string together and display the fish banners around the room.



31. Have students research origami, or the art of folding paper into objects without cutting or pasting, and then create an origami object.





32. Ask students to research some Japanese products and compare them to American products. *Consumer Reports* is a good source for comparison studies on a variety of products (e.g., watches, cameras, radios, calculators, computers, televisions, robots, cars, motorcycles, ship, refrigerators, freezers).
33. Have students write a first-person story about daily life in ancient Japan.
34. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

artisans	famine	subcontinent
barrier	merged	traditions
efficient	seized	unify

1. The barbarians _____ control of the territory.
2. Kublai Khan ran a very _____ government.
3. Kublai Khan stored food for the people in case of a _____ .
4. Over a long period of time, the customs of Hindus and Muslims _____ .
5. India is a _____ in the south of Asia.
6. The _____ of the culture were passed down from parents to their children.
7. Chinese _____ invented a system of woodblock printing.
8. The great achievement of the Qin dynasty was to _____ China.
9. The Himalayan Mountains form a natural _____ that protects India.



True or False

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 10. The Muslims were the most powerful invaders of India.
- _____ 11. Dynasties were powerful families that ruled China.
- _____ 12. Mongolia is south of Japan.
- _____ 13. China is named after the Zhou dynasty.
- _____ 14. Confucius taught about the evil nature of man.
- _____ 15. Marco Polo was an explorer from Europe who came to China during the rule of Kublai Khan.
- _____ 16. The Great Wall of China is one of the few human-made structures that can be seen from outer space.
- _____ 17. The shogun was the head of the army in Japan.
- _____ 18. The greatest honor of the samurai was to die for their leader.

Circle the letter of the correct answer.

19. Which was **not** a dynasty in China?
- a. Qin
 - b. Tang
 - c. Sung
 - d. Ring
20. In what country were the soldiers called samurai?
- a. Egypt
 - b. Japan
 - c. China
 - d. India



21. What two rivers are in India?
 - a. Indus and Ganges
 - b. Nile and Indus
 - c. Nile and Niger
 - d. Huang He and Yangzi

22. Which country is an archipelago or group of islands?
 - a. India
 - b. China
 - c. Japan
 - d. France



Keys

Practice (pp. 249-250)

Answers will vary but may include the following:

1. There were many cultural contributions. The arts and sciences flourished. Great temples were built. There were great achievements in literature, art, and mathematics. The Guptas gave India a long period of peace and prosperity.
2. Answers may include any four of the following: temple gateways with elaborate carvings; concept of zero; symbol for infinity; decimal system based on 10; use of herbs and other remedies to treat illness; free hospitals; gave injections and vaccinated people against smallpox; sterilized surgeons' tools, set broken bones, repaired injured ears and noses using plastic surgery techniques; collected and recorded fables.
3. There was a cultural blending of both customs and a new language developed.
4. A new language, Urdu, resulted from the blending.
5. Akbar made codes of law that applied equally to all people, ended the practice of taxing non-Muslims, appointed Hindus to high government positions, and encouraged learning in the arts, architecture, and literature.

Practice (p. 251)

Correct answers will be determined by the teacher.

Practice (p. 252)

1. subcontinent
2. Guptas

3. Hinduism
4. Buddhism
5. Islam
6. Delhi
7. merged
8. Urdu

Practice (p. 253)

1. I
2. D
3. F
4. A
5. H
6. G
7. C
8. B
9. E

Practice (p. 254)

1. I
2. G
3. D
4. F
5. C
6. B
7. H
8. E
9. A

Practice (p. 267)

1. G
2. C
3. A
4. B
5. D
6. E
7. F

Practice (pp. 268-269)

1. Qin wanted complete control over the government and its people.
2. The Han dynasty returned to teachings of Confucius.



Keys

3. The people were tired of building canals, rebuilding the Great Wall, and paying heavy taxes.
4. gunpowder, printing, mechanical clocks, and the magnetic compass; explanations will vary.
5. the Mongols
6. the ending of commerce and trade started a long period of decline in Chinese influence in the world

Practice (pp. 270-272)

1. China
2. tradition
3. Great Wall of China; protection
4. Gobi, Mongolia
5. Huang He, Yangzi
6. dynasties
7. unified
8. invasions; expand
9. Tang
10. stable; prosperous; improved
11. tribute
12. Song
13. Mongols
14. Genghiz Khan; Kublai Khan
15. Marco Polo
16. postal; road; canal; trade
17. Ming; Beijing

Practice (p. 273)

1. F
2. E
3. H
4. C
5. A
6. D
7. G
8. B

Practice (p. 274)

1. C
2. E
3. G

4. F
5. A
6. B
7. D

Practice (p. 281)

1. seas protected and isolated Japan; limited farmable land; had to fish
2. philosophy; religion; art; written language; government
3. nobles or feudal lords
4. shogun or general
5. samurai
6. daimyo

Practice (p. 282)

Correct answers will be determined by the teacher.

Practice (pp. 283-284)

1. archipelago
2. arable
3. typhoons
4. Mongols
5. class; feudalism
6. nobles; samurai; peasants
7. spirits
8. Buddhism
9. shogun
10. bushido
11. die

Practice (p. 285)

1. B
2. D
3. F
4. G
5. A
6. E
7. C



Keys

Practice (p. 289)

1. the Golden Age of India
2. Answers will vary but may include the following: belief in reincarnation or the belief in the rebirth of the soul in another bodily form; the worship of many gods; belief in karma or that the way people behaved in this life would determine what kind of life they would have in the next life.
3. China
4. Accept any two: Qin; Han; Sui; Tang; Song; Yuan; Ming.
5. the belief that spirits control the forces of nature and human life
6. It was organized into a rigid class system into which one was born, with nobles at the top, warriors called samurai next, with peasants as the lowest class. The father was always the head of the family and people even dressed according to their social class.

Practice (p. 290)

1. J
2. A
3. B
4. D
5. C
6. G
7. H
8. I
9. E
10. F

Unit Assessment (pp. 105-107TG)

1. seized
2. efficient
3. famine
4. merged
5. subcontinent
6. traditions
7. artisans
8. unify
9. barrier
10. True
11. True
12. False
13. False
14. False
15. True
16. True
17. True
18. True
19. d
20. b
21. a
22. c



Unit 10: Empires in Africa and the Americas (1200s B.C.-A.D. 1600s)

This unit emphasizes the history and contributions of the civilizations of Africa and the Americas.

Unit Focus

- characteristics and contributions of three African empires—Ghana, Mali, and Songhai
- characteristics and contributions of the civilizations that flourished in the Americas

Suggestions for Enrichment

1. Have students research the population and size of Africa and compare with those of the United States.
2. Give students a world map and ask them to label a specific country in Africa and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
3. Ask students to select one of the following topics to research.
 - everyday life in ancient Africa (e.g., professions: merchants, artisans, hunters; government; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)
 - everyday life in modern Africa (e.g., economy: type of jobs; lifestyles: family, education, health, housing, holidays)



4. Have students research and write about a famous person or group of people from Africa (e.g., Kenyan tribes, Kenyans, or people who spent time in Kenya): Masai, Kikuyus, Luhya, Tepilit Ole Saitoti, David Livingstone, Karen Blixen (whose pen name was Isak Dinesen), Jomo Kenyatta, Harry Thukur, Louis Leakey, Tom Mboya, Naftali Temu, Kipchoge Kenino. Have students include a summary of the person's life or group's history and famous contributions.
5. Invite a guest speaker who has lived in Africa to talk to the class about African culture and customs and share a few conversational words or phrases. (Swahili is the national language of Kenya.)
6. Show the class a travel video on Africa.
7. Have students research one of the following topics about Africa: the Sahara Desert, rain forests, game reserves, natural resources, or plants and animals in Africa.
8. Have students read and share African stories and folktales.
9. Have students listen to African music.
10. Have students research African inventions, ancient and modern pastimes, and sports.
11. Divide the class into groups and assign regions in Africa to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the shilling, abbreviated kshs). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
12. Have students develop an African cookbook. Divide class into groups and assign each group to collect recipes from one of the following: soups, salads, bread, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.



13. Have students create African-style bags similar to the leather storage bags decorated with black geometric designs made by Fulani craftsman in western Africa. Have students cut two identical rectangular pieces from a large brown paper bag. Then ask students to sketch some geometric shapes on practice paper and then draw one of them on the brown paper. Have students outline and color some parts of the design with black marker.

Next, ask students to place both sheets together and punch holes along the side and bottoms. Have students string yarn through a needle and sew along the sides and bottom of the paper bag by using pieces of yarn.



14. Have students create African bead and jewelry pieces by making beads, earrings, and pins from Baker's Clay. (Ingredients and procedures are listed below.) Pin clasps and earring backings can be purchased at most craft stores.

Baker's Clay: Makes about three cups.

1 cup salt
 $\frac{3}{4}$ cup hot water
 $\frac{3}{4}$ cup cold water
1 cup corn starch

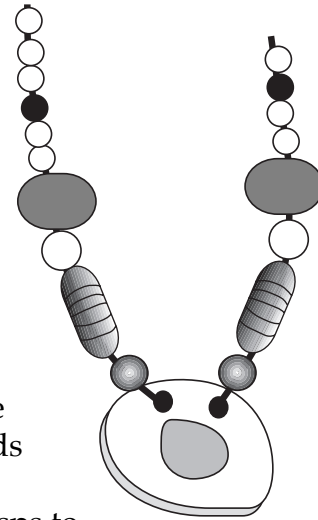
In a pot, mix 1 cup of salt and $\frac{3}{4}$ cup of hot water. Bring ingredients to a boil. In a separate bowl, add corn starch to cold water. Add corn starch mixture to salt mixture and cook until the mixture has the appearance of pie dough. Remove from stove and put dough on a cutting board. When dough is cool enough to handle, knead until smooth. Store in an air-tight container until needed. The dough will keep for several days without refrigeration.

Materials needed: straws and/or round toothpicks, aluminum pie pans, colored markers, (optional) buttons and beads from discarded necklaces, string, and needles.



Have students form cylinder-shaped and round beads, as well as plain and textured beads, from the dough. Have students pierce holes through the beads with a toothpick and create textures by using toothpicks to cut into the surface of the dough while the bead is still on the toothpick. Bake creations for 1 to 1½ hours at 200°. Cool and color with markers.

For a necklace, bracelet, or ankle bracelet, have students start with a middle bead and lay beads out to form a pattern, then string beads with needles and thread. Have students glue on clasps to pins or earring backings to earrings.



15. Have students write a first-person story about daily life in ancient Africa.
16. Have students research the population and size of a country in Central America or South America and compare with those of the United States.
17. Give students a world map and ask them to label the Central American and South American countries and major land and water forms, bordering water bodies, capitals, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
18. Conduct a class discussion on how geography affects culture. Have students give examples from their readings on Native American cultures. Cultural aspects such as religious rituals, housing, types of clothing, and food should be part of the discussion.
19. Ask students to select one of the following topics to research.
 - everyday life in ancient Central American or South America (e.g., professions, government, dwellings, family life, food, education, clothing, entertainment)



- everyday life in modern Central America or South America (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)

20. Have students compare and contrast the civilizations of Mesoamerica. Have the students fill in a chart using text books and other reference materials.

Civilizations of Mesoamerica

civilizations	dates	religions	contributions
Olemecs			
Mayas			
Aztecs			
Incas			

21. Have students research and write about a famous person or group of people from North America, Central America, or South America during this time period. Have students include a summary of the person's life or group's history and famous contributions.
22. Invite a guest speaker who has lived in Central America and/or South America to talk about the culture and customs and share a few conversational words or phrases.
23. Show the class a travel video on Central America and South America.
24. Have students research the nine countries in South America in which Spanish is the national language. Ask students to list the countries with their capitals and similarities and differences of the countries, and explain which country would be their choice for a vacation.
25. Have students read and share stories and folktales of Central America and South America.



26. Have students listen to music from Central America and South America.
27. Have students research inventions, pastimes, and sports from Central America and South America.
28. Divide the class into groups and assign regions in Central America and/or South America to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit. Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
29. Have students develop an Spanish cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
30. In small groups, have students design a hieroglyph alphabet and write a message for another group to interpret.
31. Have students research a Mayan god and create a mask of that god.
32. Have students create a frieze (a decorative border) showing how members of the class spend leisure time. Ask students to use a limited palette of brown, black, and two other colors on buff paper. Display the friezes above an architectural detail (e.g., a window, wall, doorwell, bulletin board) in the classroom.
33. Have students create stelae or huge stone columns representing rulers or priest in Mayan and Aztec cities using poster board cut into a tall rectangle and set it on a base. Have students cover the stelae with paper on which they have drawn, painted, or pasted magazine pictures for a montage effect.



34. Have students compare art created by different ancient Native North American peoples in terms of style, subject, content, and media. Then answer the following: If you were an artist, how would you ensure that your work was accessible to people living 100 years from now and in the future? If you were going to paint a picture that told an important story or conveyed an important idea about the world in which you live, what would that painting be?
35. Have students research petroglyphs and cave or rock paintings in other parts of the world, and where they were created, and by whom. Then have students compare the similarities and differences of those found in North America.
36. Have students choose a Native North American tribe and research their symbols, myths, folktales, music, pastimes, recipes, and crafts.
37. Have students research and prepare traditional Native North American foods.
38. Assign groups to investigate the ideas on religion, economics, ideas about property, government, law, science, and technology held by the Aztecs, Pueblos, Iroquois, Cherokee, Commanche, and Nez Percé.
39. Have students describe the cultural differences between two major Native American tribes from different regions in North America and decide whether these differences were due to the geographic conditions under which each tribe lived.
40. Ask students to select a defining cultural characteristic that all Native North American tribes had and show how this characteristic differed from tribe to tribe.
41. Have students research the early years of the following groups of Native North Americans: Arctic, Subarctic, Northwest Coast, California Great Basin, Plateau, Southwest, Southeast, Great Plains, and Eastern Woodlands. Research should focus on their homes, clothing, food, art, customs, transportation, environment, names of tribes within each group, and distances between the Native American settlements. Encourage students to make drawings of their various lifestyles.



42. Give each student a map of the United States. Using the Native North American groups listed in the item above, have students color-code each group's region on the map.
43. Have students research different areas of Native North Americans, their population, and distribution.
44. Have students research famous Native North Americans of the past. Have students choose one and research what that Native North American did to become famous.
45. Ask students to find names of Native North American groups living in their area as well as the entire state of Florida. Have students explain where they lived, any problems or success stories these Native North Americans encountered, and significant history of each group in a short narrative. Encourage student drawings to illustrate lifestyles.
46. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. Ghana, Songhai and Mali were located in _____ Africa.
 - a. East
 - b. West
 - c. North
 - d. South

2. Mansa Musa was well known beyond the kingdom of Mali because he _____ .
 - a. conquered many African kingdoms
 - b. made a pilgrimage to Mecca
 - c. conquered Egypt
 - d. traded gold for salt

3. Ghana and Songhai declined because of _____ .
 - a. drought and famine
 - b. the value of gold was too high
 - c. high taxes
 - d. foreign invasions

4. _____ was mined in the kingdom of Ghana.
 - a. silver and gold
 - b. salt and gold
 - c. salt and pepper
 - d. copper and silver

5. West African leaders traded gold for _____ .
 - a. salt
 - b. spices
 - c. cloth
 - d. iron ore



6. The Native American culture of North America developed different ways of living because _____ .
 - a. they had little or not contact with each other
 - b. learned to adapt to their diverse environments
 - c. they spoke different languages
 - d. all of the above

7. The first people to reach the Americas probably came _____ .
 - a. by ship from Asia
 - b. by ship from Africa
 - c. across the Bering strait into the Americas
 - d. across the frozen Arctic Ocean from Europe

8. The Mayan civilization developed in _____ .
 - a. the Yucatán peninsula
 - b. the Andes
 - c. Mexico's central plains
 - d. the Atacama

9. The Incas lived in _____ .
 - a. North America
 - b. Central America
 - c. the Andes Mountains of South America
 - d. the Yucatán peninsula

10. Inca rulers united their diverse empire by _____ .
 - a. building roads
 - b. having one official language
 - c. demanding tribute from all its citizens
 - d. all of the above

11. The civilization that made human sacrifices to their gods was the _____ .
 - a. Maya
 - b. Aztec
 - c. Olmec
 - d. Songhai



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 12. Five kingdoms developed along the Niger River Valley in Africa.
- _____ 13. The economy of Ghana was based on agriculture, mining, and trade.
- _____ 14. Askia the Great ordered that Christianity and the Bible was to be the law of the land in Songhai.
- _____ 15. Most of what is known about the Native Americans of North America came from written records.
- _____ 16. The Aztecs were fierce, warlike people who conquered many tribes in Mexico's Central Plateau.
- _____ 17. The civilizations in the Americas were polytheistic.
- _____ 18. Hernán Cortés conquered the Incas.
- _____ 19. The Incas domesticated and raised llamas.
- _____ 20. The Incas kept official records on knotted, colored cords called quipu.



Keys

Practice (pp. 299-300)

1. Africa
2. size
3. Ghana; Mali; Songhai
4. king; clans
5. agriculture; trade
6. salt; gold
7. taxed
8. Muslims
9. gold; ivory; cattle; cotton
10. Mansa Musa
11. Songhai
12. Quran
13. Timbuktu
14. powerful leaders; civil war; outside invasions

Practice (p. 301)

1. C
2. G
3. H
4. A
5. D
6. B
7. E
8. F

Practice (pp. 302-303)

Correct answers will be determined by the teacher.

Practice (p. 308)

1. Great Plains
2. Arctic/Subarctic
3. Eastern Woodlands
4. California/Great Basin/Plateau
5. Southwest
6. Southeast
7. Northwest Coast

Practice (pp. 317-318)

1. Olmecs lasted 800 years
2. Incas
3. the worship of many gods or polytheistic
4. They had horses, guns, and armor.
5. Answer will vary but may include the following: The Olmecs contributed carvings, a picture form of writing, a number system using zero, accurate calendars, and the tradition of priestly leadership and religious devotion.
6. Answer will vary but may include the following: The Mayans contributed the study of the planets, sun, and moon, a mathematical and writing system, phonograms, and tall pyramids.
7. Answer will vary but may include the following: The Aztecs used herbs and other medicines to treat fevers and wounds, set broken bones, treated dental cavities, prescribed steam baths to cure various ills, built and decorated huge temples, used picture and number symbols to record religious events, and used a system of barter to trade goods.
8. Answer will vary but may include the following: The Incas developed advanced methods of agriculture; built irrigation systems; developed terraced farming to prevent erosion; built huge temples able to withstand earthquakes, without mortar; and designed beautiful gold and silver statues and ornaments. The Incas also made many advancements in the field of medicine such as treating malaria with quinine, performing brain surgery, bone operations and amputations, and using herbs as antiseptics.



Keys

Practice (pp. 322-323)

1. great ruler of the kingdom of Mali
2. the Songhai
3. Arctic/Subarctic; Northwest Coast; California/Great Basin/Plateau; Southwest; Great Plains; Eastern Woodlands; Southeast
4. To meet their needs for food, clothing, and shelter, each group used their environment and developed a common culture. Distinct cultures developed that reflected the environment in which each group lived.
5. Accept any three: Olmecs; Mayas; Aztecs; Incas.
6. Hernán Cortés, a Spanish conquistador
7. Andes Mountains
8. Francisco Pizarro, a Spanish conquistador

Practice (p. 324)

1. J
2. G
3. E
4. M
5. A
6. H
7. D
8. L
9. O
10. P
11. B
12. F
13. C
14. I
15. N
16. K

Unit Assessment (pp. 121-123TG)

1. b
2. b
3. d
4. b
5. a
6. d
7. c
8. a
9. c
10. d
11. b
12. False
13. True
14. False
15. False
16. True
17. True
18. False
19. True
20. True



Unit 11: The Renaissance and the Reformation (1300s-1600s)

This unit emphasizes the causes and results of the Renaissance and the Reformation.

Unit Focus

- events which caused the Renaissance, the Reformation, and the Counter Reformation
- important people of the Renaissance and their contributions
- important people of the Reformation and their contributions
- role of the Church during the Reformation
- causes and effects of the Black Death

Suggestions for Enrichment

1. Show examples of sketches done by da Vinci or Michelangelo. Have students discuss these gifted artists.
2. Have students view a Renaissance painting on a postcard, color copy of work, a reproduction in an art book, or on the Internet at the Metropolitan Museum of Art (<http://www.metmuseum.org>), the Museums and Organizations (<http://www.si.edu/organizational>), and/or Worldwide Art Resources (<http://wwar.com/museums.html>). (Please note that all listed Web-site addresses are subject to change.) Have students respond to the following about the painting: What is the title of the painting, the artist's name, the date of the painting, and its city or country of origin? List everything that can be seen in the painting (background, objects, people, actions). How does color play an important role in the realism of this painting? What icons or symbols exist in the painting, and what does each mean? What does this painting "mean"? In a paragraph, tell the "story" of the painting. Allow students to compare responses.



3. Have students choose a CD or album cover that depicts some type of artwork (not of a singer or band members). Have students respond to the following: List everything that can be seen in the CD album or cover (background, objects, people, actions). What icons or symbols are used in this artwork, and what does each mean? What does this artwork “mean”? In what ways does this artwork depict our society? In what way does this artwork give a slanted or distorted view of our society? Why do you think this particular piece of artwork was selected for the CD or album cover? How does it represent the music on the CD or album or the musician? What message does the cover send to those who see it?
4. Have students compare and contrast art created in different countries and regions in a specific time period (such as Italy, France, Germany, Spain, the Americas, and Africa during the 15th century) and relate it to social, political, technological, scientific, and philosophical trends of that time in those places. Ask students to discuss how the art of a country changes and evolves through time to demonstrate changing values of society.
5. Have students list music from different time periods (or, for American music, from different decades in the 20th century) and evaluate how music expresses the values and lifestyles in a society. Have students research what types of music might have been played during the Renaissance.
6. Have students choose a song from an assigned time period or country and conduct research on the time period and the singer, band, or musician. Ask students to play a recording of the song and discuss how the song (its lyrics and musical accompaniment) reflects the time period and society in which it was written.
7. Have students assess the historical value of art and what different types of artwork (e.g., painting, sculptures, music, literature) tell us about the culture in which they were created.
8. Many people had superstitions and religious prejudices during the time of the Black Death. Discuss examples of superstitions. Have students speculate on how these came about.



9. Have students research weapons and tools of the Renaissance.
10. Have students volunteer to pretend to be leaders of the Reformation, such as Martin Luther, John Calvin, etc., and give speeches. Other students may judge the speeches.
11. Have students write a first-person story about daily life during the Renaissance or Reformation.
12. Create a *Jeopardy* or trivia game using information from the Renaissance and the Reformation. Have student teams answer questions in rounds, with team members eliminated for incorrect answers.
13. Ask students to describe their vision of the Middle Ages. Then have students describe their vision of the Renaissance.
14. Ask students to choose one of the following topics about the Renaissance, explain its relation to ancient and/or modern civilization, and make a class presentation: origins, literature, music, art, religion, philosophy, humanism, education, commerce, banking, government, science, medicine, the middle class, and towns. Have students present their information on a graphic organizer, as a mind map, or in the style of an individual from Renaissance times (for example, how would Leonardo da Vinci, Michelangelo, Copernicus, or Lorenzo de' Medici present the information to the class?).
15. Have students do an in-depth investigation of Renaissance event or product.
16. Have students apply for a job during the Renaissance.
17. Have students compare city life of the Renaissance to the feudal systems of the Middle Ages.
18. Have students debate whether we are living in a Renaissance period today.



19. Have students research the origins of the Renaissance and define humanities and humanists. Ask students to respond to the following: Explain the philosophical and political contributions made by Francesco Petrarca (Petrarch) and Niccolo Machiavelli, who wrote *The Prince*. Compare and contrast medieval and Renaissance art. How did Giotto, Leonardo da Vinci, Michelangelo Buonarroti, Raphael, Donatello, and Titian contribute to the evolution of art during the Renaissance? How did the practice of religion change during the Renaissance?
20. Give students a set of watercolors or crayons and a page from a coloring book to tape to the underside of a table. Have students paint or color the page while lying on their back to simulate the way Michelangelo painted the ceiling of the Sistine Chapel in Rome.
21. Have students write a first-person narrative about the life, work, and legacy of Leonardo da Vinci from the perspective of the man himself.
22. Have students research the Renaissance, the Reformation, the Scientific Revolution, and Leonardo da Vinci, focusing on the following questions: What caused the Renaissance, Reformation, and Scientific Revolution? How were individuals, communities, and nations influenced by the Renaissance, the Reformation, and the Scientific Revolution? Why was an individual like Leonardo da Vinci able to flourish during the Renaissance? How did the Renaissance, the Reformation, the Scientific Revolution, and people like Leonardo da Vinci change the world and influence modern American culture?
23. Have students write a newsletter article on one of the following topics: medieval art, medieval writers, Scientific Revolution, Leonardo da Vinci, or modern American culture and the influence of the Renaissance. Articles should include a headline, byline, and an image of the author.
24. Have students write an essay on the Renaissance and its impact on modern civilizations and human thought.
25. Have students construct a model of one of Leonardo da Vinci's inventions or models.



26. Have students create a display on one or more aspects of the Scientific Revolution.
27. Ask students to read the biography of a famous artist or writer from the Renaissance exploring the impact of the individual's work on succeeding generations. Ask students to write an essay that answers the question: Why do people need stories of the past to experience the present?
28. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. A(n) _____ is an agreement between two or more countries, groups, or people to work together in doing something.
 - a. alliance
 - b. treaty
 - c. superstition

2. The Renaissance started in Italy because Italy _____ .
 - a. had a climate that suited artists and writers
 - b. had thriving cities, a wealthy merchant class, and was culturally linked to Greece and Rome
 - c. had conquered territory in the western Europe

3. _____ means a feeling of deep loyalty to one's country.
 - a. Renaissance
 - b. Nationalism
 - c. Alliance

4. The _____ caused the death of about 40 percent of all Europeans.
 - a. Hundred Years' War
 - b. Reformation
 - c. bubonic plague

5. While the popes lived in Avignon they were loyal to _____ .
 - a. the Austrian emperor
 - b. the French king
 - c. the English king



6. The period of time when the Church was ruled by two popes is called _____ .
 - a. the Age of Nationalism
 - b. the Reformation
 - c. the Great Schism

7. Two reasons why the Protestant Reformation was a success were _____ .
 - a. the use of the printing press and the support of the Pope
 - b. people's loss of faith in the Church and the emperor of Austria
 - c. the Renaissance popes' unwillingness to reform the Church and the ability of the leaders of the protest movement to convince the people of their true desire to reform the Church

8. During the Hundred Years' War, _____ fought.
 - a. France and Italy
 - b. England and Italy
 - c. France and England

9. The Black Death, which was carried by fleas on the backs of rats, began in _____ before it reached Europe.
 - a. North America
 - b. Africa
 - c. Asia

10. The political agreements between European countries from the Renaissance period to the present day have been based on _____ .
 - a. alliances
 - b. religion
 - c. trade

11. Two leaders of the Reformation were _____ .
 - a. John Cabot and Martin Luther King
 - b. Martin Luther and John Calvin
 - c. Ronald Reagan and Walter Mondale



12. The artist who painted the *Mona Lisa* is _____ .
 - a. Michelangelo
 - b. Gutenberg
 - c. Da Vinci

13. One of the reasons for the Hundred Years' War was _____ .
 - a. the king of France's claim to the throne of England
 - b. the king of Italy's claim to the throne of France
 - c. the king of England's claim to the throne of France

14. At the Battle of Agincourt, the English defeated the French mainly because _____ .
 - a. they had more men
 - b. they used better weapons
 - c. they surprised the French

15. As superstition and religious prejudice grew, _____ were falsely blamed for causing the Black Death.
 - a. Jews
 - b. the French
 - c. Muslims

16. Two important events taking place in Europe at the beginning of the Renaissance were _____ .
 - a. the rise of nationalism and the increase in Church power
 - b. the Hundred Years' War and the division in the Church
 - c. the Reformation and the Crusades

17. A famous writer of the Renaissance period was _____ .
 - a. Pope Boniface
 - b. William Shakespeare
 - c. King Francis I

18. The word *Renaissance* means _____ .
 - a. remain
 - b. result
 - c. rebirth



19. The Reformation caused the Roman Catholic Church to _____ .
- a. move to Avignon
 - b. reform itself
 - c. ally itself with the king of France
20. The purpose of the Society of Jesus was to _____ .
- a. reform the Catholic Church
 - b. united the Protestant churches
 - c. win converts to the Catholic Church
21. The Protestant leader who claimed that only chosen people could be saved is _____ .
- a. John Calvin
 - b. Martin Luther
 - c. Ulrich Zwingli
22. The Church of England was created by _____ .
- a. John Knox
 - b. Henry VIII
 - c. Martin Luther



Keys

Practice (pp. 332-335)

- I. The Renaissance
 - A. French word meaning rebirth
 - B. A period of time when art, literature, and the sciences were studied
 - C. The roots of the Renaissance lay in Italy
 1. Unlike some other European countries, Italy remained divided into city-states
 2. Major reasons the Renaissance occurred in northern Italy
 - a. New ideas were brought back by returning Crusaders, who reached northern Italy first
 - b. Wealthy families used these new ideas
 - c. New ideas in science and mathematics were tried out at universities
- II. Achievements of the Renaissance
 - A. Artists and achievements
 1. Leonardo da Vinci: famous sketches of flying machines, engines, humans
 2. Michelangelo: painted the Sistine Chapel in the Vatican while lying on his back
 3. Raphael: chief architect of St. Peter's Cathedral in the Vatican
 4. Rembrandt: famous for ability to capture subjects' expressions on canvas
 5. Van Eyck: invented oil paints

- B. Writers and their works
 1. Dante: Divine Comedy
 2. Petrarch: Canzoniere
 3. St. Thomas More: Utopia
 4. Chaucer: The Canterbury Tales
 5. Cervantes: Don Quixote
 6. Shakespeare: Macbeth
 7. Machiavelli: The Prince
- C. Scientists and their achievements
 1. Gutenberg: printing press
 2. Copernicus—sun-centered theory of the universe
 3. Other achievements
 - a. Telescope
 - b. Microscope
 - c. Movable clocks
 - d. Use of gunpowder
 - e. Use of the longbow
 - f. Use of the compass
 - g. Use of the Arabic system of numbering

Practice (pp. 336-337)

Answers will vary.

Practice (p. 339)

1. strong support for the survival, success, and self-rule of one's own country and culture; strong ties or allegiance to the government based upon common interests
2. an agreement between two or more countries to work together
3. to serve the best interests of a particular city-state at that time

Practice (p. 342)

1. 5
2. 1
3. 7
4. 12



Keys

5. 2
6. 6
7. 4
8. 11
9. 8
10. 9
11. 10
12. 3

Practice (pp. 346-347)

1. pope; kings
2. taxes; permission
3. government
4. gifts
5. gold; silver
6. fighting
7. France
8. Six; French
9. Austrian emperor; English king
10. Rome; Italy

Practice (pp. 348-349)

1. Holy Roman Empire
2. Gregory XI
3. Cardinals; Germany
4. pope
5. Great Schism
6. Rome; Avignon; Schism
7. resign; pope
8. resign; three
9. Council of Constance; Great Schism
10. Martin V

Practice (p. 350)

1. F
2. E
3. A
4. G
5. C
6. B
7. D

Practice (p. 352)

1. the Black Death
2. cold spell; crops failed; little food; wars
3. hard tumors under the armpit or in the groin; high fever; bleeding from the lungs
4. witches; the devil; God punishing the sins of the people; the European Jews
5. because their prayers for an end to the plague were not answered

Practice (pp. 358-359)

1. Martin Luther; John Calvin
2. Luther believed the Church was selling forgiveness to raise money.
3. Salvation was gained by faith alone.
4. corruption in the Church; Church involvement in the politics of the countries; refusal of Renaissance popes to reform the Church; development of the printing press; leaders of the protest movement were able to convince people of their true desire to reform the Church
5. the Renaissance brought new ideas into Europe, and people began to question old ideas; the tragedy of the Black Death caused many people to lose faith and respect for the Church; the Church set out to reform itself
6. Henry VIII left the Church because the pope would not allow him to divorce his wife.
7. Catholics; Protestants; groups with different ideas; women; Jews
8. In troubled times, people look for scapegoats or others to blame for their troubles.



Keys

- | | |
|---|-------|
| 9. the Inquisition; the Society of Jesus | 18. c |
| 10. Answers will vary but may include: large areas of Europe remained Protestant; religion no longer united Europe; power of the Church declined; monarchs and nation-states gained power; religious wars; encouraged learning; the division of Protestant religious groups that remains in place today | 19. b |
| | 20. c |
| | 21. a |
| | 22. b |

Practice (p. 366)

1. protest
2. superstition
3. scapegoat
4. plague
5. suspicious
6. symptom
7. persecute
8. expel
9. tragedy
10. tolerance
11. ghetto
12. anti-Semitism

Unit Assessment (pp. 133-136TG)

1. a
2. b
3. b
4. c
5. b
6. c
7. c
8. c
9. c
10. a
11. b
12. c
13. c
14. b
15. a
16. a
17. b



Unit 12: Exploration and Colonization (1400s-1600s)

This unit emphasizes the reasons explorers sought different lands.

Unit Focus

- explorers and their employers
- routes of important explorers
- lands claimed by explorers

Suggestions for Enrichment

1. Discuss differences between today's astronauts and explorers during the time of Columbus.
2. Have students pretend they are traveling with the explorer of their choice. Have them write a diary detailing their experiences for a week.
3. Ask students to write a persuasive letter from Christopher Columbus to Queen Isabella requesting funds for an ocean voyage using only the information available to Columbus at that time.
4. Discuss how Columbus' voyage affected future colonization by Spain and England.
5. Divide the class into groups who feel that Christopher Columbus' main motivation to become an explorer was one of the following: religious, fame and fortune, loyalty to Spain, or other. Ask each group to research and prepare a list of 10 arguments that demonstrate their point of view. Give each group 10 minutes to present their argument. Then have a debate in which each group can pose a question to any other group. Next have each student write a persuasive essay explaining his or her theory on Columbus' motivation.



6. Columbus describes in his journals the appearance of the people of the lands he explored and makes some conclusions based on their behavior. Ask students to write a journal entry from the point of view of one of the people who is seeing Columbus and his crew for the first time. Ask students to make several conclusions based on their behavior.
7. Ask students to develop sets of hypotheses as to the goals, purposes, and methods of the exploration of the Americas, keeping in mind factors within European societies that induced people to launch voyages discovery.
8. Have students research the diary of Father Juan Crespi for July 14, 1769, when he left San Diego in search of Monterey, California. Students may also research the period of history during the pioneering Spanish expedition led by Gaspar de Portola to San Diego and Monterey.
9. Have students choose an explorer from the unit. Ask them to research and report on the expedition and the fate of the explorer after the discovery of the new land.
10. Have students pair up to research a historical figure and formulate interview questions and answers to present to the class, along with a timeline of the person's life.
11. Have students use the Internet or other sources to research interesting facts about a country (e.g., location of country, currency, language, climate, food, government, transportation) and create flyers to inform and persuade travelers to visit.
12. Ask students to choose one of the countries and/or one of the time periods discussed in the unit. Have them write two diary entries from the perspective of two fictitious people, listing the positive aspects of the location and/or time period. One entry should be written from the perspective of someone who has visited for a few days or researched the area (such as someone considering moving a business to town, a family looking for a different area to move to, or



a person on vacation). Have students contrast that perspective with the perspective of someone who has been a longtime resident. Have students brainstorm ideas for the needs and interest of each fictitious person; write in a personal, first-person style; and communicate feelings as well as objective opinions.

13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

colonization	merchant
exploration	profit

- _____ 1. a person whose business is buying and selling things
- _____ 2. the settling of a new territory by a group of people from another country
- _____ 3. the amount of money left after the costs of running a business have been paid
- _____ 4. traveling to unknown lands

Circle the letter of the correct answer.

5. The Italian city-states were very rich because _____ .
- a. most of the merchants trading with Asia were Italian
 - b. gold was discovered in Italy
 - c. Italians discovered how to make their own spices
6. Prince Henry explored new trade routes to Asia in order to _____ .
- a. gain control of new trade routes for Portugal
 - b. spread the Catholic faith
 - c. both of the above
7. Columbus believed that by sailing west from Spain, he could reach _____ .
- a. Africa
 - b. Asia and the East Indies
 - c. California



8. Vasco da Gama sailed around the Cape of Good Hope to reach _____ .
 - a. Africa
 - b. America
 - c. India

9. Ponce de Leon explored Florida while looking for _____ .
 - a. silk factories
 - b. the Fountain of Youth
 - c. Miami

10. The first European to sail around the world was _____ .
 - a. Magellan
 - b. Drake
 - c. da Gama

11. Spanish explorers _____ .
 - a. helped the civilizations in Mexico
 - b. harmed the civilizations in Mexico and South America
 - c. stayed out of Mexico

12. As a result of exploration, countries in Europe became very _____ .
 - a. poor
 - b. small
 - c. rich

13. Banking grew across Europe _____ .
 - a. as more gold and silver were brought back from newly explored lands
 - b. when Europeans started building with bricks
 - c. when the monarchs decided it would

14. As a result of exploration, slavery _____ .
 - a. ended
 - b. became a big and profitable business
 - c. was no longer allowed in Europe



Use the **map** below to correctly **locate** the **places** listed. Write the number on the line provided.

_____ Africa

_____ Europe

_____ Asia

_____ Indian Ocean

_____ Atlantic Ocean

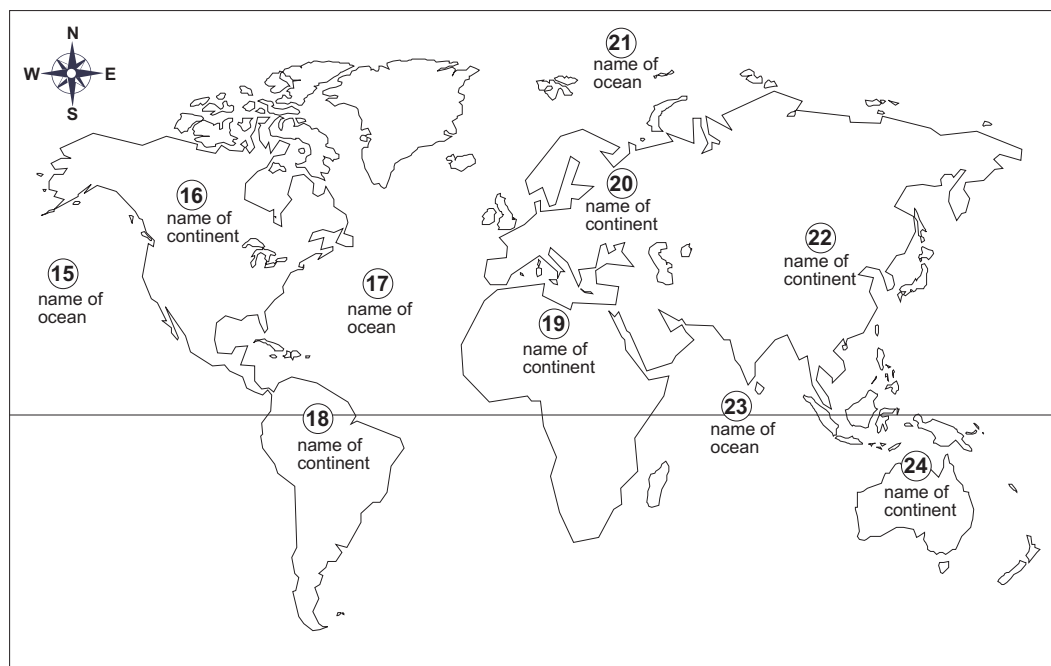
_____ North America

_____ Arctic Ocean

_____ Pacific Ocean

_____ Australia

_____ South America





Keys

Practice (p. 375)

Answers will vary but may include the following:

Countries in Europe became very rich.

Companies were started for the purpose of trade.

New products were brought to Europe.

Banking grew across Europe as more gold and silver were brought back.

A new middle class of merchants and bankers gained power in Europe.

Nations in Europe set up empires overseas.

Europeans fought many wars trying to take land from one another.

Many great civilizations in America and Africa were destroyed.

Slavery became a big and profitable business.

Christianity was brought to new lands and peoples.

10. a
11. b
12. c
13. a
14. b
15. Pacific Ocean
16. North America
17. Atlantic Ocean
18. South America
19. Africa
20. Europe
21. Arctic Ocean
22. Asia
23. Indian Ocean
24. Australia

Practice (p. 379)

1. profit
2. exploration
3. merchant
4. colonization

Unit Assessment (pp. 145-147TG)

1. merchant
2. colonization
3. profit
4. exploration
5. a
6. c
7. b
8. c
9. b



Unit 13: Before and during the Rise of the Nation-States (1000s-1600s)

This unit emphasizes the political situation in Europe from the end of the Middle Ages to the end of the Renaissance and the Reformation and the events and circumstances surrounding the rise of the nations and nationalism.

Unit Focus

- political climate in Europe during this period
- how nations shared characteristics and maintained differences

Suggestions for Enrichment

1. Have students discuss the differences between kings and presidents of the United States. List their responses on the chalkboard or overhead projector.
2. Discuss with students the importance of having a jury trial.
3. Have students create a comic strip or cartoon describing an event from this period.
4. Have students prepare a bulletin board displaying the concepts they have learned.
5. Pick a topic that evokes interest and ask students to find related articles. Discuss and list arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing “for” and the other “against” the issue. Ask students to literally “take a stand” on the line where they feel they belong, depending on the strength of their belief. (If all stand on one side, play “devil’s advocate” and stand on the other side.) When everyone is standing, open the debate with spokespersons for each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the “undecided” middle position. After students are seated, have them write an editorial on the above issue.



6. Have one student start a debate or discussion on a topic in the unit by outlining an opinion or writing it on the board. Then select the next person to speak or write until all students have had a chance.
7. Have students examine their own culture's food, clothing, shelter, family, art, religion, and values. Next have students choose a country studied in this unit and examine that culture's customs and values. Now have students write about the similarities, differences, and problems common to all human beings.
8. Have students create a newsletter or travel brochure about country being studied.
9. Have students create shoe-box floats on a selected theme for a parade of cultures.
10. Have students choose a person in history (e.g., Gandhi, Hirohito, Mao, Churchill, Mandela, Lincoln) and report on the dates that person lived, where he or she lived, and describe his or her accomplishments. After all students have reported on an individual, have them discuss similarities and differences of the accomplishments. Ask students if the accomplishments had anything to do with that person's culture, and explain why or why not.
11. Have students create a quilt of construction paper squares, with each square depicting a scene from one of the cultures in this unit. Display the classes' squares on a dark background.
12. To review unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and answers on index cards in a specific color of marker, and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopics. The first group to finish taping cards goes first, and then go clockwise from group to group. When a subtopic and point value is chosen by the group, read the question. If correct, assign points; if incorrect, subtract points and put card back on the board. (Students may not pick any questions submitted by their group.)



13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. In 1066 William the Conqueror invaded _____ .
 - a. Italy
 - b. England
 - c. France

2. During the period from 1000 to 1600 the Italian city-states _____ .
 - a. were unified
 - b. fought with each other
 - c. were ruled by the Spanish

3. When Ferdinand and Isabella were married, _____ was unified.
 - a. France
 - b. Portugal
 - c. Spain

4. The Tudor Monarchy began with _____ .
 - a. Philip II
 - b. Edward I
 - c. Henry VII

5. The Magna Carta established _____ .
 - a. trial by fire
 - b. that the king's authority was subject to law
 - c. trial by justice

6. During the Reconquista and Inquisition in Spain, _____ were told to leave Spain.
 - a. Catholics
 - b. Protestants
 - c. Jews and Muslims



7. The War of the Roses ended when _____ gained control of England.
 - a. James I
 - b. John I
 - c. Henry VII

8. King Philip IV of France is best known for _____.
 - a. putting the pope under the control of the French king
 - b. signing the Magna Carta
 - c. unifying the French empire

9. King Henry VIII is best known for _____.
 - a. beginning a new government in England
 - b. his many wives
 - c. defeating the Spanish army

10. Mary Tudor is known as Bloody Mary because under her reign _____.
 - a. she was at war the entire time
 - b. many Jews became Catholics
 - c. Protestants were killed if they didn't become Catholics

11. A system of national governments replaced the _____ of government.
 - a. city-state
 - b. feudal system
 - c. ancient system

12. _____ were usually **not** represented in the government of the early nation-states.
 - a. Nobles
 - b. Churches
 - c. Peasants

13. Another name for Germany was the _____.
 - a. Holy Roman Empire
 - b. Allied Powers
 - c. Byzantine Empire



14. Usually, the monarchy changed when _____ .
 - a. the king or queen was voted out of power
 - b. the king or queen died
 - c. the king or queen said so
15. The Tudor Monarchy ended with the death of _____ .
 - a. Elizabeth I
 - b. Philip IV
 - c. Anne Boleyn
16. To begin the Inquisition in Spain, King Ferdinand and Queen Isabella gained permission from the _____ .
 - a. king of France
 - b. pope
 - c. emperor of Germany
17. The Spanish government used _____ to gain confessions.
 - a. bribes
 - b. promises
 - c. torture
18. When the Jews and Muslims were told to leave Spain, _____ .
 - a. they went to live in England
 - b. they moved to Israel
 - c. the Spanish economy suffered
19. Hugh Capet was the first of the _____ rulers in France.
 - a. Carolingian
 - b. Capetian
 - c. Tudor



Keys

Practice (pp. 387-388)

1. El Cid
2. Henry II
3. Philip IV
4. clergy; nobles; townspeople
5. Otto IV
6. King John
7. king's authority is subject to law
8. King Philip II (Philip Augustus)
9. Castile
10. William the Conqueror
11. Germany
12. Edward I

Practice (pp. 392-393)

1. Henry VII
2. six times
3. because she gave birth to a girl instead of a boy; wanted a male heir to the throne
4. a law that said the king could get a divorce; king had authority over the Church
5. Catherine of Aragon; Anne of Cleves
6. Anne Boleyn; Catherine Howard
7. Edward VI; Mary Tudor; Elizabeth I
8. because during her reign many Protestants were put to death for not becoming Catholic
9. Under her rule, England became one of the most powerful nations in the world.

Practice (pp. 396-397)

1. Ferdinand and Isabella
2. an effort by the Roman Catholic Church to recover Christian lands from the Muslims
3. to get confessions from the people who opposed the Roman Catholic church
4. torture, usually in public

5. an effort by the Roman Catholic Church to find and punish heretics
6. to bring religious and political unity to Spain
7. become Catholic or leave Spain
8. Jews and Muslims were two skilled, educated groups of people that had contributed to Spain's and Portugal's economy and culture.

Practice (p. 400)

1. reign
2. confession
3. monarch
4. Inquisition
5. tolerance
6. expel
7. heretic
8. behead

Unit Assessment (pp. 153-155TG)

1. b
2. b
3. c
4. c
5. b
6. c
7. c
8. a
9. b
10. c
11. b
12. c
13. a
14. b
15. a
16. b
17. c
18. c
19. b



Unit 14: The Age of Absolutism in Europe (1600s-1700s)

This unit emphasizes how the autocratic rule of European monarchies contributed to political reform in Europe.

Unit Focus

- factors related to collapse of the monarchy and the rise of the English Commonwealth
- characteristics of the French, Russian, and Austrian monarchies
- causes and results of the Thirty Years' War

Suggestions for Enrichment

1. Ask students to discuss what they know about the royal family in England. Have them compare important families in the United States and royalty in other countries. What are their opinions about royalty?
2. Discuss with students current political conditions in the Soviet Union (now called the Commonwealth of Independent States). Find out how students feel about that area of the world. What do they know? Where do they get their information?
3. Have students play a relay game on the monarchies of Europe. Two or more teams must sit in rows while questions are asked. The last person at the end of the row is the only person who can answer. Each row is asked a different question. Each correct answer rotates the last team member one seat forward. Once a team returns to its original seating arrangement, they win.
4. Have students research the organizations and history of the House of Lords, and compare and contrast it to the United States Congress.
5. Set up two circles of chairs, an inner circle and an outer circle. Have students in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what has been heard.



6. Have students create a newspaper reflecting a country in the unit.
7. Have students write a first-person story about daily life during the Age of Absolutism.
8. Review concepts of the unit through a silent *Jeopardy* activity. Select 10 categories of topics (five for the first round and five for the second round). Have each student divide a piece of paper into two columns, for the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, do a final *Jeopardy* question and allow students to wager from 1-10 points. Check papers and tally the scores.
9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

behead	military
commonwealth	parliament
consent	revoke
dictatorship	tolerance

- _____ 1. having to do with the army, soldiers, or war
- _____ 2. respect for the opinions and practices of others
- _____ 3. to cut off someone's head
- _____ 4. a nation or state that is governed by the people
- _____ 5. a group of people who have the power and duty to make the laws of a country
- _____ 6. to cancel or make something no longer useful
- _____ 7. to give permission
- _____ 8. a government ruled by a person who has complete control over the life of the people

Circle the letter of the correct answer.

9. England's government became _____ .
 - a. a limited monarchy
 - b. a democracy
 - c. a republic



10. Members of Parliament believed that _____ .
 - a. the king should be an absolute monarch
 - b. they received their power directly from God
 - c. the king could not tax the people without Parliament's consent

11. The kings of France were _____ .
 - a. absolute monarchs
 - b. powerless
 - c. very kind to their people

12. The largest section of French society was the _____ .
 - a. First Estate (clergy)
 - b. Second Estate (nobles)
 - c. Third Estate (commoners, middle class, and peasants)

13. By the end of the 18th century, Poland was _____ .
 - a. a strong and powerful country
 - b. no longer a country on the map of Europe
 - c. losing its territory

14. The wisest and best ruler of Austria was _____ .
 - a. Maria Theresa
 - b. George I
 - c. Louis XIV

15. Russia did not experience the Renaissance period because _____ .
 - a. Russians experienced little communication with the rest of the countries of Western Europe
 - b. they felt the other European countries were too advanced
 - c. there were too many forests

16. By the end of the 18th century, Russia had become _____ .
 - a. a democracy
 - b. westernized
 - c. a part of Prussia



Answer the following using complete sentences.

17. List the ways in which Parliament tried to limit the power of the English monarchy. _____

18. What did Louis XIV's comment "I am the state" mean? _____



19. How did Frederick the Great strengthen Prussia? _____

20. What steps did Peter the Great take to modernize Russia? _____



Keys

Practice (pp. 410-412)

1. A strong navy enabled England to build a large empire around the world.
2. James I of Scotland
3. The Protestants were afraid that the Catholics were becoming too powerful.
James I did not understand the English way of life.
James I believed in the divine right of kings.
4. a law passed by Parliament saying that the king could not tax the people without consent from the Parliament
5. He became so angry that he ignored Parliament for the next 11 years.
6. Oliver Cromwell
7. because the monarchy was restored or put back in place
8. Members of the Parliament voted to force James II to give up the throne.
9. that Parliament was the lawmaking body of England; to ask permission from Parliament to gather an army
10. It gave religious freedom to all except Catholics and Jews.
11. It said that a Catholic could never become king or queen of England.

Practice (p. 413)

1. b
2. e
3. g
4. h
5. d
6. a
7. f
8. i
9. c

Practice (pp. 416-417)

1. a system of government in which the king has all the power to make and change laws and answers only to God
2. that the king has been given the right to rule by God
3. to make the French king as strong as possible;
to make France the most powerful country in Europe
4. by taxing the people heavily
5. government control of the economy by acquiring foreign trade, setting up colonies, and acquiring gold and silver
6. They were very poor. They had no voice in government. They could be arrested for any reason at any time. They could be jailed or sent away from France for any reason.
7. They were no longer allowed to worship. They were put in prison, tortured, and killed. Many left France.

Practice (pp. 422-425)

- I. Early Russian history
 - A. Influenced by the Byzantine Empire
 - B. Under control of Mongol invaders
- II. Ivan the Great
 - A. Forced the Mongols across the Ural Mountains
 - B. Grand Prince of Moscow
 - C. Built a large and powerful Russian Empire
 - D. Married the daughter of the Byzantine emperor
 - E. Took title of czar



Keys

- III. Ivan the Terrible
- Had nobles murdered
 - First Russian to gain a warm-water port for Russia
 - Lost the port soon after he took it
 - Became friendly with English and German merchants
- IV. Time of troubles
- After the death of Ivan the Terrible
 - Russians fighting each other for power
 - Lasted for 30 years
 - Russians did not experience the Renaissance because of
 - Language
 - Geography
- V. Peter the Great
- Russian Empire grew
 - Capital moved from Moscow to St. Petersburg
 - Important contribution was introducing Western European ideas to Russia
 - New ideas introduced in Russia include
 - Westernized dress code
 - European calendar
 - Mercantilist ideas
 - Modernized army
 - After a long war with Sweden, Russia gained a window on the sea, or a warm-water seaport on the Baltic Sea
 - Russian government became like the French government
 - The Czar had complete control
 - Most people were peasants
- VI. Catherine the Great
- A German princess who married Russian czar, Peter III
 - Kept control by
 - Giving nobles more power over the land on which

- they lived
 - Taking control of the Russian church
- C. Resourceful but ruthless leader
- No tolerance for anyone who questioned her power
 - Peasants had no civil rights
 - Russian soldiers ruined villages
- D. Russian added territory
- Across Siberia into Alaska
 - Border moved south and west into Europe
 - Participated in the partitioning of Poland
- E. Supported western ideas
- Encouraged the arts
 - Sponsored education

Practice (pp. 428-429)

- France, Sweden, German states, and Spain
- The Hapsburg family in Germany lost power and territory. Protestant religions gained followers, while the influence of the Catholic Church declined. German states stayed independent. Most lasting effect was the beginning of a new type of diplomacy.
- to achieve a balance of power
- The European people were heavily taxed, but did not receive any benefits in return.

Practice (p. 432)

- Poland
- map
- outsiders
- geography
- first partition
- power politics



Keys

Practice (p. 436)

1. Frederick William I
Frederick the Great
2. He doubled the size of his country through war. He began public works projects and encouraged industry and education.
3. Hapsburgs; Maria Theresa
4. She made nobles and clergy pay taxes.
She took power away from nobles and the clergy and set up a system of government more responsive to the people.

Practice (p. 438)

1. tolerance
2. parliament
3. commonwealth
4. military
5. dictatorship
6. consent
7. revoke
8. behead
9. partition

Unit Assessment (pp. 163-166TG)

1. military
2. tolerance
3. behead
4. commonwealth
5. parliament
6. revoke
7. consent
8. dictatorship
9. a
10. c
11. a
12. c
13. b
14. a
15. a
16. b

17. Parliament passed laws to weaken the power of the monarchy. The Petition of Rights said that the king could not tax people unless Parliament gave its consent. The English Bill of Rights also limited the power of the monarchy.
18. Louis XIV believed that he ruled by divine right.
19. Frederick the Great transformed Prussia from a small country to a major power and almost doubled his country's size. He seized land from Austria and annexed other territories. He began public works projects and encouraged industry and education.
20. Peter the Great traveled throughout Western Europe and brought back to Russia ideas that he thought would modernize Russia. Answers will vary but may include the following: adopting mercantilist ideas; adopting a European calendar; making his subjects dress like Europeans (i.e., cutting their beards); modernizing his armies.



Unit 15: New Ideas Lead to Revolution (1700s)

This unit emphasizes how scientists, writers, and philosophers were able to bring about a period of enlightenment.

Unit Focus

- leaders in the scientific revolution
- ideas of individual thinkers and show how they relate to American ideas
- causes of the American Revolution

Suggestions for Enrichment

1. Engage students in a brief discussion about space travel. Poll the class to find out who would willingly travel in outer space. Explain that in the 18th century most people knew little about space or had great fear of space.
2. Have students discuss their knowledge of taxation. What are the benefits and the disadvantages?
3. Have students read letters to the editor in the local paper to find opinions of residents. Discuss.
4. Have students examine the different ways other societies approach and solve the problems common to all human beings (e.g., food, clothing, shelter, family, art, religion, values). Discuss ways people can learn to get along.
5. Have students create a flow chart to analyze a situation.
6. Have students choose a country from the unit and find pictures from that era which depict that its culture and values in economic, political, social, religious, and aesthetic areas. Next have students do the same for their culture and values. Then compare and contrast each area.



7. Have students work in groups and research what kinds of items are made and sold in a specific country. Have each group create an advertisement in the native language of the country and post prices in the country's monetary unit.
8. Have students find a news item about the country and analyze its impact on tourism.
9. Give and score a generalized pretest. Hold conferences with students to get their opinions on their weakest areas. Divide students into areas of study.
10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. Overthrowing a government is known as _____ .
 - a. contract
 - b. revolution
 - c. right

2. A _____ tries to understand human nature and the meaning of life.
 - a. photographer
 - b. philosopher
 - c. frustration

3. At the end of the 18th century, the _____ rose to a position of importance and wealth.
 - a. peasants
 - b. serfs
 - c. middle class

4. During the Age of Enlightenment, people began to _____ .
 - a. ask questions about the role of the Church and government
 - b. use electric light
 - c. believe their government leaders

5. Baron de Montesquieu wrote that _____ .
 - a. government should be ruled by an absolute monarch
 - b. Thomas Jefferson was an important leader
 - c. government should have three separate parts

6. Mozart _____ .
 - a. wrote novels
 - b. wrote classical music
 - c. wrote government documents



7. The scientist who discovered the laws of gravity was _____ .
 - a. Sir Isaac Newton
 - b. Albert Einstein
 - c. Mozart

8. The English government wanted the colonies to pay taxes _____ .
 - a. to reduce overcrowding of homes
 - b. to help keep an English army in America
 - c. to support the French army

9. The colonists felt that if they were going to pay taxes, they should _____ .
 - a. be allowed to drink tea
 - b. send their taxes to France
 - c. be represented in the English Parliament

10. One of the difficulties the colonists faced at the beginning of the revolution was _____ .
 - a. a shortage of supplies
 - b. too many soldiers
 - c. too many weapons

11. George Washington _____ .
 - a. won and held the respect of his fellow colonists
 - b. prevented the revolution
 - c. mishandled the whole war

12. The colonists _____ .
 - a. believed in what they were fighting for
 - b. were not fighting on land they knew well
 - c. received help from Russia

13. The English government was _____ .
 - a. not willing to fight
 - b. unable to stick with one policy
 - c. getting help from France



14. The United States government was _____ .
 - a. a form of government called a republic
 - b. cruel to the people
 - c. similar to an absolute monarchy
15. The American Revolution _____ .
 - a. freed people around the world
 - b. was fought in both Europe and the colonies
 - c. was a model for other revolutions which followed
16. The middle class grew in numbers and strength _____ .
 - a. as exploration and discovery decreased
 - b. as exploration and discovery increased
 - c. increased as more peasants became members
17. Thomas Jefferson used John Locke's ideas when he wrote _____ .
 - a. the Constitution of the United States
 - b. the Declaration of Independence
 - c. *Robinson Crusoe*
18. Voltaire believed in _____ .
 - a. freedom of speech
 - b. many gods
 - c. the system of absolute monarchy
19. "We hold these truths to be self-evident..." are the words at the beginning of the _____ .
 - a. Declaration of Independence
 - b. Constitution of the United States
 - c. Bill of Rights
20. An American who studied, learned, and used the ideas of the Enlightenment was _____ .
 - a. Voltaire
 - b. Gibbon
 - c. Jefferson



Keys

Practice (p. 447)

1. merchants, bankers, lawyers, tradesmen
2. because the nobles and clergy wouldn't take an interest in day-to-day business
3. the way people thought about their government, themselves, and the world around them

Practice (p. 448)

1. Sir Isaac Newton
2. John Locke
3. Voltaire
4. Jean-Jacques Rousseau
5. Daniel Defoe
6. Mozart
7. Edward Gibbon
8. Moliere
9. Baron de Montesquieu
10. Denis Diderot

Practice (pp. 453-454)

1. heavy taxation; no representation in Parliament; laws which made the colonists angry
2. George Washington was a wise leader.
France assisted with money, troops, a navy, generals, and supplies.
English government mishandled the whole war.
The colonists were fighting in a land they knew very well.
The colonists believed in what they were fighting for.
The colonists received help from enemies of England.
English soldiers were fighting far away from home.

3. The United States of America was formed.
The republican form of government was created.
Other people in Europe were able to see that government does not have to be cruel.
The American Revolution inspired other revolutions and served as a model.

Practice (p. 456)

1. revolution
2. frustration
3. philosopher
4. right
5. contract
6. criticize
7. guarantee

Unit Assessment (pp. 273-275TG)

1. b
2. b
3. c
4. a
5. c
6. b
7. a
8. b
9. c
10. a
11. a
12. a
13. b
14. a
15. c
16. b
17. b
18. a
19. a
20. c



Unit 16: The French Revolution (1789-1815)

This unit emphasizes how heavy taxes and a lack of representation in government inspired the revolt in France and the rise and fall of Napoleon Bonaparte as emperor of France.

Unit Focus

- reasons for discontent among the French people during the reign of Louis XVI
- comparisons between the Old Regime and the New Regimes in France
- influence of Napoleon

Suggestions for Enrichment

1. Have students develop the following classification chart to compare the three estates using their book and other reference materials.

Estate	Membership	Description
First		
Second		
Third		

2. Have students produce a newscast called *The Storming of the Bastille*. Have them assume the roles of reporters, nobles, peasants, clergy, the Paris mob, or soldiers at the Bastille. Reporters will interview the people and prepare a newscast from Paris on July 14, 1789. With several reporters, this historic event can be reenacted and recorded on videotape or audiotape with accompanying background noises from the mob.



3. Have students organize and compile a chart comparing and contrasting the Old Regime and the New Regime in France. Have students work together in groups and combine the information on one class chart.
4. Have students prepare a list of the social, political, and economic problems that led to the French Revolution. One group of students will take one area. The three groups can prepare a class chart.

Causes of the French Revolution

Social	Political	Economic

5. Have students draw a timeline that must include the following events.
 - the Reign of Terror
 - the Tennis Court Oath
 - the Storming of the Bastille
6. Have students research the colorful and fascinating life of Napoleon, choosing a time period of his life and working alone or with a partner to collect the information. The combined report could be shared in class in various ways: as a mural, in drama, an oral report on tape, in a collage, in a diary, etc.
7. Have students compare various aspects of the New Regime and the Old Regime and complete the chart below. (The chart could include the Empire as well.)

	New Regime	Old Regime
type of government		
legislative body		
voting rights		
social structure		



8. Ask students to examine the French Revolution from the viewpoint of a historian or political scientist. Have students compare the French Revolution to the American, Russian, and Chinese revolutions. Help students come up with a pattern, or common thread, for these conflicts.
9. Ask students to report the events of the French Revolution as though they had been hired to write the news by Louis XVI; the clergy; the French working class; or by the citizens of the new nation, the United States of America.
10. Ask students to consider the reasons why historians say the French Revolution was a turning point in the history of nations. Ask students what the Revolution accomplished, not only for France, but for other countries as well.
11. Have students search for information about the French Revolution on the Internet on misunderstandings and misinformation; slow and unpopular responses to economic, social, and political problems; interest group concerns for their own future; and leadership of the monarchy and other groups. Ask students to explain if it was possible that this conflict could have been avoided or could not have been avoided, and explain why.
12. Have students write a first-person story about daily life during the French Revolution.
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. The largest of the three Estates represented _____ .
 - a. the clergy
 - b. the nobles
 - c. the peasants and middle class

2. In one of the first acts of the French Revolution, the Third Estate broke away from the Estates-General and organized the _____ .
 - a. National Assembly
 - b. First French Republic
 - c. Legislative Assembly

3. The Bastille was _____ .
 - a. a city near Paris
 - b. the place where Estates-General met
 - c. a government prison

4. On July 14th the French celebrate _____ .
 - a. the day the Republic was born
 - b. Independence Day
 - c. the day Napoleon was born

5. The French government helped the colonists in _____ gain independence.
 - a. North America
 - b. Asia
 - c. South America

6. During the Reign of Terror, _____ was in charge of France.
 - a. Napoleon
 - b. Louis XVI
 - c. Robespierre



7. Toward the end of the Directory period, _____ came to power in France.
 - a. Robespierre
 - b. Louis XVI
 - c. Napoleon

8. Napoleon invaded _____ in 1812.
 - a. Austria
 - b. Prussia
 - c. Russia

9. One of Napoleon's greatest achievements was that he _____ .
 - a. codified the laws
 - b. defeated the Russians
 - c. regained Canada

10. From the French Revolution, people in Europe learned that _____ .
 - a. a revolution is not possible
 - b. change can take place
 - c. revolutions are not bloody

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|----------------------------------|
| _____ 11. France before 1789 | A. peasants |
| _____ 12. paid most of the taxes before 1789 | B. drought |
| _____ 13. period of no rain | C. Estates-General |
| _____ 14. called to meet only when the king needed money | D. Liberty, Equality, Fraternity |
| _____ 15. message of the French Revolution | E. Old Regime |



Number the **events** below from 1–5 in the **order** in which they **occurred**.

- _____ 16. drought hits France
- _____ 17. Louis XVI beheaded
- _____ 18. National Convention is called
- _____ 19. Prussia and Austria invade France to save the monarchy
- _____ 20. Reign of Terror

Use the list below to complete the following statements.

Declaration of Rights of Man	Russian winter
National Bank	strike
National Convention	

- 21. The _____ was the main reason for the defeat of Napoleon's army.
- 22. The workers were angry with the French government so they went on _____ .
- 23. The _____ declared France to be a republic.
- 24. Napoleon gave France its first _____ .
- 25. The _____ gave all French men equal rights in August 1789.



Keys

Practice (p. 466)

1. D
2. B
3. G
4. A
5. E
6. C
7. F

Practice (p. 467)

1. nobles
2. peasants
3. clergy
4. palaces
5. reforms
6. Enlightenment

Practice (pp. 468-469)

1. The social, economic, and political pressure placed upon the French people was becoming too much to bear.
2. The king was blind to the suffering of the French people.
3. Answers will vary.
4. drought; inflation; money spent on American Revolution

Practice (p. 470)

1. A
2. G
3. C
4. B
5. D
6. E
7. F

Practice (p. 475)

1. strike
2. Estates-General
3. absolute monarch
4. limited monarch

Practice (pp. 476-477)

1. to discuss financial problems that faced the nation
2. the Third Estate
3. The Bastille was the symbol of everything wrong with France; a symbol of the fight for independence.
4. Answers vary, but should include the following: gave equal rights to all male citizens; ended special privileges for nobles and clergy; freedom of speech, of the press, of religion, and to own property.
5. The French system of government and the whole French social system were changed.

Practice (p. 482)

1. H
2. F
3. C
4. A
5. B
6. D
7. E
8. G

Practice (pp. 483-484)

1. October 1, 1791 to August 10, 1792.
2. limited monarchy
3. Prussia; Austria
4. guillotined
5. The people were unified in trying to stop the invasion.
6. Reign of Terror
7. The monarchy was replaced with a republican government; workers and peasants were given new rights; free education; price controls; new tax laws.
8. They were concerned that what was happening in France could happen in the other countries in Europe.



Keys

Practice (p. 485)

1. National Convention
2. radicals
3. King Louis XVI
4. conservatives
5. Robespierre
6. moderates

Practice (p. 487)

1. the Directory
2. property owners
3. Napoleon Bonaparte
4. The French people believed he could end the violence; Napoleon had the support of the army

Practice (p. 491)

1. He codified the laws.
2. 1808-1811
3. 1812
4. an empty city
5. far from home; few supplies; no winter clothing; constant attacks from small groups of Russians
6. He was sent into exile.
7. Waterloo

Practice (p. 493)

1. strike
2. absolute monarch
3. drought
4. limited monarch
5. monarch
6. inflation
7. monarchy
8. conservatives
9. Jacobins

Practice (p. 494)

1. Estates-General
2. revolution
3. moderates

4. triumph
5. Enlightenment
6. bourgeoisie
7. guillotine
8. radicals

Practice (p. 495)

1. E
2. F
3. D
4. H
5. K
6. B
7. J
8. I
9. A
10. G
11. C

Unit Assessment (pp. 183-185TG)

1. c
2. a
3. c
4. b
5. a
6. c
7. c
8. c
9. a
10. b
11. E
12. A
13. B
14. C
15. D
16. 1
17. 3
18. 5
19. 2
20. 4
21. Russian winter
22. strike
23. National Convention
24. National Bank
25. Declaration of Rights of Man



Unit 17: The Revolutionary Spirit Reaches Latin America (1800s)

This unit emphasizes how social unrest in other parts of the world inspired and led to revolution in Latin America.

Unit Focus

- how the countries of Latin America gained their independence
- rigid social order in Latin America

Suggestions for Enrichment

1. Divide the class into small groups and have them identify the information necessary to complete the chart below.

Revolution in Latin America			
Country	Ruling Country	Leaders of the Revolution	Important Events
Haiti	France		
Colombia Venezuela Panama	Spain		
Argentina Chile Peru	Spain		
Mexico	Spain		

2. Have students list the social orders and identify what was available to each group in areas such as education, employment, rights, etc.
3. Have students draw a map of Latin America from this period, identifying the areas ruled by European nations and creating a legend for the map. Have other groups of students draw and label a map of modern Latin America identifying present-day nations that were at one time ruled by other countries.



- Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the “Assigned Value” in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

Conflict Clarification Matrix for Analyzing a Current Issue	
Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	

- Present students with the following value examination matrix for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record their reasoning or logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.



Value Examination Matrix		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

6. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternative to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows.

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows.

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weight by the alternative weight. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



Sample:

Decision-Making Matrix			
Decision Question: Who would be the best national leader if the entire world were at peace?			
Criteria	Alternatives		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points ___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
charismatic leader (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of cultures (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of international finances (rank or weight from 1-3) Criteria Weight =	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
Total of Quality Points	_____	_____	_____



Decision-Making Matrix			
Decision Question:			
Criteria	Alternatives		
(rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points __ x __ = __	__ x __ = __	__ x __ = __
(rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
(rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
(rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
Total of Quality Points	_____	_____	_____

Criteria Weight

Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not important

Alternative Weight

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



7. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion contrary to their own and present the argument to the class.
8. Ask students to use a news article and list 10 sentences from the article. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasoning.
9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. Latin America is located south of _____ .
 - a. Europe
 - b. Italy
 - c. the United States

2. Latin America was colonized by _____ .
 - a. the United States and France
 - b. Spain, Portugal, and France
 - c. Spain and Italy

3. The conquerors of Latin America _____ .
 - a. took whatever they could from the native population
 - b. made slaves of the natives
 - c. both of the above

4. Social class in Latin America determined _____ .
 - a. whether or not a person would be educated
 - b. the rights a person had
 - c. both of the above

5. The most educated class, the creoles, were encouraged to revolt by _____ .
 - a. the ideas of the Age of Enlightenment
 - b. the Divine Right of Kings
 - c. the Quran

6. After the French Revolution, creoles in Latin America wanted to _____ .
 - a. keep things the way they were
 - b. free themselves from their European conquerors
 - c. buy more slaves



7. The leader of the revolution in Haiti was _____ .
 - a. Toussaint L'Ouverture
 - b. Napoleon
 - c. José de San Martín

8. Leaders of the revolution in South America included _____ .
 - a. Simón Bolívar and Napoleon
 - b. Simón Bolívar and José de San Martín
 - c. José de San Martín and Napoleon

9. Father Miguel Hidalgo led the revolution in _____ .
 - a. France
 - b. the United States
 - c. Mexico

10. When the Spanish king wanted to restore his empire in Latin America, he was opposed by _____ .
 - a. France
 - b. the United States and Great Britain
 - c. Mexico

11. The Monroe Doctrine stated that the United States would help any country in the Western Hemisphere _____ .
 - a. that needed money
 - b. that was threatened by a European country
 - c. neither of the above.

12. The Europeans _____ .
 - a. helped write the Monroe Doctrine
 - b. ignored the Monroe Doctrine
 - c. took the Monroe Doctrine seriously

13. _____ are in South America.
 - a. France and Great Britain
 - b. Colombia, Venezuela, Bolivia, and Argentina
 - c. Spain and Portugal



14. Latin America separates the _____ .
 - a. United States and Canada
 - b. Pacific Ocean from the Atlantic Ocean and the Gulf of Mexico
 - c. Dead Sea and Living Sea

15. Haiti is in _____ .
 - a. Central America
 - b. Mexico
 - c. the Caribbean Sea



Keys

Practice (pp. 504-505)

1. Spain; Portugal; France
2. They made slaves of the natives and took whatever they could from them.
3. to work as slaves on the large plantations
4. whether or not a person would be educated; the type of job a person could hold; the rights a person had
5. the American Revolution and the French Revolution
6. at the start of the 19th century

Practice (p. 506)

Correct answers will be determined by the teacher.

Practice (p. 511)

1. Toussaint L'Ouverture
2. James Monroe
3. Father Hidalgo
4. Napoleon
5. Simón Bolívar
6. José de San Martín

Practice (p. 512)

1. France; 1803
2. Spanish; Napoleon
3. Bolívar; San Martín
4. Father Hidalgo
5. Great Britain; United States
6. Monroe Doctrine

Practice (p. 514)

1. courage
2. mulattos
3. colonize
4. native
5. creoles
6. society

7. peninsulares
8. hemisphere
9. plantation
10. mestizos

Unit Assessment (pp. 195-197TG)

1. c
2. b
3. c
4. c
5. a
6. b
7. a
8. b
9. c
10. b
11. b
12. c
13. b
14. b
15. c



Unit 18: Europe (1815-1848)

This unit emphasizes the causes and impact of revolutions throughout Europe during the post-Napoleonic period.

Unit Focus

- concept of balance of power as the main goal of the Congress of Vienna
- political and social ideals of Metternich

Suggestions for Enrichment

1. Have students make a timeline for the period 1815–1848 that includes events dated in Unit 17. Have them draw inferences based on the timeline (Were any of the events on the timeline causes or results of other events? Which events brought the greatest change?).
2. Divide students into two or three groups and have each group make a bulletin board display. Have group #1 create a large map of Europe after the Congress of Vienna: 1815. Have group #2 create a wall chart that lists the countries participating in the Congress of Vienna and the major leaders representing each country. (Some additional library research may be needed to gather all the information.) Have group #3 create a large map of Europe prior to the Congress of Vienna.
3. Discuss how the map of Europe was redrawn and ask students to find evidence to suggest that finding a balance of power was the main goal of the Congress of Vienna.
4. Choose material for the class to discuss. Have small groups discuss material, with each group choosing a recorder to write down ideas and a second person to summarize the discussion to the class.



5. Have students write a first-person story about daily life in countries ruled by foreign governments whose inhabitants want self-rule.
6. Ask students to write about what they believe are fundamental human rights that all people should enjoy, regardless of their nationality, their ethnic background, their religion, and their economic status. Now ask students if the fundamental human freedoms they wrote about should be subject to the rule of law; that is, should the government have the authority to withhold or limit those freedoms? Why or why not?
7. In groups have students develop a “Bill of Human Rights” that incorporates their ideas of the absolute rights of all humans. Have groups present ideas and discuss rationale behind each idea. Then compare, list, and discuss common trends and differences.

Have students use the Universal Declaration of Human Rights, (<http://www.un.org/rights/50/decla.htm>), a resolution developed by the United Nations General Assembly in 1948, to write a reflective essay responding to the following questions: What rights are presented in the Universal Declaration of Human Rights that were also discussed in your group’s “Bill of Human Rights” and why? What rights presented in the Universal Declaration for Human Rights were not mentioned in yours and why?

8. Have students compare and contrast the United States Bill of Rights with the Universal Declaration of Human Rights and answer the following questions: What protections are citizens in the United States afforded? What actions would be considered criminal acts against the United States government, and how are these actions treated?
9. Ask students what the civil and human rights issues are in the United States (or country they are from) that continue to cause conflict and controversy. Next ask students to brainstorm what actions they and other citizens can take to try to remedy social injustices and civil rights abuses.



10. Have students research colonialism as it was practiced by European countries and how it has affected the history, culture, and people of various countries that were colonized.
11. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. The purpose of the Congress of Vienna was to _____ .
 - a. declare war on Russia
 - b. create and maintain peace in Europe
 - c. colonize the New World

2. A person who desires to return to a system of government that no longer exists is a _____ .
 - a. reactionary
 - b. revolutionist
 - c. quadruple

3. The most important goal of European nations after Napoleon's defeat was to keep _____ .
 - a. the countries of Europe small
 - b. Metternich alive
 - c. a balance of power

4. _____ represented France at the Congress of Vienna.
 - a. Metternich
 - b. Talleyrand
 - c. Louis XVIII

5. Talleyrand supported the restoration of _____ .
 - a. Napoleon
 - b. Poland
 - c. the monarchy in France

6. Austria was represented at the Congress of Vienna by _____ .
 - a. Metternich
 - b. Talleyrand
 - c. Maria Teresa



7. Metternich _____ .
 - a. believed in absolute monarchy
 - b. opposed the ideas of the Enlightenment
 - c. both of the above

8. To satisfy Russian and Prussian desires for more land, _____ was divided.
 - a. Poland
 - b. Germany
 - c. Austria

9. Land was taken from those countries that _____ .
 - a. opposed Napoleon
 - b. helped Napoleon
 - c. didn't need the land

10. The major mistake made by the Congress of Vienna was that _____ .
 - a. they brought Napoleon back to power
 - b. they made France pay large sums of money
 - c. they tried to solve future problems using methods of the past

11. The *Concert of Europe* never worked because _____ .
 - a. the countries of Europe never really trusted one another
 - b. the countries of Europe spoke different languages
 - c. there were no nationalistic feelings

12. The president of the Second French Republic was _____ .
 - a. Louis Napoleon
 - b. Napoleon Bonaparte
 - c. King Louis XVIII

13. Great Britain had many men, women, and children working in _____ .
 - a. Austria
 - b. France
 - c. factories



14. Great Britain was saved from revolution by _____ .
 - a. a strong army
 - b. reforms made by the House of Commons
 - c. the Quadruple Alliance

15. By agreement at the Congress of Vienna, _____ was given control of the German states.
 - a. Prussia
 - b. Austria
 - c. France

16. The Revolution of 1848 in Austria and the German states was influenced by the revolt in _____ .
 - a. Spain
 - b. Russia
 - c. France

17. At the Congress of Vienna, Czar Alexander I of Russia wanted to get _____ for his country.
 - a. a larger army
 - b. a warm-water port
 - c. factories

18. The Quadruple Alliance was formed to _____ .
 - a. keep France in line after Napoleon's defeat at Waterloo
 - b. remove the king of Spain from his throne
 - c. make Poland a powerful country

19. In Spain, _____ was returned to nobles and clergy after Napoleon Bonaparte's defeat.
 - a. Portugal
 - b. land and power
 - c. democracy

20. The Quadruple Alliance helped the Greeks _____ .
 - a. gain independence from the French
 - b. overthrow the Egyptians
 - c. gain independence from the Turks



Keys

Practice (pp. 523-524)

1. Austria, Great Britain, Russia, Prussia
2. create and maintain peace throughout Europe; stabilize Europe
3. distribute Napoleon's conquests and return the monarchs to power or restore governments and values that had reigned before the French Revolution
4. No country is measurably stronger or weaker than another.
5. Land was taken away from countries that had helped Napoleon and given to countries that had opposed him.
6. They suddenly found themselves governed by a foreign government.
7. the use of force and secret police to suppress liberalism

Practice (p. 531)

1. German States
2. Austria
3. France
4. Great Britain
5. Russia
6. Spain or France
7. Russia, Prussia, Austria, and Great Britain
8. Great Britain
9. Austria and the German states
10. Italy

Practice (p. 532)

1. D
2. A
3. G
4. I
5. H
6. B
7. J
8. F
9. E
10. C

Practice (p. 533)

Answers will vary.

Practice (pp. 535-536)

1. confederation
2. balance of power
3. nationalism
4. quadruple
5. diplomacy
6. liberalism
7. reactionaries
8. rebel
9. compromise
10. liberal
11. unification
12. suppress
13. stabilize

Unit Assessment (pp. 205-207TG)

1. b
2. a
3. c
4. b
5. c
6. a
7. c
8. a
9. b
10. c
11. a
12. a
13. c
14. b
15. b
16. c
17. b
18. a
19. b
20. c



Unit 19: Great Britain—The Victorian Era (1837-1901)

This unit emphasizes the social, political, and economic changes that came about in Great Britain during the Victorian Age.

Unit Focus

- important democratic reforms made in Great Britain during the Victorian Age
- extent of the British Empire in the world

Suggestions for Enrichment

1. Have students make a bulletin board display on the Victorian Age which includes topics such as clothes, furniture architecture, morals, and literature.
2. Have students identify the changes that occurred during the Victorian Age. Have them complete the chart below.

Great Britain: The Victorian Era		
Economic Reforms	Social Reforms	Political Reforms

3. Have students research the population and size of England and compare with those of the United States.
4. Give students a world map and ask them to label England and its major land and water forms, bordering water bodies, its capital, major cities, and neighbor countries. Have students label the United States and determine the distance between the countries.



5. Have students research and write about a famous person from Great Britain (e.g., Geoffrey Chaucer, Frances Drake, Walter Raleigh, William Shakespeare, Inigo Jones, Christopher Wren, Isaac Newton, Thomas Chippendale, Jane Austen, Horatio Nelson, Elizabeth Barrett Browning, Emily Brontë, Charles Dickens, Florence Nightingale). Have students include a summary of the person's life and famous contributions.
6. Invite a guest speaker who has lived in England to talk about the culture and customs, and share a few British jokes or stories.
7. Show the class a travel video on England.
8. Have students read and share British folktales, myths, legends, or literature.
9. Have students listen to classical and popular British music.
10. Have students research pastimes of the Victorian Era and modern sports in England.
11. Divide the class into groups and assign regions in England to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the pound, abbreviated £). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
12. Have students develop a British cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
13. Invite an art historian to give a talk on the architecture and art of England.



14. Have students research architectural structures in England (e.g., Buckingham Palace, House of Parliament, Tower of London, Windsor Castle, Stonehenge, Canterbury Cathedral, Westminster Abbey, Salisbury Cathedral, St. Paul's Cathedral).
15. Have students research British artists (e.g., William Hogarth, Thomas Gainsborough, William Blake, John Constable, J. W. Turner).
16. Have students write a first-person story about daily life in England during the Victorian Era.
17. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. The Victorian Era was characterized by peace in England, social and political reform, and expansion abroad.
- _____ 2. The British people revolted because the government refused to listen to the citizens.
- _____ 3. The Crimean War was fought in France.
- _____ 4. Many British soldiers died during the Crimean War because they were not prepared to fight.
- _____ 5. As a result of the Crimean War, Russia agreed not to become involved in Spanish affairs.
- _____ 6. Florence Nightingale was the nurse who saved the lives of wounded British soldiers during the Boer War.
- _____ 7. Britain's prosperous economy was due to the large size of its empire.
- _____ 8. The working class in Great Britain received high wages.
- _____ 9. During the 1860s, political power shifted from the monarchs to the House of Commons.
- _____ 10. It was important to be respectable in the Victorian Era.
- _____ 11. British author Charles Dickens wrote about social values during the Victorian Era.



Use the list below to complete the following statements.

colonies
expectancy
imperial

industrialist
market
optimistic

public health
reforms
Russia

12. In the Crimean War, Britain joined France and Turkey to fight against _____ .
13. During the Victorian Era, Great Britain became the greatest _____ power in the world.
14. The working class had a shorter life _____ compared to that of industrialists and landowners.
15. Britain could get cheap raw materials from its _____ .
16. The colonies provided a ready _____ for finished products.
17. Social _____ benefited the masses in Britain.
18. One important reform was a _____ bill.
19. An owner or manager of a factory can be called an _____ .
20. Toward the end of the Victorian Era, the British people were _____ about their future.



Keys

Practice (pp. 548-552)

- II. Political reforms
 - A. Power shifted to the House of Commons
 - B. The British middle class gained political power
 - C. Second Reform Bill of 1867
- III. Foreign affairs
 - A. The Crimean War, 1854–1856
 - 1. Fought in what is now known as the Ukraine
 - 2. Britain joined France and Turkey to fight against Russia
 - 3. British soldiers were not prepared to fight
 - 4. Disease and infection also took their toll on French and British troops
 - 5. Florence Nightingale reduced the death rate by enforcing sanitary regulations and high professional standards in caring for the sick
 - 6. Russia agreed to peace when Austria threatened to enter the war
 - 7. Result: Russia agreed to withdraw all claims to Balkan territory
 - B. The Boer War, 1899-1902
 - 1. Fought between the Boers and the British
 - 2. Boers established two independent republics
 - a. Transvaal
 - b. Orange Free State
 - 3. War broke out when diamond and gold deposits were discovered in the Boer republics
 - 4. The British defeated the Boers, annexed the territories of Orange Free State and Transvaal, and made them British colonies

- C. Great Britain—the greatest Imperial Power
 - 1. Expansion of the British Empire
 - a. Asia
 - b. Africa
 - c. Other colonies—Canada, Australia, and New Zealand
 - 2. Results of Imperial Power
 - a. Controlled world trade
 - b. Obtained cheap raw materials
 - c. Prosperous economy
- IV. Growth of Industry: the rise of the working class and middle class
 - A. Classes of people
 - 1. Lower on the social and economic ladder was the working class
 - a. Hours
 - b. Conditions
 - c. Wages
 - d. Shorter life expectancy
 - 2. Smaller middle class included industrialists, who ran factories, bankers, lawyers, doctors, and other professionals
 - B. Working class
 - 1. Gained representation in Parliament
 - 2. Lifestyle slowly improved
- V. Social reforms
 - A. Moral conduct and values important
 - B. Common theme in books of Victorian Era
 - C. Changes included
 - 1. Public health bill
 - 2. Improved housing
 - 3. Land reform
 - 4. State-run education
 - 5. Trade unions recognized
 - 6. Protecting rights of workers
 - 7. Limiting child labor



Keys

Practice (p. 554)

1. D
2. F
3. J
4. G
5. A
6. E
7. H
8. I
9. B
10. C
11. K

Unit Assessment (pp. 215-216TG)

1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False
9. True
10. True
11. True
12. Russia
13. imperial
14. expectancy
15. colonies
16. market
17. reforms
18. public health
19. industrialist
20. optimistic



Unit 20: France (1815-1900s)

This unit emphasizes the political and social events that occurred in France in the 19th century.

Unit Focus

- reasons for the French revolutions of 1848
- how Louis Napoleon became emperor
- how the Dreyfus Affair affected the government of France

Suggestions for Enrichment

1. Have students make a chart organizing the succession of French governments presented in this unit and compare them.

The French Revolutions of the 19 th Century		
French Ruler(s)	Form of Government	Causes(s) of Downfall

2. Have students present a drama about Alfred Dreyfus, a Jewish army officer wrongly accused of selling military secrets to the Germans. Involve the entire class in the preparation of a “You Are There” program about the Dreyfus Affair. Have students use the Internet and other resources to research the Dreyfus Affair to find out how it became a national issue that divided France.



3. Have students explore issues such as the following: anti-Semitism, military honor, security measures taken by France against the German threat, and the reputation of the Third Republic. Have students write a paragraph describing each issue and telling what impact each had on France.
4. Show the classic black-and-white version of the movie *Les Miserables* based on the novel by Victor Hugo. The movie depicts the life of Jean Valjean, a victim of social injustice, and includes many scenes that give a look at post-Napoleonic France during the early years of the 19th century.
5. Have students research the population and size of France and compare with those of the United States.
6. Give students a world map and ask them to label France and its major land and water forms, bordering (or closest) water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
7. Ask students to select one of the following topics to research.
 - everyday life in France during the 19th century (e.g., professions; government; family living: family, food, education, clothing, entertainment)
 - everyday life in modern France (e.g., rural life compared with city life; government; economy: types of jobs; lifestyles: family, education, health, housing, holidays).
8. Have students research and write about a famous person or group of people during this time period. Have students include a summary of the person's life or group's history and famous contributions.
9. Invite a guest speaker who has lived in France to talk about French culture and customs and share a few conversational words or phrases.
10. Show the class a travel video on France.



11. Have students read and share French stories and folktales.
12. Have students listen to French music.
13. Have students research French inventions, pastimes, and sports.
14. Divide the class into groups and assign regions in France to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the franc). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.
15. Have students develop a French cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
16. Have students write a first-person story about daily life in France during the 19th century.
17. Have students research Impressionism and answer the following: Who were the Impressionists? What are the characteristics of impressionistic art? What were the Impressionists' innovations in terms of painting style and subject matter? What sort of reception did their work receive? How did they help each other exhibit their work when they found it was not accepted? Ask students to choose an Impressionist (e.g., Edouard Manet, Claude Oscar Monet, Edgar Degas, Berthe Morisot, Camille Jacob Pissarro, Pierre Auguste Renoir, Alfred Sisley) to research and write a brief biography. Ask students to look at paintings by the artist and choose one painting to write a two- or three-paragraph explanation of the subject matter and how the painting shows the characteristics of Impressionism. Have students read comments made by critics of the day and take on the role of the artist to write a response to the critic explaining what Impressionism is and what the painting means. Have students compare various Impressionists in their styles, use of color, and subject matter.



18. Have students research major artistic movements stemming from Impressionism and choose one to research (e.g., Post-Impressionism, Fauvism, Cubism). Ask students to find five paintings from one of the movements and write a report discussing the artists, their works, the major principles of movement, and how it departs from Impressionism.
19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. Royalists wanted to return France to _____ .
 - a. a Communist state
 - b. a republic
 - c. an absolute monarchy

2. Liberals wanted to limit the power of the monarch and give people _____ .
 - a. more control over their own lives
 - b. higher taxes
 - c. less representation in government

3. The president of the Second French Republic was _____ .
 - a. Louis Philippe
 - b. Louis Napoleon
 - c. Louis XVIII

4. The Second French Republic was overthrown because _____ .
 - a. Louis Napoleon wanted more power
 - b. Louis Philippe wanted to be emperor
 - c. Louis Napoleon wanted less control over the people

5. The Second French Republic was replaced by the _____ .
 - a. First Empire
 - b. Second Empire
 - c. Third French Republic

6. Emperor Napoleon III ruled with the support of _____ .
 - a. the king
 - b. the peasants
 - c. the army

7. Emperor Napoleon III helped the economy by _____ .
 - a. encouraging banks to make loans at low interest rates
 - b. raising taxes
 - c. passing new labor laws



8. Emperor Napoleon III wanted to _____ .
 - a. conquer Spain
 - b. return France as a great world power
 - c. help Russia conquer Turkey

9. The French people thought the Crimean War had been successful because _____ .
 - a. no French soldiers were killed
 - b. the government controlled the way it was reported in the newspapers
 - c. Russia won the war

10. The major crisis which ended the Second Empire was _____ .
 - a. the American Revolution
 - b. the Franco-Prussian War
 - c. Waterloo

11. The Second Empire was replaced by _____ .
 - a. the Third Republic
 - b. the Second Empire
 - c. King Louis XVIII

12. The government of the Third Republic included _____ .
 - a. a president, a two-house legislature, and a prime minister
 - b. a king, a prime minister, and a legislature
 - c. a president, a prime minister, and an emperor

13. The _____ of the Third Republic was elected by the people for a seven-year term, but he really had very little power.
 - a. prime minister
 - b. president
 - c. king

14. The power under the Third Republic rested in the _____ .
 - a. Senate
 - b. prime minister
 - c. Chamber of Deputies



15. A major problem of the Third Republic was _____ .
 - a. widespread corruption among government and army officials
 - b. too many political parties
 - c. both of the above

16. Alfred Dreyfus was falsely convicted of spying because _____ .
 - a. he was Jewish and government and church officials lied
 - b. he was a relative of the French writer Zola
 - c. both of the above

17. Anti-Semites are people who _____ .
 - a. hate French people
 - b. hate the Church
 - c. hate Jewish people

18. An effect of the Dreyfus Affair was that _____ .
 - a. it led to the separation of church and state in France
 - b. it caused a major war
 - c. Dreyfus remained in exile



Keys

Practice (pp. 563-565)

1. Two political groups with different ideas about how the government should be run were fighting for control.
2. Both groups wanted a strong France.
3. He favored the wealthy upper-middle class at the expense of the lower class.
4. 1848; three years
5. Louis Napoleon
6. He wanted more power.
7. the Second Empire
8. newspapers were placed under strict government control; labor unions and political parties were outlawed; candidates for office needed to be approved by the government; freedom of speech was abolished
9. encouraged banks to loan money at low interest rates to middle class to start businesses; working class earned better wages
10. make France as great a power in world politics as it had been under his uncle, Napoleon
11. the Crimean War
12. France, Great Britain, and Turkey
13. It was the first war which was covered by newspapermen who were at the scene of the battles.

Practice (pp. 570-572)

1. He continued his ban on many rights and to fight costly wars, and he formed a secret police to spy on groups.
2. the Franco-Prussian War
3. to unite the French people and save the government; achieve nationalistic goals
4. to unify Prussia and the German Confederation into one country

5. France lost two provinces rich in minerals along with its pride.
6. Answers may include the following: too many political parties; widespread corruption; Royalists wanted to bring back the monarchy.
7. a Jewish army officer; spying
8. many high-ranking members of the French government, army, and the Church
9. because he was Jewish
10. a person who hates Jews
11. Emile Zola
12. Answers may include the following: it showed the amount of anti-Semitism in France and throughout Europe; it strengthened the Third Republic by making French people aware of the dangers of the Royalists; it led to the separation of Church and state.

Practice (p. 574)

1. candidate
2. criticism
3. interest
4. strait
5. province
6. majority
7. corruption
8. anti-Semites
9. pride
10. coalition

Unit Assessment (pp. 223-225TG)

1. c
2. a
3. b
4. a
5. b
6. c
7. a
8. b



Keys

- 9. b
- 10. b
- 11. a
- 12. a
- 13. b
- 14. c
- 15. c
- 16. a
- 17. c
- 18. a



Unit 21: Nationalism (1800s)

This unit emphasizes how the unification of Italy and Germany changed the balance of power in Europe and created many hostile relationships which led to World War I.

Unit Focus

- leaders of the Italian unification movement
- unification of Italy and Germany
- strengths and weaknesses of the Dual Monarchy
- decline of the Ottoman Empire in the Balkans

Suggestions for Enrichment

1. Have students research Giuseppe Mazzini, Camillo di Cavour, Giuseppe Garibaldi, and Victor Emmanuel II and their roles in the Italian unification movement.
2. Have students make a political cartoon storyboard that explains why the Ottoman Empire was given the nickname of “sick man of Europe” by the major powers of the world. Ask students to focus on governmental and nationalistic causes of the fall of the empire.
3. Have students research the population and size of Germany principalities and compare with those of the United States.
4. Give students a world map and ask them to label Germany and its major land and water forms, bordering (or closest) water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.



5. Ask students to select one of the following topics to research.
 - everyday life in Germany during the 19th century (e.g., professions; government; family living: food, education, clothing, entertainment)
 - everyday life in modern Germany (e.g., government; economy: types of jobs; lifestyles: family, education, health, housing, holidays)
6. Have students research and write about a famous person or group of people during this time period. Have students include a summary of the person's life or group's history and famous contributions.
7. Invite a guest speaker who has lived in Germany to talk about German culture and customs and share a few conversational words or phrases.
8. Show the class a travel video on Germany.
9. Have students read and share German stories and folktales.
10. Have students listen to German music.
11. Have students research inventions, pastimes, and sports.
12. Divide the class into groups and assign regions in Germany to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the mark). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.



13. Have students develop a German cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.
14. Have students write a first-person story about daily life in 19th-century Germany.
15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided. One or more terms will be used more than once.

Austria-Hungary Empire	Italy
Germany	Ottoman Empire

- _____ 1. led by the Emperor Francis Joseph
- _____ 2. Europe's *sick man*
- _____ 3. united by Chancellor Bismarck
- _____ 4. fought a war with France in 1870
- _____ 5. before unification, a loose confederation of states
- _____ 6. before unification, a group of independent small kingdoms
- _____ 7. unification in Germany and in this country led to a change in the balance of power in Europe
- _____ 8. a Dual Monarchy
- _____ 9. Cavour and Garibaldi were the leaders of its unification movement
- _____ 10. Greece and Serbia were once part of it



Answer the following using short answers.

11. What is nationalism? _____

12. What is extreme nationalism? _____

13. How did Bismarck unite the northern and southern German states?

14. What changes in Italy and Germany, and the Ottoman and
Austria-Hungary Empires led to a change in Europe's balance of
power? _____

15. What countries tried to gain influence in the Balkan regions of the
Ottoman Empire? _____



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 16. To achieve unification, Italy fought a war with France.
- _____ 17. The Russian invasion of the Ottoman Empire caused it to fall apart.
- _____ 18. The leader of the German unification movement was Otto von Bismarck.
- _____ 19. Serbia, Montenegro, and Greece were once part of the Ottoman Empire.
- _____ 20. The Austria-Hungary Empire became a Dual Monarchy under the leadership of Emperor Francis Joseph.



Keys

Practice (p. 581)

1. a feeling of strong loyalty and devotion to one's country and culture; strong support for the survival, success, and self-rule of one's country and culture
2. the struggle to unify nation-states into a single nation with a central government; the struggle to break free of foreign rule and gain self-rule
3. desire to spread the culture of one's own country to other parts of the world

Practice (p. 585)

1. kingdoms
2. Risorgimento
3. Carbonari; Young Italy
4. Sardinia
5. Cavour; Garibaldi
6. Vatican

Practice (pp. 589-591)

- I. The unification of Italy
 - A. The rise of Italian nationalism
 1. Italian kingdoms were ruled by powerful families, Austria, and the Catholic Church
 2. Many Italians wanted a Risorgimento, or revival of the glory Italy had known during ancient Rome and the Renaissance
 3. Patriotic societies formed to spread nationalistic ideas among the people
 4. The Carbonari started rebellions to overthrow foreign rulers
 5. Camillo di Cavour led the struggle to achieve Italian unity

- B. Northern Italy led the unification movement
 1. Cavour began the process of unification in the kingdom of Sardinia
 2. Cavour formed an alliance with France
 3. Cavour provoked Austria into declaring war against Sardinia
 4. Sardinia defeated Austria and gained control of Lombardy
 5. By 1860 almost all of northern Italy was united

- C. Italy became a nation-state
 1. Garibaldi and his Red Shirts freed Sicily and Naples
 2. By 1861, Italy became a united kingdom under Victor Emmanuel II
 3. Italy defeated Austria in the Seven Weeks' War in 1866
 4. Italy gained Venetia; Rome and the papal states were taken from France and the pope in 1870

- II. The unification of Germany
 - A. Bismarck led the unification movement
 1. Otto von Bismarck was the most powerful person in Prussia
 2. Bismarck became chancellor of Prussia in 1862
 3. He used a policy of *blood and iron*, or military force, to unite Germany
 4. He made Prussia the leading German state



Keys

B. Steps towards unification in Germany

1. Austria was against a united Germany
2. The Zollverein helped German states trade freely with one another
3. Prussia defeated Austria in a war and gained control over the northern German states

C. Franco-Prussian War

1. 1870—France and Germany went to war
2. France was defeated
3. Southern German states joined the German northern states
4. William I, king of Prussia, was named emperor of Germany

Practice (p. 593)

1. Otto von Bismarck
2. Austria
3. Religion: northern Germans were Lutheran; southern Germans were Catholic
4. a war with France
5. France

Practice (pp. 596-597)

1. The Dual Monarchy refers to the division of the Austrian Empire into the Austria-Hungary Empire, each with its own government. However, there would be one emperor who would be responsible for the army, foreign matters, and the economy.
2. Francis Joseph
3. Nationalism led to rebellions that Austria-Hungary could not control.
4. Europe's sick man; it was slowly decaying
5. World War I

Practice (p. 599)

1. nationalism
2. occupied
3. decay
4. process
5. rebellion
6. dual
7. annexed
8. desire
9. subject people

Unit Assessment (pp. 233-235TG)

1. Austria-Hungary Empire
2. Ottoman Empire
3. Germany
4. Germany
5. Germany
6. Italy
7. Italy
8. Austria-Hungary Empire
9. Italy
10. Ottoman Empire
11. loyalty and devotion to one's country and culture
12. belief that one's culture is better than any other and should be spread to other nations
13. war with France
14. unification of Italy and Germany and the decay of the Ottoman and Austria-Hungary Empires
15. Great Britain, France, Russia, and Germany
16. False
17. False
18. True
19. True
20. True

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator’s challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

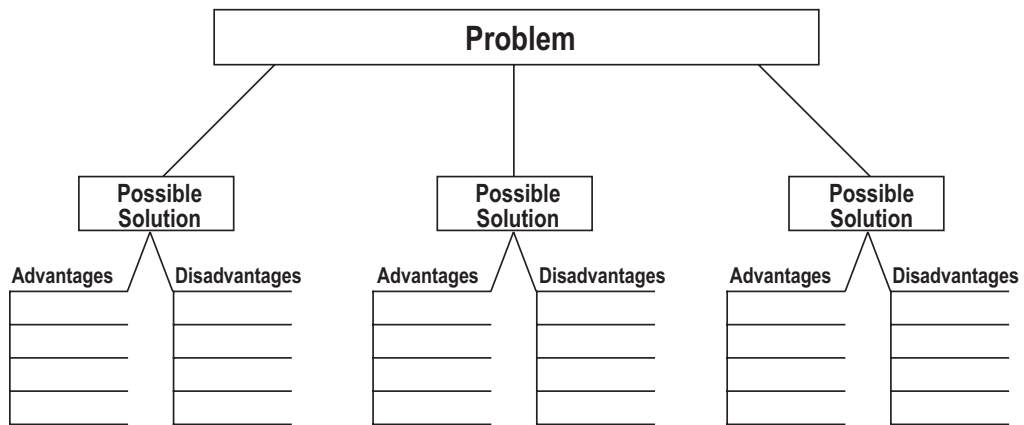
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

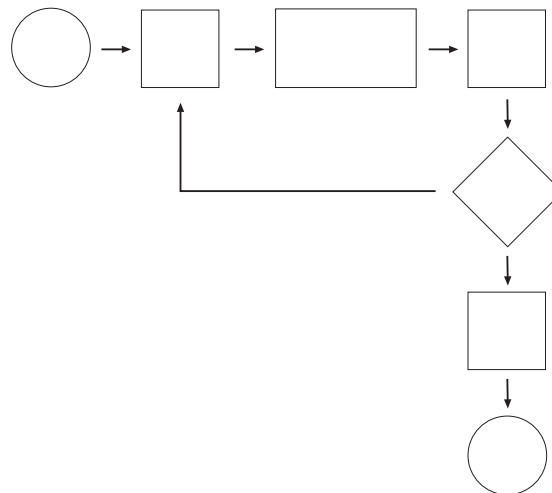
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



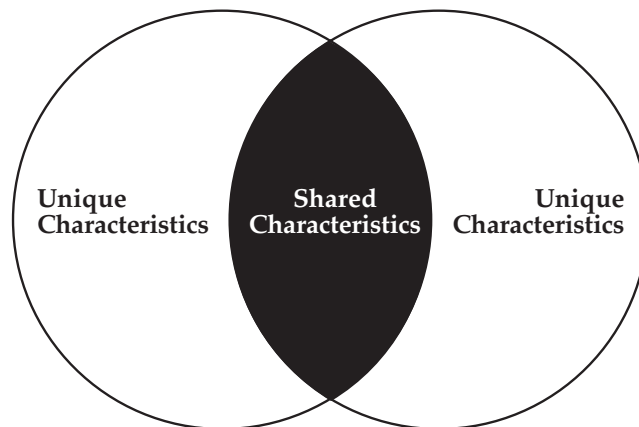
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



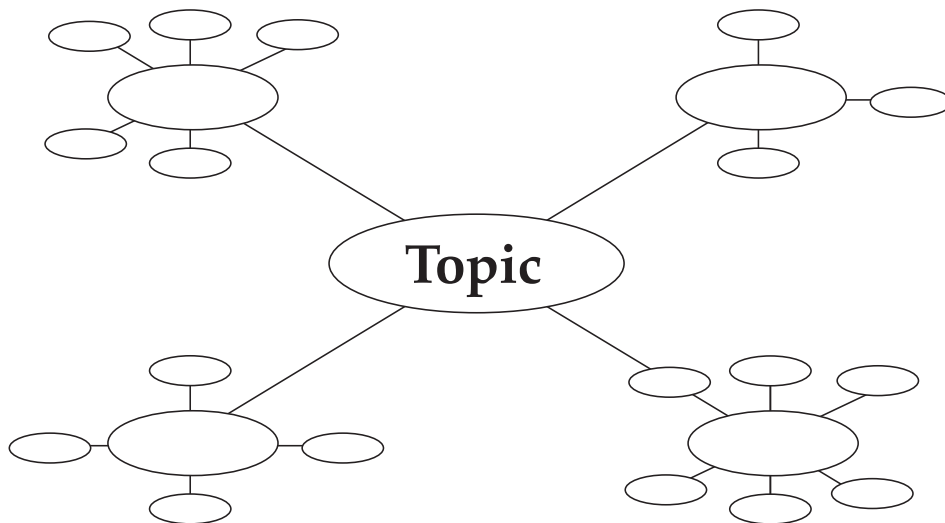
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



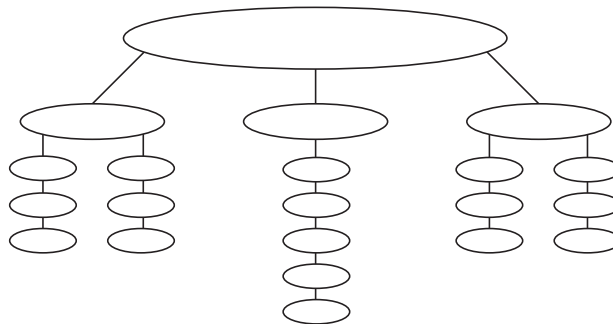
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students’ learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products.

<p>Written Presentations</p> <ul style="list-style-type: none"> • expressive (diaries, journals, writing logs) • transactional (letters, surveys, reports, essays) • poetic (poems, myths, legends, stories, plays) 		
<p>Representations</p> <ul style="list-style-type: none"> • maps • graphs • dioramas • models • mock-ups • displays • bulletin boards • charts • replicas 	<p>Oral Presentations</p> <ul style="list-style-type: none"> • debates • addresses • discussions • mock trials • monologues • interviews • speeches • storytelling • oral histories • poetry readings • broadcasts 	<p>Visual and Graphic Arts</p> <ul style="list-style-type: none"> • murals • paintings • storyboards • drawings • posters • sculpture • cartoons • mobiles
<p>Performances</p> <ul style="list-style-type: none"> • role playing, drama • dance/movement • reader's theater • mime • choral readings • music (choral and instrumental) 	<p>Media Presentations</p> <ul style="list-style-type: none"> • films • slides • photo essays • print media • computer programs • videotapes and/or audiotapes 	

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to their lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of World History.

Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18th-century America) and report their findings in a presentation. (SS.A.1.4.1.a)
2. Have students analyze the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)
3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)
4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
6. After analyzing geographical factors and the characteristics of hunter-gatherer societies, have students describe how technological and social advancements gave rise to stable communities. (SS.A.2.4.1.a)

7. Have small groups of students present a comparison of patterns of the social, political, and economic systems of early civilizations in Mesopotamia, Egypt, and the Indus Valley; the development of language and writing; and the development of religious tradition. (SS.A.2.4.2.a)
8. Have students choose a social class in early Egyptian society (e.g., peasants, priests, nobles, or pharaohs) and write a research paper in which they define the role of that class in society, the obstacles faced in society, and the accomplishments of that class. Have students present an oral presentation in which they assume the role of a member of that class and field questions from other students. (SS.A.2.4.2.b)
9. Have students write a research paper with a visual display about the way in which Chinese, Sumerian, Egyptian, and Greek societies saw themselves in relation to their gods. (SS.A.2.4.3.a)
10. Have small groups of students select one of the topics below from Athens' classical period to research and have them present written and oral reports with visual aids and supporting quantitative data. (SS.A.2.4.4.a)
 - Greek mythology
 - significance of citizenship
 - contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architectures, scientists, and mathematicians
11. Have students analyze and discuss the spread of Hellenistic culture by Alexander the Great. (SS.A.2.4.4.b)
12. Have students take one side in a discussion on whether the method for granting Roman citizenship was a key to the Roman military domination of the Mediterranean basin and Western Europe or ultimately contributed to Rome's downfall. (SS.A.2.4.5.a)
13. Have students present an analysis of the impact of Pax Romana on Roman economic, social, and political systems and how it affected the origins, traditions, customs, beliefs, and spread of Christianity and Judaism. (SS.A.2.4.5.b)

14. Have small groups of students select, analyze, and present a written and oral report to the class on Roman contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law. (SS.A.2.4.5.c)
15. Have students evaluate and discuss the reasons for the decline and fall of the Roman Empire. (SS.A.2.4.5.d)
16. Have students describe the origins, traditions, customs, beliefs and spread of Islam and analyze the theological differences between Islam and Christianity. (SS.A.2.4.6.a)
17. Have students present an analysis of the structure of feudal society and its effects on economic, social, and political systems of the Middle Ages. (SS.A.2.4.7.a)
18. Have students describe the Age of Charlemagne, the revival of the idea of the Roman Empire, and the spread and influence of Christianity throughout Europe. (SS.A.2.4.7.b)
19. Have students describe China and the Tang Dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Daoism; and the construction of the Great Wall. (SS.A.2.4.8.a)
20. Have students describe Japan and the development and significance of Shinto and Buddhist religious traditions and the influence of Chinese culture. (SS.A.2.4.8.b)
21. Have students describe the kingdoms of Kush and Ghana. (SS.A.2.4.8.c)
22. Have students describe the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest of India by the Muslim Turks. (SS.A.2.4.9.a)
23. Have small groups of students research a particular Mesoamerican calendar. Next, have the group present its findings to the class. After all the groups have given their presentations, have the class discuss the significance of the variations among the calendars. (SS.A.2.4.10.a)

24. Have small groups of students create a report that analyzes the trade routes that emerged under Mongol domination. The report should include maps of the trade routes, explain what goods were traded along the various routes, describe the logistics of trading along these routes, and discuss the impact these trade routes had on Eurasian peoples. (SS.A.2.4.11.a)
25. Have students select an Italian item of trade during the Renaissance (such as olive oil) to discuss the following questions: What impact could the rise of Italian city-states have on its trade? Would this market have any interest for the Medici? How would Machiavelli's *The Prince* calculate the Medici's interest and his own in this trade item? (SS.A.3.4.1.a)
26. Have students select a significant technological, scientific, or artistic work from the Renaissance (e.g., a work from Da Vinci, Shakespeare, or Machiavelli) and discuss the contrast between its role and value in its own time with the present day or discuss how the work might have been perceived in the Medieval period. (SS.A.3.4.1.b)
27. Have students understand and describe the theological, political, or economic differences that emerged during the Reformation, including the views and actions of such persons as Martin Luther, John Calvin, and Henry VIII. (SS.A.3.4.2.a)
28. Have students analyze and discuss conflicts, including the Edict of Nantes; the evolution of laws that reflect religious beliefs, cultural values, and traditions; and the beginnings of religious toleration. (SS.A.3.4.2.b)
29. Have students assume the viewpoint of Portuguese royalty in the mid-16th century to weigh the political and social risks of expanded exploration against the promise of economic gain and converting the New World to Christianity. Then, have students present an oral case for or against the adventure. (SS.A.3.4.3.a)
30. Have students explore the impact of trade on the motivations of explorers, on migration and settlement patterns in the New World, on the rise of mercantilism, and on the expansion of slavery. Have students analyze the perspectives of the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion and of those groups who were involuntarily

involved in trade (e.g., explorers, merchants, and slaves), and discuss the advantages and disadvantages of trade for each group. (SS.A.3.4.3.b)

31. Have students compare 19th-century Buddhism with 19th-century Christianity, Hinduism, Islam, or Judaism on a common issue such as on the proper relationship of the individual to the state. (SS.A.3.4.4.a)
32. Have students select one of the theorists who emerged during the Scientific Revolution, such as Isaac Newton, Johannes Kepler, Copernicus, or Galileo and prepare an oral presentation in which they discuss the problems the theorist faced socially, politically, and culturally. How were the theorist's ideas received? How did he change or not change the way people viewed the world? How did he influence today's society? (SS.A.3.4.5.a)
33. Have students prepare a plan for a museum exhibit featuring a significant leader or event since the Renaissance (leaders such as Louis XIV, Peter the Great, or Frederick the Great; events such as the Glorious Revolution or the French Revolution). Have students construct a well-rounded exhibit by including the opinions and accounts of a variety of different people who knew the leader or who were involved in the event (such as the peasants, sans culottes, urban laborers, clergy, and nobility in the French Revolution). Then have the students describe how the exhibit presents these perspectives for the museum visitor. (SS.A.3.4.6.a)
34. Have small groups of students select for study Hobbes, Locke, Montesquieu, or Rousseau to discuss which of that philosopher's most significant ideas are reflected in a major social and political document of the 18th century (such as the Declaration of Independence, the United States Constitution, or the Declaration of the Rights of Man and the Citizen). (SS.A.3.4.6.b)
35. Have small groups of students discuss the political development of Europe in the 19th century. Have students choose events that they believe contributed to this development (such as the Congress of Vienna, expansion of democracy in Europe, effects of urbanization, revolutions of 1848, unification of Germany and the role of Bismarck, and the unification of Italy and the role of Garibaldi). Then have students present an oral report in which they discuss how these events compare to the events in Europe today. (SS.A.3.4.7.a)

36. Have small groups of students select one of the topics listed below concerning its effect during the Industrial Revolution to discuss in an oral presentation. (SS.A.3.4.8.a)
- the rise of industrial economies and the link to imperialism and colonialism
 - the scientific and technological changes
 - the emergence of economic systems of capitalism and free enterprise
 - the utopianism, socialism, and communism
 - the status of women and children
 - the evolution of work and labor, including the slave trade and the union movement
37. Have students choose one of the events listed below as a topic for a research paper. (SS.A.3.4.9.a)
- the causes and effects of World War I and World War II
 - the Russian Revolution
 - the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, German, Italy, and Japan
 - political, social, and economic impact of worldwide depression in the 1930s
 - the Nazi Holocaust and other genocides
38. Have students select a major political, military, or economic event that has occurred since the 1950s (such as the development of atomic power, the rise of Germany and Japan as economic powers, revolutionary movements, or the independence of various African and Asian countries) and research its impact on international relations. (SS.A.3.4.10.a)

People, Places, and Environments

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)
2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)
3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)
4. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)
5. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)
6. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)
7. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)
8. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)
9. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables, where appropriate. (SS.B.2.4.2.a)

10. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)
11. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)
12. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)
13. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)
14. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)
15. Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

Government and the Citizen

Have students select examples of constitutional democracies and totalitarian regimes and discuss in small groups their similarities and differences. (SS.C.1.4.1.a)

Production, Distribution, and Consumption

Have small groups of students identify three items that are not typically produced in the United States (e.g., bananas, wool, and coffee), even though they could be produced here. Have each group develop and defend an explanation for why the United States should continue to import or begin to produce the items here, using economic terms and concepts (e.g., opportunity costs, relative prices, and absolute advantage). (SS.D.2.4.6.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Allow student to take frequent breaks for relaxation and small talk, if needed.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Remember that student may need to leave class to attend the ESE support lab.

Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion.

Ask questions that will help student focus on important information.

Highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

Standards		
1. Demonstrate understanding of the influence of physical and cultural geography on the development of civilizations and nation-states.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.1 Understand the early physical and cultural development of humans.	1	
SS.A.2.4.2 Understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.	2, 3, 4	
SS.A.2.4.3 Understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.	2, 3, 4, 5, 6, 7, 8, 9	
SS.B.2.4.1 Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	2-21 World History-Part 2	
SS.B.2.4.2 Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	2-21 World History-Part 2	
SS.B.2.4.3 Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	2-21 World History-Part 2	
SS.B.2.4.4 Understand the global impacts of human changes in the physical environment.	2-21 World History-Part 2	
SS.B.2.4.5 Know how humans overcome "limits to growth" imposed by physical systems.	2, 3, 4, 5, 6, 7, 8, 9, 10 World History-Part 2	
SS.B.2.4.6 Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	11, 19 World History-Part 2	
SS.B.2.4.7 Understand the concept of sustainable development.	2, 3, 4, 5, 6, 7, 8, 9, 10	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards		
<p>2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.4 Understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.	5	
SS.A.2.4.6 Understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.	7, 8, 13 World History-Part 2	
SS.A.2.4.7 Understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.	13	
SS.A.3.4.5 Understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.	15	
SS.A.3.4.6 Understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.	13, 14, 15, 16	
SS.A.3.4.7 Understand significant political developments in Europe in the 19 th century.	16, 17, 18, 19, 20, 21 World History-Part 2	
SS.A.3.4.8 Understand the effects of the Industrial Revolution.	World History-Part 2	
SS.A.3.4.9 Analyze major historical events of the first half of the 20 th century.	World History-Part 2	
SS.A.3.4.10 Understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.	World History-Part 2	
SS.C.1.4.1 Understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).	2-21 World History-Part 2	
SS.D.2.4.6 Understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.	19, 21 World History-Part 2	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards		
<p>3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African Americans and the Holocaust.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.5 Understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.	6	
SS.A.2.4.8 Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.	4, 9, 10	
SS.A.2.4.9 Understand significant social, cultural, and religious features of India, and India's conflict with the Muslim Turks.	9	
SS.A.2.4.10 Understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.	10	
SS.A.2.4.11 Understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.	9	
SS.A.3.4.1 Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.	11	
SS.A.3.4.2 Understand significant religious and societal issues from the Renaissance through the Reformation.	11	
SS.A.3.4.3 Understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.	9, 10, 12, 17	
SS.A.3.4.4 Know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19 th century.	7 World History-Part 2	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards		
4. Demonstrate understanding of the processes used to create and interpret history.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.1 Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	2-21 World History-Part 2	
SS.A.1.4.4 Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-21 World History-Part 2	

Standards		
5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2 Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	11-19 World History-Part 2	
SS.B.1.4.4 Understand how cultural and technological characteristics can link or divide regions.	2-21 World History-Part 2	

Standards		
6. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.3 Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	11	
SS.B.1.4.1 Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	1-21 World History-Part 2	
SS.B.1.4.2 Understand the advantages and disadvantages of using maps from different sources and different points of view.	11	

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Production Software

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 3.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Word 5.0. Redmond, WA: Microsoft.



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